

Pike Fold Primary School

Old Market Street, Blackley, Manchester, M9 8QP

Inspection dates 22–23 May 2013

Overall effectiveness	Previous inspection:	Inadequate	4
	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 during their time in school. From starting points that are generally below expectations for their age, pupils leave with attainment that is broadly in line with the national average. Attainment is rising for pupils of all ages.
- All groups of pupils do well, and those who are known to be eligible for pupil premium funding and those with disabilities and with special needs achieve particularly well.
- Teaching is good. Teachers plan interesting tasks and pay attention to meeting the needs of pupils of different abilities. As a result, pupils enjoy their lessons and they learn well.
- Pupils have positive attitudes towards school, and almost all behave well in and outside of lessons. They enjoy good relationships with each other and with adults.
- The new building provides an attractive, high quality environment. Provision for the Early Years Foundation Stage has much improved, with Nursery and Reception children now on the same site.
- Pupils are very well cared for and they feel safe in school.
- The headteacher leads the school with drive and determination. Leaders at all levels carry out their roles well.
- Action to improve the school, including teaching, has been effective. Areas for improvement identified at the previous inspection have been fully addressed. As a result, the school has improved well and is continuing to do so.
- The governing body asks increasing challenging questions of the school to check on its effectiveness.

It is not yet an outstanding school because

- The way in which pupils' achievement is tracked, while thorough, is complex. This makes it harder to identify key messages about patterns and trends in performance.
- Teachers do not always make full use of information about how individual pupils are getting on when planning lessons or when marking their work.
- The targets set for pupils are challenging for some but are not equally challenging for all.
- The questions the governing body asks about pupils' achievement are not as searching as those they ask in relation to their safeguarding and pastoral care.

Information about this inspection

- Inspectors observed 17 parts of lessons, two of which were conducted jointly with the headteacher. Other visits to classrooms were made while looking at pupils' work and listening to pupils read.
- Meetings were held with a group of pupils, the headteacher, other leaders, members of the governing body and with a representative of the local authority.
- Inspectors took account of the views of the 29 parents who made their views known through the online questionnaire (Parent View), correspondence that the team received from parents and from speaking with parents at the start of the school day.
- Documents were scrutinised, including information relating to pupils' achievement and attendance, performance management, monitoring and evaluation records, minutes of governing body meetings and information relating to safeguarding and how the school deals with complaints.

Inspection team

Joan McKenna, Lead inspector	Additional Inspector
Steve Rigby	Additional Inspector
Patricia Cope	Additional Inspector

Full report

Information about this school

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

- Pike Fold is an average sized primary school.
- Most pupils are from White British Backgrounds.
- The proportion of pupils known to be eligible for the pupil premium is well above the national average. (The pupil premium is additional funding for pupils known to be eligible for free school meals, children from service families and those children who are looked after by the local authority).
- The proportion of disabled pupils and with special educational needs supported through school action is above average and the proportion at school action plus or with a statement of special educational need is below average.
- The school has recently opened Resourced Provision for pupils with Autistic Spectrum Disorders or with Specific Language Impairment.
- One pupil receives part of their education at Bridgelea Pupil Referral Unit.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school moved to a new building in February 2013, which means that the whole school is housed together for the first time.
- There is a breakfast club on site, which is not managed by the governing body and which did not form part of this inspection.

What does the school need to do to improve further?

- Improve the recording, analysis and use of information about how pupils are achieving by:
 - streamlining systems for tracking the attainment and progress of pupils from their different starting points so that key information is easy to obtain
 - ensuring that pupils' progress towards equally challenging targets for all is tracked
 - ensuring that teachers make full use of information about how individual pupils are getting on when planning work to meet their different needs and to give them guidance on how to improve when marking their work
 - ensuring that the governing body receives regular, clear summaries of information about how pupils across the school are achieving each term and that it uses these to ask appropriately searching questions about how well they are doing.

Inspection judgements

The achievement of pupils is good

- Almost all pupils who left Year 6 last year made at least expected progress in reading, writing and mathematics. This is above the proportion that did so nationally. A higher proportion made better than expected progress in reading and writing than did so nationally. This was not the case in mathematics, but action taken to improve mathematics has been effective and pupils are now making good progress in that subject too.
- Good progress is evident for pupils of all ages, and so attainment is rising across the school. For example, more pupils are reaching above average levels by the ends of Years 2 and 6 than previously, and the proportion reaching the expected standard in a test measuring some early reading skills in Year 1 was above the national average in 2012.
- All groups of pupils achieve well. Of note is that some groups whose circumstances potentially make them vulnerable do particularly well. For example, there was no difference in the points scored in English assessments in 2012 between pupils known to be eligible for the pupil premium in Year 6 and those who were not. In mathematics, they were the equivalent of a term ahead. This was a better picture than that seen nationally, and any gaps that exist between different groups within the school are narrowing.
- Most disabled pupils and those with special educational needs achieve well because they are well known as individuals and they receive carefully targeted and personalised support.
- Pupils in the Resourced Provision for those with Autistic Spectrum Disorders or with Specific Language Impairment are receiving good quality support that is helping them to settle in to school and to begin to benefit for what it offers them.
- The school is liaising well with the pupil referral unit where one pupil is receiving some provision in order to ensure that the pupil's needs are accurately assessed and better met.
- The school's success in ensuring that all groups of pupils do well shows that it is promoting equality of opportunity successfully.
- The progress that pupils make in English and mathematics and the rising standards they reach means that pupils are well equipped for the next stage of their education.

