

# Mesne Lea Primary School

Walkden Road, Worsley, Manchester, Lancashire, M28 7FG

**Inspection dates** 20–21 February 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Although there have been improvements in the achievement of pupils in Key Stage 2, these are recent and pupils do not yet make consistently good progress throughout the school. The pace at which standards are improving across Key Stage 1 and 2 is not fast enough to ensure that achievement by the end of Year 6 is good or better.
- Teaching is not yet consistently good and varies significantly across the school. Not all teachers accurately assess what pupils already know or plan lessons that meet their educational needs.
- Not enough opportunities are provided for pupils to learn independently and a lack of problem solving activities limits pupils' development, especially in mathematics.
- School subject leaders are relatively new to their roles. While they can describe the school's actions to raise standards in mathematics and English, there is not enough evidence to indicate which initiatives are working best, and how much impact they are having.
- The checks that leaders and governors carry out on the quality of teaching and its impact on pupil progress are not yet good enough to ensure that pupils achieve to the best of their ability throughout their time in school.

### The school has the following strengths

- The headteacher and senior leadership team are determined to improve the school. Their focus on marking and helping pupils to understand how to improve their learning is helping to raise standards.
- Effective support is provided for children who benefit from the pupil premium funding. Along with those who have special educational needs, they are achieving well.
- Pupils' behaviour is good around the school and in lessons. They enjoy school and say that they feel safe. Bullying is very rare and pupils make a good contribution to their school.
- Pupils in the Nursery and Reception have a good start to their education and learn well.
- The school learning mentor is a strength; her work has had a significant impact in a short space of time.

## Information about this inspection

- Inspectors observed 16 lessons, four of which were joint observations with members of the senior leadership team. Inspectors also observed parts of lessons, including phonics (letters and the sounds they make), small group teaching activities and an assembly.
- Inspectors listened to pupils read from years 1, 2, 5 and 6 and held discussions with three groups of pupils from years 1-6.
- Account was taken of 24 responses to the on-line questionnaire Parent View as well as 22 questionnaires completed by staff. Inspectors also looked at the school's parent questionnaires and a letter from a parent.
- Discussions were held with school staff, including senior leaders responsible for literacy, numeracy, special educational needs and the Early Years Foundation Stage. Discussions were also held with three members of the school's governing body, including the Chair of Governors and a separate discussion was held with one of the school's parent governors.
- Various documents were scrutinised as part of the inspection including the school's self evaluation, records of teacher monitoring, pupil data and tracking information, development plan, behaviour logs and records relating to safeguarding.

## Inspection team

Lenford White, Lead inspector	Additional Inspector
Sheila Loughlin	Additional Inspector
Maureen Coleman	Additional Inspector

## Full report

### Information about this school

- The school is an average-sized primary school. The proportion of pupils eligible for the pupil premium funding (additional government funding provided for children who are looked after by the local authority, those from armed service families, and those known to be eligible for free school meals), is just above the national average.
- The vast majority of pupils are White British; very few speak English as an additional language.
- The proportion of pupils supported at school action is just below the national average and the proportion of children supported at school action plus or with a statement of special educational needs is average.
- Since the school's last inspection there have been significant staffing changes, including the appointment of a headteacher, the formation of a new senior leadership team and the appointment of two newly qualified teachers. In September 2011 an additional Reception class and a Nursery was created. This was followed by an additional Reception class in 2012. The number of children on roll at the school has increased significantly over the last two years.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- A breakfast club is housed within the school but is managed separately and is not part of this inspection.

### What does the school need to do to improve further?

- Raise levels of achievement across the school so that they are at least in-line with national expectations by:
  - making sure that all teachers use data to accurately identify, at the earliest possible stage, those pupils who may be falling behind
  - ensuring that all activities, especially in mathematics, always engage pupils and help them to reach the higher levels.
- Improve the quality of all teaching so that it is good or better by:
  - ensuring that teachers make accurate checks on pupils' learning and use this information to plan lessons which meet the needs of all groups of pupils including the more able
  - sharing the expertise of good and outstanding teachers within the school to develop the skills of all teachers
  - making lessons interesting by providing as many opportunities as possible for pupils to apply their learning to real-life situations, especially in mathematics.
- Improve the effectiveness of leadership and management by:
  - extending the role of subject leaders and providing training in the use of assessment data so that they are able to accurately check pupils' progress

