

Fiddlers Lane Community Primary School

Inspection report

Unique Reference Number	105917
Local Authority	Salford
Inspection number	336582
Inspection dates	21–22 October 2009
Reporting inspector	Peter Jones

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	205
Appropriate authority	The governing body
Chair	Cllr Joe Kean
Headteacher	Mrs Julie Carson
Date of previous school inspection	5 March 2007
School address	Fiddlers Lane Irlam Manchester M44 6QE
Telephone number	0161 7752490
Fax number	0161 7752490
Email address	fiddlerslane.primaryschool@salford.gov.uk

Age group	3–11
Inspection dates	21–22 October 2009
Inspection number	336582

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2009

Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 16 lessons and held meetings with governors, staff and groups of pupils. They observed the school's work and looked at a range of documentation, including the school improvement plan, records of pupils' progress and attainment, monitoring and evaluation documents and pupils' work. Questionnaires completed by 36 parents and carers were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- pupils' standards and achievement, taking into account the current position and trends over time
- the overall quality of pupils' personal development
- the accuracy of the school's judgements about teaching, curriculum and care guidance and support
- the impact of the school's strategies to bring about improvement in its performance since the last inspection
- how effectively the school evaluates its performance and how it involves its stakeholders in this process.

Information about the school

This is an average-sized primary school. The school has experienced some instability in the teaching personnel in Key Stage 2 since the last inspection. Most pupils are White British. Around 10% are from minority ethnic groups, which represents a steady increase since the last inspection. A few pupils are at the early stages of learning English. The proportion of pupils eligible for free school meals is above average, as is the proportion of pupils with special educational needs and/or disabilities. One Nursery and one Reception class forms the Early Years Foundation Stage provision. The school holds the Activemark, the ArtsMark Silver, the Gold Safe Schools award and the Eco-Schools award. It has extended school and Healthy Schools status.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

2

Main findings

This is a satisfactory school with many good elements. Standards and achievement are satisfactory overall, with the performance of pupils in Key Stage 2 rapidly improving. The school has raised the quality of all other aspects of its work since the last inspection. This is the result of strong, focused leadership and management. The strategies employed have led to notable improvements in the quality of teaching, in the curriculum and in the care, guidance and support pupils receive across the school. As a result, behaviour is good, pupils have healthier lifestyles and pupils make a much more significant contribution to the community. Pupils with special educational needs and/or disabilities make satisfactory and improving progress because of the support they receive. The increasing numbers of pupils from minority ethnic groups are fully integrated and involved in this inclusive school. The decline in standards and achievement seen in Key Stage 2 in 2006 has been arrested. This is because staffing is now stable and the quality of teaching is good. The work set for older pupils does not always fully match their abilities. This is certainly the case for pupils who learn rapidly, and to a lesser degree, for pupils who require additional support. Also, pupils who learn rapidly do not have enough opportunities to work independently or with pupils of similar ability. This restricts their progress.

Since the school's last inspection, pupils' personal development, teaching, the curriculum and care, guidance and support have all improved significantly. Standards and achievement are now showing a steady improvement, although the school overestimates its performance in this area. This is because it has not accurately compared the performance of its pupils with those in other schools nationally. Overall, more effective leadership and management have impacted positively on the work of the school. Consequently, the school demonstrates a good capacity for sustained improvement.

What does the school need to do to improve further?

- Improve pupils' achievement by:
 - making sure that the work set in lessons matches more closely the abilities of pupils in Key Stage 2
 - providing more opportunities for pupils in Key Stage 2 to work independently or with others of similar ability.
- Strengthen the school's understanding of its overall effectiveness by:
 - ensuring that leaders and managers have an accurate picture of how pupils are

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

achieving compared with pupils in other schools nationally.

- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Key Stage 1 pupils build on their good start in the Early Years Foundation Stage to consistently reach average standards in reading, writing and mathematics. In 2006 standards and achievement declined sharply in Key Stage 2 in all subjects. This reflected the instability of staffing at the time that resulted in a fall in the quality of teaching and of pupils' behaviour. The school's highly effective programme of improvement has seen standards and achievement recover strongly in the last two years. The Year 6 2008 national test results and the provisional results for 2009, together with a scrutiny of pupils' work, confirm the school's view that attainment and progress are improving quickly. Standards and achievement in English, mathematics and science for pupils currently in Year 6 are now nearing national averages. This represents satisfactory, and improving, achievement overall.