The quality of teaching is good

- Teaching is usually at least good. While a small amount requires improvement on occasions, there is also a considerable amount that is outstanding. As a result, pupils learn well over time.
- Teachers are clear about what pupils need to learn, and they explain this in an understandable way. They also explain clearly what pupils need to do to be successful, such as what they need to include in their writing to make sure it is effective.
- Learning is often broken down in to small, manageable steps which build on each other so pupils' learning is built up progressively. This was seen a mathematics lesson with younger pupils where they first learnt to break numbers down into tens and units to help them then add two digits numbers.
- Teachers make sure that tasks are interesting, stimulating and fun. This ranges from the simple, but very effective, use of a puppet to help to tell children in the Early Years Foundation Stage when they have successfully identified the correct sound of a letter, to the provision of a good range of resources for Year 6 pupils to use when researching about aspects of Ancient Greece. Pupils are given good opportunities to develop their literacy and mathematics skills by using them in relevant contexts in other subjects. Information and communication technology is often used well by both teachers and pupils to aid learning.
- Teachers generally plan work to suit pupils' range of ability in classes so it is pitched an appropriate level for them. Pupils who are disabled or who have special educational needs and those eligible for the pupil premium receive specifically targeted support, with teaching assistants deployed well for this purpose. However, the information about how all pupils are progressing is not always used fully to give further, additional attention to everyone who would

benefit from it.

- Pupils often receive helpful verbal feedback about how they are getting on in lessons, and some valuable written feedback is given when work is marked. This is not consistent, however. Opportunities to point out the next steps that pupils should be aiming for are sometimes missed, and pupils are not routinely expected to respond to teachers' comments.
- The move to the new building has enabled Nursery and Reception children to be taught together for this first time in an Early Years Foundation Stage Unit. This is resulting in more flexible and effective strategies being used to meet their needs, and these are developing their knowledge, skills and confidence well.

The behaviour and safety of pupils are good

- Pupils respond very well to teachers' high and consistent expectations of their conduct and approach to work, and, helped by the supportive relationships between them, there is a positive atmosphere for learning. Pupils are keen to learn and take pride in their work. Just occasionally, when teaching is less effective, their attention can wander.
- Most pupils behave sensibly and they try hard to be model pupils. They get on well together and are very friendly and supportive of each other. This was seen with children in the Early Years Foundation Stage who praised their peers when they read a word correctly, to older pupils who showed good collaborative skills when preparing a group presentation.
- A very small number of pupils have some difficulty in managing their behaviour, almost always related to the special educational needs they have. They receive good quality support to help them develop strategies to deal with this and to be able to work alongside other pupils successfully.
- Arrangements for dealing with unacceptable behaviour are clear and appropriate and pupils accept them as fair, including the fact that parents are informed at an early stage. Record keeping in relation to behavioural issues is thorough and it shows that behaviour is improving over time.
- Pupils are very well cared for and they feel safe and secure. They have a good understanding of different kinds of bullying. They say little occurs and if any does it is quickly dealt with.
- Attendance is in line with the national average.
- Almost all parents who made their views known to inspectors are positive about the school and say their children are happy, kept safe and make good progress.

The leadership and management are good

- With the headteacher giving a strong lead, there is a clear commitment to providing the best for pupils at Pike Fold. All decisions taken by leaders have this aim at their centre. There is a well defined management structure and leaders have a good understanding of their roles. Leaders carefully check on how effective their areas of responsibility are, and strengths and areas that could be improved further are well known.
- A wide range of well-designed activities are taken to bring about improvement. For example, training is provided for all staff on key whole-school issues, and specific support is provided for those with particular needs, such as those teachers who are newly qualified. Performance management is used to concentrate efforts on whole-school priorities to good effect, such as raising the attainment of more-able pupils.
- The school's weaknesses identified as requiring significant improvement at the last inspection, have been thoroughly tackled. Safeguarding arrangements are robust. Careful steps have been taken to ensure that the new school building and site are secure. Pastoral care procedures and their impact are checked closely.
- Pupils' attainment is also extensively checked. Although this results in good knowledge about how individuals are getting on, the records are complicated and the strategic analysis of the information to identify overall patterns and trends is a weaker feature of the school's work.

Targets are set for pupils and they are challenging for some, but the focus on attaining at the expected level for their age rather maximum progress from their different starting point, means that they are not equally challenging for all.

- The themed approach to the curriculum makes it interesting and relevant for pupils. Literacy and numeracy are well planned for, both when being taught discreetly and through their application in other subjects.
- Pupils' spiritual, moral, social and cultural development is well provided for through the curriculum and the wide range of other activities that occur.
- The local authority provides good support for the school, and regularly checks on its effectiveness.

■ **The governance of the school:**

- The governing body has taken steps to improve its effectiveness since the last inspection through for example, seeking training and widening its range of expertise. It has increased the level of challenge it provides to the school, and is rigorous in its questioning about pupils' well-being. It has information about the quality of teaching, although its knowledge of performance management arrangements is less detailed. It does not ask fully searching questions about pupils' achievement, and this is not helped by the fact that the information it receives about how pupils are getting does not summarise the position clearly enough.

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	105470
Local authority	Manchester
Inspection number	399751

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	276
Appropriate authority	The governing body
Chair	Jon-Leigh Pritchard
Headteacher	Maureen Denton
Date of previous school inspection	8 February 2012
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