## Inspection judgements

### The achievement of pupils

### requires improvement

- Pupils' overall achievement is not yet good and requires improvement. Children enter the school Nursery with skills and abilities which are just below those expected for their age. They make good progress through the Early Years Foundation Stage and achieve standards which are above the national average by the time they leave Key Stage 1.
- Progress has been slower through Key Stage 2 and in 2012 pupils left Year 6 having attained standards which were below national expectations, with very few reaching the higher levels in either mathematics or English.
- The rate of pupil progress across different subjects is now being checked more closely and ambitious targets have been set for all year groups. Currently a higher proportion of pupils in Years 4, 5 and 6 have reached standards expected for their age in reading, writing and mathematics, with some exceeding these. The school has been careful to make sure that its assessments in a number of subjects, including writing, have been checked and agreed by a number of local primary schools that come within its family cluster.
- Pupils' books show that there are some variations in the rates of progress made by pupils in different year groups and in mathematics and English. However, in good lessons many pupils are now making good progress as work is beginning to be more consistently matched to their abilities.
- Pupils who are eligible for the pupil premium funding perform well in reading and writing in Key Stage 1, they progress well through Key Stage 2, and their attainment is good by the time they leave Year 6.
- Most pupils with special educational needs achieve to the same level as their peers nationally, with some doing better. This is as a result of good one-to-one help and support and small group teaching activities.
- Reading has improved as a result of better use of tracking data to identify those pupils in need of additional help. The school's use of intensive one-to-one reading programmes has ensured that they are now making better progress in their reading. Less able pupils who read for inspectors were able to demonstrate good skills in sounding out unfamiliar words to help with their reading.
- The recently established school Nursery is strength of the school. Children's social, emotional and physical needs are met through well planned activities based on children's interests. This ensures that they make good progress towards early learning goals and achieve well.

### The quality of teaching

### requires improvement

- The quality of teaching is inconsistent and not enough is good or better. This results in some pupils not achieving to the best of their ability over time. While monitoring of the quality of teaching is improving, it is not yet as accurate as it needs to be to ensure that the achievement of all pupils is good or better.
- The teaching of mathematics needs to improve. While there is evidence of good teaching in mathematics, too much teaching fails to inspire pupils because there is not enough focus on solving problems and too few opportunities for pupils to engage in problem solving; this limits the development of their independent enquiry skills.
- In some lessons the pace of learning is too slow and activities are not hard enough. In one mathematics lesson some pupils were using net-books and were enjoying working out the multiples of beads in rows and columns. However opportunities were missed for pupils to apply their knowledge and skills to practical real-life situations.
- Where teachers neglect to effectively use information on pupils' attainment in their planning, opportunities are frequently missed to fully stretch more able pupils and to fully engage them in learning. This is because tasks set are not always sufficiently different to ensure that the needs

of all learners are met.

- In the best lessons teachers take every opportunity to fully engage learners and ensure that every minute is used well. For example, in one lesson pupils had decided that they wanted to learn about pirates. They worked in small groups to discuss pirate characteristics, and then wrote stories. They were constantly alert and ready to respond to their teacher's questions. The lesson ended with two pupils of different abilities reading their stories and a spontaneous round of applause.
- Relationships between pupils, teachers and other adults are good. In the best lessons teaching assistants are used to good effect and help pupils right from the start and throughout the lesson.
- Pupils are becoming increasingly aware of their learning targets and how to improve. This is especially the case in Key Stage 2 where many pupils can quickly pin point exactly what they need to do to improve their work in mathematics and English.
- Marking has improved; pupils work is checked regularly and they know how the marking scheme works. Pupils are getting better at checking their own work and that of others and are becoming more confident in making their own comments on what teachers have to say about their work.

