

Medlock Primary School

Wadeson Road, Chorlton on Medlock, Manchester, M13 9UJ

Inspection dates 24–25 October 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils achieve well. They make good progress as a result of careful tracking and support. They leave school at the level expected for their age.
- Teaching is good overall with some that is outstanding. Pupils benefit from well-resourced and carefully planned lessons. This ensures that they enjoy their learning and have a good understanding of what they need to do to improve.
- Pupils' behaviour is good, and their positive attitudes make a good contribution to their learning. They enjoy school and feel safe. This is reflected in their good attendance.
- School leaders and governors have a very accurate understanding of the school's strengths and areas for development. They use this information to create well-prioritised action plans. As a result, the school has made rapid improvements since the last inspection.
- The curriculum has a clear focus on developing pupils' basic skills. It is enhanced by a varied range of enrichment opportunities which make a good contribution to pupils' social, moral, spiritual and cultural development.

It is not yet an outstanding school because

- Teachers do not always make the best use of time. Work is not always hard enough, especially for the more able pupils, who do not always make enough progress.
- Standards in reading are not yet as good as they are in writing.
- In the Early Years Foundation Stage staff do not take every opportunity to extend children's speaking skills.

Information about this inspection

- Inspectors observed parts of 25 lessons, including joint observations conducted with the school’s senior leaders.
- Discussions were held with school staff, pupils, governors and representatives from the local authority. In addition, inspectors held brief informal conversations with a number of parents.
- There were only 5 responses to the online parents’ questionnaire (Parent View). Inspectors took these into account alongside data from the school’s own analyses of parental feedback.
- A range of documentation was scrutinised including the school’s monitoring of teaching, action plans, behaviour logs, pupil progress data and minutes of meetings. Inspectors also looked at pupils’ work and books in lessons.

Inspection team

Christine Birchall, Lead inspector	Additional inspector
Shirley Herring	Additional inspector
Peter Allen	Additional inspector

Full report

Information about this school

- Medlock Primary School is a much larger than the average primary.
- The proportion of pupils supported at school action is broadly average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is broadly average.
- The proportion of pupils who are from ethnic minorities, and those for whom English is an additional language, is much higher than the national average. Currently 35 different languages are spoken in the school.
- The proportion of pupils known to be eligible for the pupil premium is much higher than average.
- A higher than average proportion of pupils join or leave the school during the academic year.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school has an on-site care club which is not managed by the governing body.

What does the school need to do to improve further?

- Further improve teaching so that it is never less than good, and more is outstanding, by:
 - making sure that no time is wasted in lessons and that work is sufficiently challenging, particularly for the more able, so that they make faster progress
 - giving more attention to children's speaking and communication skills in the Early Years Foundation Stage.
- Raise attainment in reading by:
 - teaching the skills of blending letters and their sounds more effectively in Key Stage 1
 - ensuring that books are precisely matched to the interests and abilities of the pupils.

Inspection judgements

The achievement of pupils is good

- Pupils start school with skills that are generally below the level expected for their age. They make good progress and leave the Early Years Foundation Stage at levels that are much closer to average except in reading and communication. Many children start school with limited language skills and a reluctance to speak in groups. Staff encourage children to take part in activities but do not grasp every opportunity to involve children in conversations and extend their confidence and vocabulary.
- Progress is good in Key Stages 1 and 2 and pupils leave Year 6 at the expected level in reading, writing and mathematics. Although overall attainment is rising, it is being held down because not enough pupils reach the above-average level.
- Pupils are increasingly skilled in using their number skills in other subjects and can explain the methods they have used to reach an answer. Pupils are confident when writing for a range of purposes, such as to give instructions or to express their views in a letter. Although attainment in reading is average, it is slightly lower than in the other subjects. It is improving because teachers have increased pupils' opportunities to read, although their books are not always matching their needs. Pupils in Key Stage 1 identify letters and the sounds that they make but lack confidence in blending these sounds to tackle new words.
- Pupils with disabilities and those who have special educational needs, as well as those who are eligible for the pupil premium, are well supported so that they make good progress from their starting points.
- Pupils for whom English is an additional language, including international new arrivals, are closely monitored and supported, which ensures that their language skills do not slow down the pace of learning and progress. Bilingual help is readily available and they make good progress, with many leaving school reaching the expected level.
- Pupils have very positive attitudes to their learning. They are encouraged to work both independently and collaboratively from early years upwards and, as a result, many of them display high levels of resilience as they get older. For example, in Year 4, when faced with a challenging maths problem, a group of boys used the advice on display to solve it rather than immediately asking the teacher.

The quality of teaching is good

- Teachers know their pupils extremely well and, in the best lessons, use their knowledge to provide activities which meet the needs of individuals and groups, so that they are all able to make good progress in the majority of lessons.
- When teaching is less effective in Key Stages 1 and 2, the pace of learning slows when teachers spend too long talking to the whole class, and there is sometimes a lack of challenge for more-able pupils.
- In contrast, most teachers plan lessons well and support them with a range of high-quality resources which reflect the multicultural nature of the school community. They provide a good range of purposeful and practical activities which show a good understanding of how pupils learn.
- Children in the Early Years Foundation Stage benefit from a well-organised and attractive outdoor learning environment. Staff encourage learning through practical activities including role play. Staff promote discussion and ask questions but sometimes accept very brief answers and miss opportunities to develop the speaking skills of the very young children.
- Teaching assistants are trained well and effectively deployed to meet the needs of the learners. A significant number of group and individual interventions take place. These are closely monitored and have a major impact on pupils' progress.
- Teachers' marking and feedback ensure that pupils know what they need to do to improve. Pupils can explain the 'green arrow' and 'assertive mentoring' files and refer to them to

understand their targets and next steps for learning.

