



Armitage CofE Primary School

Inspection report

Unique Reference Number	105502
Local Authority	Manchester
Inspection number	336504
Inspection dates	6–7 October 2009
Reporting inspector	Julie Price Grimshaw

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	187
Appropriate authority	The governing body
Chair	Rev Peter Clark
Headteacher	Mrs Gaynor Stubbs
Date of previous school inspection	7 October 2006
School address	Rostron Avenue Ardwick Manchester M12 5NP
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Age group	3–11
Inspection dates	6–7 October 2009
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited each class in the school and observed eight lessons. They held meetings with governors, staff, groups of pupils and personnel from external agencies working in partnership with the school. They observed the school's work and looked at pupils' work, improvement planning, a range of policy documents, national published assessment data and the school's own data. Inspectors also analysed 33 questionnaires completed by parents and carers, as well as a number of questionnaires completed by staff and pupils.

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

- the extent of the school's improvement since the last inspection and how this reflects its capacity for sustained improvement
- how effectively the school has responded to changes in the population of pupils over recent years, particularly in providing for pupils with special educational needs and/or disabilities, and those who speak English as an additional language
- the impact of the work of support staff, including those from external agencies, on outcomes for pupils.

Information about the school

This smaller than average school serves a mixed area in social and economic terms, including some pockets of significant disadvantage. The proportion of pupils eligible for free school meals is three times the national average. The percentage of pupils with special educational needs and/or disabilities is above average. The proportion of pupils from minority ethnic backgrounds is above average and approximately half of all pupils speak English as an additional language. There is provision for the Early Years Foundation Stage in the Nursery and Reception classes. At the time of the inspection the headteacher, who had previously worked in the role of deputy headteacher, had been in post for just over four weeks.

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 that cares for its pupils exceptionally well. The school uses a very wide range of strategies to ensure that the pastoral and emotional needs of each individual pupil are fully met. Through excellent partnerships with external agencies the school carries out some innovative work that successfully builds pupils' self-esteem and confidence, enabling all pupils to make at least good progress in their academic work. Facilities such as the 'calm space', that provides a holistic approach to therapy for pupils, their families, and school staff, contribute very effectively to the peaceful and welcoming atmosphere that is evident in the school. Pupils are extremely appreciative of the care shown to them by staff and say that they feel safe and secure at all times. Comments such as, 'My school is a place where children can open up and tell the teacher if we have problems,' and, 'I am proud of my school and I feel safe,' are typical of many received during the inspection. The outstanding quality of care, guidance and support is a key factor in pupils' good achievement. From below average starting points they reach broadly average standards by the end of Year 6. A significant proportion of pupils with special educational needs and/or disabilities make outstanding progress. Those who speak English as an additional language are well supported and make good progress. Nevertheless, the rate of progress is uneven across the school, being much more rapid at Key Stage 2 than in Key Stage 1.

Teaching is of good quality. Pupils rightly say that the majority of teachers 'work hard to make learning fun'. The curriculum is carefully planned to motivate and enthuse pupils, with many opportunities for them to develop their skills in literacy, numeracy, and information and communication technology (ICT). The school has recently modified the curriculum at Key Stage 1, by introducing elements of content and delivery from the Early Years Foundation Stage, with the aim of accelerating progress. However, this approach is not yet established and it is too early to see any discernable impact in terms of pupils' achievement by the end of Year 2. Systems for tracking pupils' progress are of high quality and regular meetings between staff mean that any underachievement is quickly identified so that support for individuals can speedily be put in place. Systems for the use of data in the Early Years Foundation Stage are less well developed.

Good succession planning has meant that the headteacher's transition from her previous role as deputy headteacher has been seamless. Consequently, she and other senior leaders have been able to establish quickly a clear vision for the school's future that is shared by all staff. School managers and governors have an accurate and detailed understanding of the school's main strengths and areas for development, which is reflected in good-quality improvement planning. This, combined with the school's success in improving outcomes for pupils and provision since the previous inspection,

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means that there is good capacity for further improvement.

What does the school need to do to improve further?