Pupils have a very good attitude towards their learning. Behaviour and relationships are much improved since the last inspection, and there is a real enthusiasm and sense of teamwork. Pupils say they feel safe and are confident that the adults in school will provide the help and support they need. Pupils say there is no bullying and that any minor disputes are quickly and amicably resolved. They enjoy all aspects of school life and there is very good support for the wide range of clubs and activities that the school provides. Pupils are keen to take responsibility as school councillors, buddies and monitors. Service to the school and wider community is encouraged from an early age. Fundraising for school and charity has a high profile. Pupils have developed genuine and warm relationships with elderly people in local residential homes and sheltered accommodation. The school's very well-equipped gymnasium was designed by the pupils, reflecting the importance given to the role of the school council. Pupils are taught about different religions and cultures in lessons and assemblies. They have a very good understanding when they talk about keeping healthy and taking exercise. The school strives to improve the consistently average rates of attendance, but has not been helped by a recent high incidence of illness. Given the improvements in standards and achievement, pupils' development of the skills they will need for success in later life are satisfactory.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate
Please turn to the glossary for a description of the grades and inspection terms

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The good teaching is improving achievement across the school. The quality of teaching observed during the inspection ranged from satisfactory to outstanding. In the best teaching, learning is enjoyable but staff also have high expectations of work and behaviour. The pace of learning is brisk and lessons have clear objectives. Planning builds effectively on previous lessons and takes careful account of pupils' progress. The roles of support staff are clear, and they are involved in planning and assessing pupils' work. Pupils are provided with a stimulating range of tasks and resources, including computers and electronic whiteboards. They are engaged and motivated as a result, and make good progress. In Key Stage 2, teaching is now good overall. Sometimes pupils who learn rapidly, and occasionally some who need additional support, are not provided with work that matches their abilities. They spend too much time in whole-class teaching situations where the work can be too easy or too difficult for them. Pupils who learn rapidly do not have enough opportunities to work independently, or with others of similar abilities, on tasks that would challenge them and develop higher skills. For these pupils, progress is still not as rapid as it might be.

The curriculum has been enhanced by more enrichment opportunities that have made learning more enjoyable and relevant to pupils. Interesting links are being developed between subjects. These are contributing to the more effective teaching and the better results in English and mathematics, especially for older pupils. The school has worked particularly hard to provide opportunities for its younger pupils, and those who live a distance away from school, to have access to clubs and to activities at lunchtimes.

Parents and carers appreciate the good quality of the care, guidance and support their

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

children receive. Pupils agree with this in the questionnaires they completed. Support and guidance for pupils with special educational needs and/or disabilities, those with emotional or behavioural difficulties and those who speak English as an additional language are good. Early diagnosis and appropriate actions are taken to enable these pupils to play a full part and to enjoy school, with an improving impact on their satisfactory achievement.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The school's senior leaders have successfully raised the aspirations and the performance of staff, pupils and many parents and carers since the last inspection. This is evidenced in the improvements made to aspects of pupils' personal development and to their standards and achievement. All staff are now held to account for their performance and receive appropriate training and professional development. Systems for safeguarding pupils are robust and fully meet requirements. School development planning is detailed and practical and makes school improvement a clear priority. The school monitors the effectiveness of its work rigorously, and all managers have clear roles and responsibilities in this area. The improvements to the quality of teaching, curriculum and care are an example of the impact of this work. Insufficient account is taken of the quality of pupils' achievement in relation to that of pupils in other schools nationally. This means that leadership does not have the complete picture required to assess this aspect of the school's effectiveness. The school's promotion of equal opportunities, and the way it tackles discrimination, are good. This is illustrated by its successful work to boost the self-esteem and achievement of girls and the harmonious integration of the school's minority ethnic pupils into school life. The school's promotion of community cohesion is good, and particularly strong in local and global aspects. For example, it makes its facilities available to a number of community groups such as the Guides and a karate club. The school has developed close links with a Kenyan school. What makes its contribution good rather than outstanding is that it is just beginning to engage with a number of schools that will extend pupils' awareness and experience of wider United Kingdom communities. The governing body takes an active role in leading and checking the school's work and has made training for its members a priority since the last inspection.