- Good relationships underpin pupils' positive approach to learning and contribute to the development of pupils' social, moral, spiritual and cultural development.

The behaviour and safety of pupils are good

- Pupils behave well throughout the school day, both in and out of lessons. They are well supported in this by all adults, who provide good role models for calm and courteous behaviour and apply the school's code of conduct consistently. Occasionally, when there is insufficient challenge for the more able pupils, they can become too passive in lessons and do not make a full contribution to what is happening.
- Pupils are proud of their school and enjoy their learning. They talked very confidently to inspectors of all the opportunities available to them, and feel safe and well supported. Parents' views confirm that the school keeps their children safe and that behaviour is typically good.
- Pupils have been actively involved in developing the school's 'golden rules'. As a result, they understand the importance of keeping to them and the consequences of any misbehaviour, as well as the rewards for good behaviour. They say that there is very little bullying in the school and are certain that the teachers would deal with it effectively should it arise. They understand about the different types of bullying and feel confident that they know how to stay safe, for example from cyber-bullying.
- Pupils are encouraged to be active members of the school community. As a result, the school council has made presentations to the governing body and 'peer mentors' have received training to support fellow pupils who may be experiencing difficulties.
- Pupils talk about their learning and know that each piece of work builds on what they have already learned and helps them to improve. In discussion, they expressed confidence that the school was ensuring they develop essential skills which would help them with their future education.
- The school's unrelenting drive to improve attendance has increased attendance from below average at the last inspection to good. Pupils enjoy being at school.

The leadership and management are good

- As a consequence of a very clear vision and detailed, systematic monitoring systems, the school has made considerable improvements since the last inspection. Leaders at all levels now make significant contributions to school improvement. This has ensured that pupils now make good progress.
- School leaders have a very accurate view of the school's strengths and areas for development. Priorities are clear and actions are focused on raising attainment. All staff have a shared understanding of the direction in which the school is moving. Rigorous tracking of pupils' progress identifies any underachievement. Expectations of staff are high and they are held to account for the progress of their pupils.
- Leaders ensure that support is being provided where it is most needed. Leaders track the progress of pupils at both individual and group level, and address issues as they emerge. They have identified that the progress of the more able could be more rapid and have recently started to track the performance of that group as closely as they do with the rest.
- In contrast to this is the swift response to the pupils who arrive mid-year, including international new arrivals. Their needs are assessed and help provided. One parent spoke extremely positively of how well teachers had supported her child, who had only been in the school a week and spoke little English. The child was settled and happy as a result.
- The pupil premium has been used to provide additional support for targeted individuals as well as groups of pupils. School leaders have closely monitored the impact, which shows that last

year in Key Stage 1 these pupils performed slightly better than their peers. At Key Stage 2 these pupils swiftly close the gaps in their performance and make good progress.

- The quality of teaching is closely monitored and leaders have an accurate view of strengths and development needs. Professional development is closely linked to whole-school issues as well as the needs of individual teachers. Leaders have used a number of strategies, including coaching and performance management targets aimed at raising achievement, to improve the quality of teaching. Although there remain some variations in the quality of teaching, the overall picture is stronger than at the last inspection.
 - Partnerships with parents are very effective in enabling them to support their child's progress. Parents are welcomed into the classroom and say that they find teachers approachable and supportive. Regular coffee mornings are held so that they can talk informally about issues concerning their child, such as reading, and workshops are offered to provide practical help on supporting children's progress.
 - The curriculum has been carefully mapped to identify topics and skills which are taught in a cross-curricular way and matched to the needs and interests of the pupils. It is also enriched by visits to places of educational interest, such as the Imperial War Museum, an art gallery and a science museum, as well as a large number of well-attended extra-curricular activities. This is effective in promoting pupils' social, moral, spiritual and cultural development.
 - All statutory requirements related to safeguarding are met.
 - The local authority has provided good support for the school in the development of subject and curriculum leadership. This has had an impact on improving the quality of leadership overall, as well as enhancing the curriculum experiences of the pupils.
 - **The governance of the school:**
 - The governing body has a good understanding of the school's strengths and weaknesses. Governors know how the school is performing, which groups of pupils are achieving and what the priorities are for improvement. Governors know the context of the school and the challenges it faces but are adamant that equal opportunities are provided for all. They aim for all children to achieve their best within a 'no excuses culture'. As a result, they provide a good level of challenge to the school. Governors have a good understanding of how well the school's resources are deployed, including the pupil premium, and are rigorous in monitoring the impact.
-

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	105483
Local authority	Manchester
Inspection number	400780

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
Gender of pupils in the sixth form	Not applicable
Number of pupils on the school roll	468
Appropriate authority	The governing body
Chair	Mrs Amanda Corcoran (Acting)
Headteacher	Mrs Fiona Maguire
Date of previous school inspection	5 May 2010
Telephone number	0161 2731830
Fax number	0161 2732066
Email address	head@medlock.manchester.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', 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 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

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 assesses 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 0300 123 4234, 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 information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