- Accelerate progress in Key Stage 1 by ensuring that recent modifications to the curriculum are consistently and effectively implemented.
- Improve systems for the use of data in the Early Years Foundation Stage to help ensure that children make the best possible progress and that any underachievement is quickly identified.

Outcomes for individuals and groups of pupils

2

Since the last inspection pupils' achievement has improved and is now good. Standards in English and mathematics by the end of Year 6 are broadly average. Pupils attain particularly well in science to reach standards that are above average. The school's most recent data, together with evidence gained from lesson observations, show that this upward trend is set to continue and a significant proportion of pupils in Key Stage 2 are beginning to attain above average standards in English and mathematics as well as science. This was clear, for example, in a mathematics lesson where pupils' enthusiastic involvement in a practical activity resulted in them making good progress, and many produced impressive work. There is very little difference in the achievement of different groups of pupils and by the end of Year 6 all have made at least good progress from their starting points. However, the rate of progress made by pupils in Key Stage 2 is more rapid than that made during Key Stage 1. This has been recognised by school managers who have taken steps to address the issue, for instance, through modifications to the Key Stage 1 curriculum, but it is too early to judge the impact of this work.

All aspects of pupils' personal development are enhanced by the high quality of care provided by the school. Pupils with emotional difficulties and those who exhibit challenging behaviour are supported in such a way that they feel safe in school, and overall behaviour across the school is good. They enjoy their learning and respond very well to adults. Pupils have a good understanding of how to live a healthy lifestyle, with one expressing the views of many in the comment, 'Breakfast is the most important meal of the day – and if you don't have it at home, you can come into school for your breakfast!' Pupils support each other, as shown in one lesson where a boy was spontaneously applauded by his classmates after being awarded a merit for good work. Pupils are trained to carry out peer massage, which helps them to adopt a positive frame of mind for learning. Very good teamwork is a strong feature of many lessons. Pupils enjoy taking on responsibilities, such as mentoring their peers. Attendance is broadly average and has improved since the last inspection owing to the school's effective strategies. Pupils from a wide variety of ethnic backgrounds get on very well together and their awareness of different faiths and cultures is good.

These are the grades for pupils' outcomes

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Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
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
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	2
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The quality of teaching has improved since the last inspection and although it is good overall, there are a few examples of outstanding practice. Teachers have secure subject knowledge, and very effective behaviour management is a strong feature of most lessons. The majority of lessons move at a brisk pace and, as a result, pupils stay engaged with the variety of interesting tasks set for them. In a Key Stage 2 mathematics lesson the constant praise and encouragement offered by the teacher, combined with a number of carefully planned activities that challenged each pupil, resulted in the whole class of highly motivated pupils making excellent progress. In the small minority of lessons where teaching is less effective, planned outcomes are not precise enough and tasks are not always well matched to individual pupils' abilities. Teachers assess pupils' work regularly and give good-quality feedback. Pupils are aware of their targets and know what they need to do to improve. The progress of individuals is carefully tracked and regularly reviewed.

The curriculum at Key Stage 2 has been designed to meet the needs of all pupils and capture their interest through an effective theme-based approach. There is a suitable emphasis on practical work which pupils clearly enjoy, as reflected in comments such as, 'Science is great fun because we get to do loads of experiments!' School leaders consider the views of pupils in planning the curriculum; for example, when pupils reported in a survey that they would like more opportunities to use ICT the curriculum

¹ 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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was modified to accommodate this. Pupils speak with tremendous enthusiasm about 'super learning days' where, 'You learn such a lot and none of it is boring!' The school reviewed the Key Stage 1 curriculum and staff have made changes with the aim of accelerating pupils' progress but this new approach is not yet fully established.

Support staff, including those employed by external agencies working in partnership with the school, make a very valuable contribution to pupils' learning. The input of staff such as the family worker and therapists is a significant strength of the school's work and enables all pupils, including the most vulnerable, to be fully involved in school life and make at least good progress. Teachers' expertise in identifying and referring pupils for additional support is an important part of this excellent work. Pupils love the safe and comforting environment and are keen to tell visitors all about it; one said, 'We have a calm space where you can relax and think about your mistakes.' Pupils genuinely value the care shown to them by staff and this outstanding aspect of the school's work demonstrates how well the school has responded to the individual needs of pupils in its changing population.