### **The behaviour and safety of pupils are good**

- Pupils behaviour in and around the school is good. They enjoy coming to school, they like their teachers, and they say that they feel safe. Pupils form close bonds with friends and are very welcoming to visitors. Pupils benefit from a number of visitors who come to the school to talk to them about safety, including community police officers and fire-fighters. Pupils also visit Crucial Crew to further enhance their knowledge and understanding of safety issues.
- Pupils' behaviour in lessons is usually good. Where teaching is exciting pupils show very positive attitudes and they relish any challenges that are put before them. However in less engaging lessons or where teachers spend too much time talking some pupils become restless.
- Behaviour in the Nursery is excellent. Routines are well established and children feel secure and confident. They enjoy their learning and settle into various activities very quickly when they come into school.
- An examination of the school's behaviour logs shows that incidents of bad behaviour are rare and that even the smallest concerns are taken seriously and dealt with immediately.
- Pupils have a good understanding of different types of bullying and say that although their classmates sometimes fall out, this is rare and they always make up. Pupils who talked to inspectors showed that they had a good understanding of cyber bullying and how to stay safe when using the internet.
- Pupils learn how to treat people with respect through the social and emotional aspects of their learning (SEAL) and through the support and advice that they get from adults. They speak highly of the school's new Learning Mentor, and know that her main role is in helping people. During the inspection the Learning Mentor delivered a SEAL lesson that had pupils riveted. She managed to use the story of the Wizard of Oz, and the quest of its main characters for courage, a heart and a brain, as an analogy for self reliance and achieving goals.
- The school tackles discrimination well. Pupils understand that discrimination is wrong; they can define racial discrimination and say that it does not happen in their school.
- Good communication with parents and pupils has helped to ensure that attendance is good and has been consistently above the national average in recent years.

**The leadership and management requires improvement**

- The leadership and management of the school are not yet good because the quality of teaching and the overall achievement of pupils are not yet good.
- The school's senior leadership team has been in place since the beginning of the current academic year. During this time a number of priorities have been identified including, improving the quality of teaching, raising levels of attainment, and addressing the areas for improvement identified from the school's last inspection. However, the quality of teaching still remains variable and although there are signs of better progress and achievement this academic year in Key Stage 2, this is a recent development.
- The school has been supported by the local authority which has provided advice in a number of areas including, marking pupil's test papers in writing and advising on observing teachers to assess their strengths and areas for development.
- The role of the coordinator for mathematics is still developing and the role of literacy co-coordinator is currently in transition. Work in these areas is yet to be as effective as it could be because assessment data is not yet used accurately to check pupils' progress and records identifying the effect of small group activities are not yet detailed enough.
- The headteacher's focus on marking is having an impact on raising standards; most marking is informative and identifies the next steps that pupils need to take in order to improve their learning. Senior leaders' focus on target setting has also been effective; the vast majority of pupils now know what their targets are and how to improve.
- Under the direction of the new leadership team the teaching of phonics has improved. Pupils say that they enjoy reading and many older pupils have developed a love of books and read frequently at home and at school.
- School leaders work to promote equality of opportunity across the school and any gaps between the achievement of groups, including boys and girls, are closing and are no different to those found nationally. Safeguarding arrangements meet statutory requirements.
- The school's spiritual, moral, social and cultural work is improving. This is shown through the respect that pupils have for each other and in the successful way in which they work together. Pupils study a range of religions and they visit places of worship, including a synagogue in Manchester, and they celebrate festivals including the Chinese New Year.
- The way in which the school curriculum is organised has a number of strengths. The school aims to provide as many memorable experiences as possible for pupils and explores a range of themes, including Victorian England and the Second World War. Each curriculum topic involves either a visit or a visitor to the school.
- **The governance of the school:**
  - Governors are well organised and their knowledge of individual teachers' performance is improving. They decide when teachers can progress along the salary scale and ensure that this is allied to individual targets linked to school improvement. Governors ensure that they are kept up to date with their training and have been actively involved in the recruitment of a number of staff to the school. Governors have a good level of involvement with the school and many have specialist responsibilities matched, for example, to mathematics and special educational needs. All governors have responsibility for a year group. Governors make sure that funding is thoroughly checked, they know how much the school is allocated through the pupil premium, how this money is spent and the impact that it is having on the children to whom it applies. Governors know most of the school's strengths and areas for development. Their training in the use of data analysis and regular reports from key staff ensures that they are well placed to tackle underperformance.

## 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

<b>Unique reference number</b>	105911
<b>Local authority</b>	Salford
<b>Inspection number</b>	400811

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	264
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Kate Cowpe
<b>Headteacher</b>	Julie Finlay
<b>Date of previous school inspection</b>	20 July 2010
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