

# St Mary's Church of England Aided Primary School, Prestwich

## Inspection report

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<b>Unique Reference Number</b>	105342
<b>Local Authority</b>	Bury
<b>Inspection number</b>	336479
<b>Inspection dates</b>	2–3 March 2010
<b>Reporting inspector</b>	Liam Trippier HMI

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	238
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs C East
<b>Headteacher</b>	Mr Johnathan Fish
<b>Date of previous school inspection</b>	21 November 2007
<b>School address</b>	Rectory Lane Prestwich Manchester M25 1BP
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. The majority of inspection time was spent in direct observation of pupils and learning. The inspectors visited 10 lessons and observed and held discussions with 10 teachers. They held meetings with governors, staff, groups of pupils and local authority representatives. They observed the school's work, and looked at a range of documentation including pupils' work, school policies and the school's self-evaluation. Forty-seven pupils' questionnaires, 13 from staff and 76 questionnaires from parents and carers were received and their content was considered.

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

- the effectiveness of strategies to improve standards in writing for higher- ability boys
- the impact of the school's themed curriculum in promoting academic and personal outcomes for all groups of pupils
- the effectiveness of the Early Years Foundation Stage provision to promote improved outcomes for all children
- the school's view that most personal development outcomes for pupils and care, guidance and support provision are good
- the effectiveness of leaders and managers at all levels in improving pupils' progress.

## Information about the school

This is an average-size primary school. The proportion of pupils from minority ethnic groups is below average as is the proportion of pupils eligible for free school meals. A lower than average proportion of pupils has special educational needs and/or disabilities. The Early Years Foundation Stage education is provided in Nursery and Reception classes. The school has been awarded Activemark and Healthy School 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?**

**2**

**The school's capacity for sustained improvement**

**2**

### Main findings

This is a good school. In the school's secure, nurturing and caring environment pupils make good progress, develop good personal attributes and thoroughly enjoy their time in school. Parents and carers appreciate the improvements to the school's provision and a typical view is, 'Staff, governors and children have worked very hard over the last three years to make St. Mary's even better. Our child loves school and we are very happy with it.'

Pupils' achievement is good. Children start school with skills and knowledge that are typical for three-year-olds. They make good progress as they move through the school because they are taught well. In the 2009 Key Stage 2 tests, pupils reached standards that were above average in English, mathematics and science. Inspection evidence from lesson observations, pupils' workbooks and the school's own assessment information confirms this is still the case for current pupils and good quality teaching has also raised standards in writing for higher-ability boys.

The good quality, theme-based curriculum, that makes clear links between subjects, contributes well to the improvement in standards and good outcomes for pupils. Pupils say they are interested in the subjects they are taught and enjoy the regular educational visits and after-school clubs.

Provision in the Early Years Foundation Stage is good. Changes to the leadership have improved the provision considerably and outcomes for children are now good. The outstanding indoor learning environment provides all children with a safe and highly stimulating place to learn. However, this is not currently reflected in the outside area. Although meeting the requirements of the curriculum, the outdoor provision does not provide children with enough high-quality play experiences or physical challenge.

Pupils say they feel safe in school. Attendance is above average and the school has clear procedures to ensure good attendance and punctuality. Pupils demonstrate good behaviour and positive attitudes in and around school because they receive good-quality care, guidance and support from all staff.

Leaders' and managers' actions have effectively addressed the issues from the last inspection and the provision has improved considerably. Community cohesion is developing but links to other areas and countries outside the school community, through the curriculum, are currently underdeveloped. Consequently, pupils' understanding of a wide range of cultures, faiths and backgrounds, different to their own, is currently limited. Leaders at all levels have an accurate picture of the strengths and weaknesses in their areas and consequently the school's capacity for sustained improvement is good.

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

- Continue to improve outcomes for children in the Early Years Foundation Stage by developing the outdoor learning area so that it is the same quality of that provided indoors.
- Improve pupils' understanding of the world beyond their local area by developing effective links within the curriculum to other countries, cultures and people from different backgrounds.

## Outcomes for individuals and groups of pupils

**2**

Pupils' learning and progress observed in lessons and in their workbooks are good. They are engaged in interesting activities in most lessons and are highly motivated to succeed. They respond well to their teachers' oral and written feedback and consequently know clearly how to improve their work. Often pupils' enjoy purposeful conversations with their peers to provide them with opportunities to learn from each other. For example, in a literacy lesson, pupils were provided with several effectively structured opportunities to talk with a partner to consolidate their ideas and successfully recognise a dilemma based on an enjoyable and appropriate story book.

Standards reached by pupils in English, mathematics, science and information and communication technology are above average and there are no significant differences between groups of pupils, including those with special educational needs and/or disabilities.

Pupils know that there is always someone to turn to if they have a problem. They are confident that any issues will be taken seriously and dealt with promptly by a member of staff. They thrive within the school's friendly 'family' atmosphere. Their behaviour is good and this makes a strong contribution to their learning in class. Pupils have a good understanding about healthy lifestyles and eat healthily in school. The school council also worked on a project to improve pupils' health by helping to design and procure an assault course to make playtimes more active and enjoyable for all pupils.

Pupils take on positions of responsibility readily within the school community. For example, the play leaders work well with younger pupils to organise games and equipment so that lunchtimes are busy and fun. Pupils also make a good contribution to their local and wider community through choir performances at local venues and raising considerable sums of money for charity. Pupils apply their basic skills well in all areas of their work and play. They show high levels of respect for each other and their teachers. They demonstrate a good awareness of social and moral issues through their good behaviour and positive attitudes. Pupils demonstrate good spiritual development in assembly. Their work shows respect for and appreciation of art, other cultures and religions.