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	1

How effective are leadership and management?

The headteacher and senior staff have worked effectively to create a coherent team approach in which all staff are strongly committed to meeting the needs of each individual pupil. Good-quality improvement planning is presented in such a way that the school's aims are easily understood by all. Senior leaders made a good start to developing the roles of middle managers and these staff are responding positively to taking on increased responsibility. Teaching and learning are managed well through the established systems for monitoring classroom practice and scrutinising pupils' work. Governors are involved in evaluating the school's work and, consequently, are highly aware of its main strengths and weaknesses. They have a thorough understanding of data and provide challenge and support to school leaders. Staff and governors take seriously their responsibility to safeguard all pupils and the school achieves this well. Statutory requirements are met and staff ensure that agreed systems, such as those for risk assessment, are rigorously adhered to.

The impact of the school's effective promotion of equal opportunities can be seen in the improved outcomes for all groups of pupils over recent years. Gaps in performance between different groups, including various minority ethnic groups, have narrowed and

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the school encourages all pupils to be ambitious. The school evaluates all aspects of its work to ensure that community cohesion is promoted well and recent developments, such as the establishment of international links, have further enhanced this work.

The school enjoys good relationships with parents and carers and takes care to ensure effective communication between home and school. The importance of working with families to promote pupils' well-being is clearly recognised by all staff and the school is beginning to develop some interesting outreach work in the local community. The school's work with external agencies is exemplary. Visiting staff make an excellent contribution to pupils' personal and academic development, and work with other schools in the area, supported by key workers, has a very positive impact on outcomes for the pupils involved.

These are the grades for leadership and management

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	1
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	2

Early Years Foundation Stage

Most children enter the Nursery with skills that are below typical age-related expectations, particularly in terms of their personal and social development. Overall, they make good progress across the Early Years Foundation Stage to reach standards that are often broadly average by the time they enter Year 1. Children settle quickly in the Nursery and soon learn to play together, sharing and supporting each other. Support for children who speak English as an additional language is of good quality, so their English language skills develop quickly.

The successful teamwork of staff is a strength; staff work well together, effectively managed by the Early Years Foundation Stage leader. The learning environment, both

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

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indoors and outdoors, is attractive and welcoming. Staff assess children's individual learning styles and are aware of these when planning activities. Most of the time staff observe children's learning carefully and intervene when necessary to support their progress further but on a minority of occasions intervention by staff is not timely enough to ensure that children make the best possible progress. Staff carry out regular observations of children's learning but the use of assessment data is no better than satisfactory in the Early Years Foundation Stage. As a result, systems for tracking children's progress and rapidly identifying any possible underachievement are not as effective as those elsewhere in the school.

Good working relationships with parents and carers are developing well. Staff are working to increase parents' and carers' involvement with their children's learning, for example by encouraging parents and carers to participate in keeping their children's learning journals. Arrangements for ensuring children's welfare are good. The high profile given to pastoral care throughout the rest of the school is also evident here.

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

Approximately one fifth of parents and carers returned the questionnaires distributed prior to the inspection, which represents a relatively low rate of response. Almost all of these were entirely positive in line with inspectors' view of the school. Very few questionnaires included comments and those that did praised the school for its work.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Armitage C of E 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 33 completed questionnaires by the end of the on-site inspection. In total, there are 187 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	52	79	14	21	0	0	0	0
The school keeps my child safe	52	79	14	21	0	0	0	0
The school informs me about my child's progress	46	70	20	30	0	0	0	0
My child is making enough progress at this school	48	74	16	25	0	0	0	0
The teaching is good at this school	44	67	22	33	0	0	0	0
The school helps me to support my child's learning	46	71	18	28	0	0	0	0
The school helps my child to have a healthy lifestyle	44	67	22	33	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)	40	63	18	29	2	3	0	0
The school meets my child's particular needs	38	61	20	32	0	0	0	0
The school deals effectively with unacceptable behaviour	38	60	22	35	0	0	0	0
The school takes account of my suggestions and concerns	36	57	22	35	2	3	0	0
The school is led and managed effectively	42	64	20	30	4	6	0	0
Overall, I am happy with my child's experience at this school	44	67	22	33	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.