These are the grades for leadership and management

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

The outcomes in the Early Years Foundation Stage are good and are improving. Children receive a good start to their learning. They make good progress after most enter with skills at levels below age-related expectations. As a result, by the end of Reception, they reach broadly expected levels in all areas of learning, most notably in language and personal development. The good use made of the excellent outdoor learning environment results in children accessing a wide range of experiences that enhance their skills and abilities well. They quickly develop good self-esteem and build strong relationships with adults. Children enjoy the interesting tasks and develop concentration and perseverance. Behaviour is good, with children showing care and consideration towards each other. The curriculum meets children's needs well. The well-planned activities ensure an appropriate balance of teacher-led and child-initiated activities that encourage active learning. There are good opportunities for children to develop as independent learners and many are confident users of computers. Adults care greatly about the children and work hard to ensure that children's physical, social and emotional needs are met. There are strong links with parents and carers. The Early Years Foundation Stage leader manages an effective team well. Children's progress is carefully assessed and recorded. Rigorous systems are in place to ensure the welfare of all children.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The overwhelming majority of parents and carers are happy with the school's work. Inspectors agree with these positive views. It is evident from their questionnaire responses that hardly any parents and carers have concerns about the school's work. 'This school has improved enormously,' was a typical comment made by parents and carers. One parent expressed a concern about behaviour. Inspectors found the quality of pupils' behaviour to be good.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Fiddlers Lane Community Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspector received 36 completed questionnaires by the end of the on-site inspection. In total, there are 205 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	24	67	12	33	0	0	0	0
The school keeps my child safe	24	67	12	33	0	0	0	0
The school informs me about my child's progress	20	56	16	44	0	0	0	0
My child is making enough progress at this school	15	42	20	56	0	0	0	0
The teaching is good at this school	26	72	10	28	0	0	0	0
The school helps me to support my child's learning	21	58	15	42	0	0	0	0
The school helps my child to have a healthy lifestyle	25	69	11	31	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	21	58	14	39	0	0	0	0
The school meets my child's particular needs	19	53	17	47	0	0	0	0
The school deals effectively with unacceptable behaviour	21	58	14	39	1	3	0	0
The school takes account of my suggestions and concerns	20	56	15	42	0	0	0	0
The school is led and managed effectively	19	53	17	47	0	0	0	0
Overall, I am happy with my child's experience at this school	26	72	10	28	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



23 October 2009

Dear Pupils

Inspection of Fiddlers Lane Community Primary School, Manchester, M44 6QE

I am writing to thank you for being friendly and helpful when the inspectors visited your school. I would particularly like to thank those of you who spoke with inspectors and those who completed the questionnaire.

The inspectors found many positive things about your school, such as your positive attitudes and your willingness to learn. You are taught well. As a result, your standards and achievement at the end of Year 6 are satisfactory and they are improving quickly. Your behaviour was good in lessons and the playgrounds. You say you enjoy school, and you like to exercise and eat healthily. Many of you take part in the good range of activities your school provides, particularly in sport and music. The ways you involve people from the residential home and the nearby sheltered accommodation, and your tree planting, are positive examples of how good your involvement is in your local community. Your work as school councillors and buddies has helped provide your super gymnasium and to ensure that everyone is happy and involved.

We have asked your school to do three other things to make your learning better. These are to:

- make sure that pupils in Key Stage 2 are always given work in class that matches their abilities so that they make the best possible progress
- give older pupils more opportunities in class to work independently, and with other pupils with similar abilities, so they progress more quickly and learn new skills
- improve the ways it checks how well you do in national tests at the end of Year 6 compared to pupils in other schools.

You can help by continuing to work hard and doing your best.

Yours sincerely

Mr Peter E Jones

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.