*These are the grades for pupils' outcomes*

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

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

### How effective is the provision?

The quality of teaching is good. Teachers plan most lessons effectively using assessment information on pupils' performance. Interesting activities and teachers' questioning motivate and challenge pupils so that they learn well. Teaching assistants support and challenge pupils effectively, when teaching them in small groups. Teachers' marking in pupils' workbooks is linked to the accurate and effective target-setting process. Pupils are highly motivated, understand how to improve their work and know when they have reached their targets. Pupils' targets are shared with parents and carers so they can support their children at home. In a very small minority of lessons the wide range of pupils abilities is not taken into account and the same work is set for two or more groups.

The good curriculum is broad and balanced and provides experiences that are well organised and imaginative to promote good outcomes for all pupils. Good quality subject plans reflect how lessons are modified to meet the needs of specific groups of pupils including those with special educational needs and/or disabilities. Information and communication technology is embedded throughout the curriculum and pupils used technology well in lessons observed. Extra-curricular clubs are well attended by all groups of pupils.

The school has well-organised arrangements in place for pupils' care, guidance and support. Relationships across the school are positive, supportive and considerate. There

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

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are good links with services that support pupils well, including the local authority's behaviour support team and educational welfare officer. Transition arrangements between all key stages and classes are good and the school provides pupils with good quality guidance for the next stage of their education.

*These are the grades for the quality of provision*

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

**How effective are leadership and management?**

Leaders work hard and effectively to ensure staff have high expectations for all groups of pupils' progress and for their personal development and well-being. The quality of teaching and the curriculum has developed quickly under the strong leadership of the headteacher, having a positive impact on improved outcomes for pupils. Leaders and managers use good quality information gleaned from a range of monitoring activities to inform and review their action plans and consequently school self-evaluation is effective.

The governing body is led well and governors are involved in planning the strategic development of the school, providing appropriate levels of support and challenge. The school promotes equality of opportunity well. All statutory policies are in place and swift action is taken to narrow any identified gaps in the performance of different groups of pupils, through well-developed systems that track their progress. An analysis of the school's population and locality has been conducted to inform the community cohesion policy and action plan. Inspectors observed pupils from all backgrounds getting along well with each other. Pupils understand the importance of respect, understanding and tolerance of each others' differences. Safeguarding procedures are good and risk assessments are carefully considered.

Partnerships with a variety of educational and welfare facilities make a good contribution to the well-being of pupils. The school has good reciprocal links with the local authority and a variety of higher education establishments to provide staff with high quality training and development and to provide a good placement for teacher training. The school communicates effectively with parents and carers through daily personal contact, reports and newsletters. Parents' and carers' views are canvassed regularly and their suggestions and concerns are taken into account when making decisions.

*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

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

## Early Years Foundation Stage

Children make good progress in the Nursery and Reception classes. They work for sustained periods on activities led by adults or on those they choose themselves. Children enjoy practising their basic skills through interesting play activities based on the theme of nursery rhymes. Relationships are strong and consequently children feel safe and behave well.

All members of staff assess children's skills, knowledge and understanding regularly and this informs future lesson plans well. Parents who spoke with inspectors were very pleased with the provision and appreciated the excellent communication between home and school. Staff work hard to make home visits to all families with children attending the Nursery. This provides detailed information for families and the school to make sure the needs of every child are met. The leader of the Early Years Foundation Stage has developed clear roles and responsibilities and ensures all staff work well together as a team.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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



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## **Views of parents and carers**

The vast majority of parents and carers who made their views known to inspectors in the pre-inspection questionnaires are happy with their children's experience at this school. Any concerns raised from the questionnaires were taken into consideration during the inspection and some of these are incorporated into the report. A very small minority of parents and carers did not consider that they were given sufficient help to support their child's learning. However, inspectors found that guidance and information provided by the school is similar to that found in most schools.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Mary's Church of England Aided Primary School, Prestwich 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 inspection team received 77 completed questionnaires by the end of the on-site inspection. In total, there are 238 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	57	74	18	23	1	1	0	0
The school keeps my child safe	42	55	35	45	0	0	0	0
The school informs me about my child's progress	41	53	31	40	5	6	0	0
My child is making enough progress at this school	42	55	31	40	4	5	0	0
The teaching is good at this school	40	52	32	42	4	5	0	0
The school helps me to support my child's learning	29	38	40	52	7	9	0	0
The school helps my child to have a healthy lifestyle	37	48	39	51	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)	29	38	36	47	4	5	0	0
The school meets my child's particular needs	32	42	42	55	2	3	0	0
The school deals effectively with unacceptable behaviour	36	47	36	47	4	5	0	0
The school takes account of my suggestions and concerns	29	38	39	51	3	4	2	3
The school is led and managed effectively	38	49	36	47	1	1	0	0
Overall, I am happy with my child's experience at this school	42	55	31	40	4	5	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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



4 March 2010

Dear Pupils

Inspection of St Mary's Church of England Aided Primary School, Prestwich, Manchester, M25 1BP

Thank you for making the inspectors so welcome when we visited your school recently. We very much appreciated your support and help. The report is now complete and I would like to tell you what it contains.

Here are some of the things we found.

- St Mary's is a good school and has improved since its last inspection.
- The staff take good care of you.
- You make good progress in your lessons and you reach standards that are above average.
- You join in all areas of school life fully and enjoy the different subjects and topics you are taught.
- You feel safe and happy in school and behave well.

I have asked the staff to make sure that you learn about people from different backgrounds to your own who are from other areas, countries and cultures and to improve the outside play areas for the Nursery and Reception children.

Please continue to play your part by attending regularly and working hard.

Yours sincerely

Liam Trippier

Her Majesty's Inspector

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