Inspection of Armitage C of E Primary School, Manchester, M12 5NP

As you know, I visited your school recently with two other inspectors so that we could find out how well you are doing. I would like to thank you for making us feel so welcome and for sharing your views with us. I would also like to share our main findings with you.

You attend a good school. You told us that the staff in the school care for you very well, and we agree with you. The quality of the care and support provided by the staff in your school is outstanding. We know that you really appreciate everything they do for you. You seem very proud of your 'calm space' and we can see why! What a lovely place it is; we know that it helps you to stay relaxed and calm so that you can learn well and make good progress. I thought the peer massage was excellent. It was great to see you supporting each other in this way, and I know that you care for each other through other activities, such as mentoring. This is very valuable work, so keep it up!

We are pleased to say that your school has improved in lots of ways over the three years since it was last inspected. You now make faster progress and reach higher standards, especially in science. Your new headteacher and all the staff are pleased about this but they would like the school to be even better, so we have made some suggestions to them. We know that staff have been working to help the pupils in Key Stage 1 make faster progress, and we think that they can do this by looking even more carefully at the activities for these pupils. We noticed that most of the staff have very good systems for tracking how well you are doing, so we have recommended that the learning of children in the Nursery and Reception classes is tracked in a similar way.

We really enjoyed talking to you and reading your completed questionnaires. One of the things we were very pleased about was that so many of you said that you are proud to be pupils at Armitage. We wish you well in the future.

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Cheetham CofE Community School

Inspection report

Unique Reference Number	105499
Local Authority	Manchester
Inspection number	336503
Inspection dates	28–29 September 2009
Reporting inspector	Julie Price Grimshaw

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	450
Appropriate authority	The governing body
Chair	Mrs M Upton
Headteacher	Mr P Barnes
Date of previous school inspection	5 November 2006
School address	Halliwell Lane Cheetham Hill Manchester M8 9FR
Telephone number	0161 7405996
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Age group	3–11
Inspection dates	28–29 September 2009
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Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 15 lessons, and held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at pupils' work, improvement planning, a range of policy documents, national published assessment data and the school's own data. Inspectors also analysed 148 parental questionnaires as well as a number of questionnaires completed by staff and pupils

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

- the impact of recent changes to staffing on the quality of provision and outcomes for pupils
- the effectiveness of the school's work within the local community
- how well the school meets the needs of its ethnically diverse pupil population, including support for those pupils who speak a home language other than English.

Information about the school

This is a larger than average school situated within a few miles of Manchester city centre. The proportion of pupils entitled to free school meals is well above the national average. A very large majority of pupils are from minority ethnic backgrounds, including Pakistani, North African, Malay and Indonesian heritages. Approximately 98% of pupils speak a home language other than English, the main languages being Urdu, Punjabi, Arabic and Malay. There is provision for the Early Years Foundation Stage in the Nursery and Reception classes. The school holds a number of awards including Healthy Schools and the Eco Schools Award.

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Inspection judgements

Overall effectiveness: how good is the school?

1

The school's capacity for sustained improvement

1

Main findings

This outstanding school is held in very high esteem by the local community, which it serves exceptionally well. Pupils enjoy their learning tremendously and are keen to share their enthusiasm for their school with visitors. Pupils' behaviour is exemplary, both in the classroom and around the school, and they show much respect for adults and for each other. Their spiritual, moral, social and cultural development is excellent, as demonstrated, for example, by their extensive knowledge of faiths and cultures. Pupils from all backgrounds get on extremely well and enjoy collaborating, both in work and play. These outstanding elements of their personal development are due in part to the school's extensive involvement in a range of international projects that broaden pupils' knowledge, experience and understanding.

Pupils make good progress overall and reach broadly average standards. There is little difference in the achievement of different groups within the school. Pupils with special educational needs and/or disabilities make at least good progress, and some make outstanding progress, due to the high quality of support provided by all staff. Support for pupils who speak a home language other than English is a key strength of the school's work, and the linguistic skills of the staff ensure that the needs of all pupils are fully met in this respect. Excellent quality pastoral care means that pupils feel safe, secure and happy in the school, as shown in comments such as, 'all the adults want to help us and look after us, and they make sure we are happy'.

Good quality teaching and an outstanding curriculum help to ensure that pupils are fully engaged in their learning and progress well during their time at school. The rate of progress, however, is not always even, and, although pupils make rapid progress in the majority of year groups, there are a few instances at which their progress slows down. This is because the work set for pupils, particularly the most able, is not always challenging enough. The school has very good systems for assessing and tracking pupils' progress, but slight delays in acting upon this information when pupils move up through the school mean that the expectations of staff are not always sufficiently high.

The inspirational leadership of the headteacher is one of the main factors in the school's success. Together with other school leaders, he has worked with great success in communicating his vision of a remarkably cohesive school community to all staff. The school has experienced significant disruption to staffing over recent years, due partly to staff illness and teachers moving to promoted posts in other schools. This situation has been skilfully managed to ensure that any potential disruption to pupils' learning has been minimised. The school has made exceptional improvements since the previous inspection. These include improving its overall effectiveness from good to outstanding and similarly improving the quality of the Early Years Foundation Stage and the

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effectiveness of its commitment to equality of opportunity. In addition it has sustained outstanding performance in other key outcomes, such as behaviour, and has improved the quality of provision significantly in teaching, the curriculum and care, guidance and support. This track record, combined with a relentless drive for continuous development and accurate self-evaluation, means that the school has outstanding capacity for further improvement.

What does the school need to do to improve further?

- Accelerate pupils' progress by establishing a consistent approach to ensuring that all, particularly the most able, are always sufficiently challenged

Outcomes for individuals and groups of pupils

1

Visitors to the school are consistently impressed by the very warm welcome that they receive from happy, smiling pupils. Excellent manners and courtesy are a normal part of their everyday behaviour; for example, pupils hold doors open for each other and are rewarded with a 'thank you' and a smile. They have an outstanding knowledge of health-related issues, as demonstrated by a group of Year 2 pupils who explained very clearly the functions of the heart and the importance of taking measures to maintain a healthy heart. Pupils take pride in contributing to their school community and relish the opportunity to take on responsibilities. They feel that they are fully involved in making decisions about their school and know that any suggestions or ideas they may have will be considered by staff. Over time, they build confidence and self-esteem and are keen to share their views with adults. They are rightly proud of their efforts in raising funds for local, national and international charities.

Attainment is average, with evidence of improvement in mathematics, particularly notable in recent months. Science is a strength, and strategies to improve pupils' reading and writing are now showing signs of success; in literacy lessons observed during the inspection, pupils made consistently good progress. From pupils' starting points, this represents good achievement over time. Pupils are competent in the use of information and communication technology. Evidence of high quality teamwork can be seen in every classroom, as well as in the playground. Attendance is average overall. The majority of pupils respond well to the school's efforts to encourage high attendance. Nevertheless, a small minority of families take extended leave abroad and this can impact on the progress made by their children.

The school's outstanding promotion of cultural development, evident in the excellent displays all around the building, leads to pupils having an exceptional knowledge of many faiths and cultures. This knowledge is practical as well as theoretical, as shown in an outstanding session on West African drumming observed during the inspection. Pupils of different faiths work very happily alongside each other and demonstrate respect and consideration.

These are the grades for pupils' outcomes

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	2
Taking into account: Pupils' attainment ¹	3
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	1
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

The quality of teaching has improved since the last inspection and is now good. Excellent relationships are evident in all classrooms. Teachers have good subject knowledge and plan learning well. Lessons typically move along at a brisk pace and feature a range of interesting activities for pupils. The quality of assessment has also improved over the last few years and most teachers provide very good quality feedback that helps pupils to extend their learning. Occasionally, information on the progress and ability of individual pupils is not used as effectively as possible when setting work. As a result, in a few classes the work set is not always challenging enough to secure the most rapid progress, particularly for the most able.

Because the school values each individual pupil, all are cared for exceptionally well. Support staff work very effectively alongside teachers and visiting staff. Pupils know exactly where they can go to gain advice and guidance on any issue.

The curriculum provides many and varied opportunities for pupils' personal and academic development. The school is at the forefront of successful, innovative curriculum initiatives to promote pupils' awareness of the wider international dimension. It promotes curiosity and inquisitiveness, as well as being a key factor in pupils' outstanding cultural and social development. One group spoke with excitement when describing a classroom activity exploring discrimination, commenting that 'we know why racism is a really bad thing – it makes people unhappy, and that doesn't make any

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

sense'. Links between subjects are extremely effective in developing speech and language skills. Pupils enjoy their studies of Arabic and Mandarin. A wealth of activities outside the classroom makes an excellent contribution to pupils' learning; these include a wide range of sports, tai chi, karate, and musical ensembles, such as the steel pan band. Pupils gain a great deal from international visits, including trips to China, particularly in terms of their personal development.

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	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Over recent years the school has taken on a relatively high proportion of new staff. They are welcomed onto the team and quickly become aware of the senior leaders' vision for the school. Newly qualified teachers speak with enthusiasm about the high quality of support they receive from leaders and managers at all levels, and particularly appreciate the fact that their views are valued. The school works extremely well to develop the skills of its staff, who are keen to take full advantage of the excellent opportunities provided for them, such as the chance to carry out international work. Teaching and learning are well managed, and monitoring ensures that senior staff are fully aware of aspects that require further development. Governors are committed and knowledgeable, carrying out their role with skill and sensitivity. All staff contribute to evaluating the school's work, which helps to ensure that there is a strong corporate approach to school improvement.

The promotion of community cohesion is outstanding and underpins all aspects of the school's work. Partnerships with parents are highly effective and the school carries out much valuable work within the local community, including hosting classes and workshops for parents. Procedures for safeguarding pupils are exemplary; the school goes well beyond its statutory responsibilities, for example, by working successfully to promote safeguarding and child protection amongst groups in the local community. The school carries out some excellent collaborative work with a very wide range of external agencies, including British and international schools, local authority support workers and health professionals, artists, musicians and representatives from faith communities. The promotion of equal opportunities is at the heart of the school's mission, and, consequently, it is a happy and vibrant multicultural learning community where all pupils thrive.

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	1
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	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

The school's excellent relationships with the local community are a key factor in ensuring that children get off to the best possible start in this safe and supportive environment. The majority of children enter the Nursery with skills well below typical age-related expectations, particularly in their use of language. Staff gather information on new entrants to the Nursery prior to their arrival, including the home language spoken by the child's family. As a result, the school can allocate staff to home visits according to their expertise in particular languages. This is much appreciated by parents, who say that this friendly approach helps them to quickly establish effective partnerships with the school so that they can play an active part in supporting their children's learning. High quality support in language development continues to play an important part in building children's skills as they move through the Early Years Foundation Stage. Staff carry out regular observations of children's learning and use this information very effectively to tailor tasks and activities for individuals. Staff are very skilful in providing support, knowing when to allow children to take the lead in their own learning and when to intervene in order to accelerate progress.

The Early Years Foundation Stage is exceptionally well led, ensuring that all staff work extremely well together as a team. Improvement planning is of exemplary quality. Children's progress is very accurately assessed and staff meet together on a regular basis to review learning and plan personalised activities for the children. As a result, children make outstanding progress, with attainment for many being close to average by the time they enter Year 1. In the Early Years Foundation Stage, they learn the fundamental skills such as sharing, listening and caring for each other that form the basis for their outstanding personal development throughout the school.

Inspection report: Cheetham CofE Community School, 28–29 September 2009

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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	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

Over one third of parents and carers returned the questionnaires distributed prior to the inspection. Almost all of these were entirely positive, praising the work of the school and its role in the local community, and this accurately reflects the inspection findings. Most questionnaires did not include written comments, but those that did indicated a very high level of satisfaction with the school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Cheetham CofE Community 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 inspection team received 148 completed questionnaires by the end of the on-site inspection. In total, there are 450 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	102	69	43	29	1	1	0	0
The school keeps my child safe	100	68	48	32	0	0	0	0
The school informs me about my child's progress	81	55	63	43	4	3	0	0
My child is making enough progress at this school	70	47	67	45	8	5	2	1
The teaching is good at this school	78	53	64	43	6	4	0	0
The school helps me to support my child's learning	69	47	73	49	4	3	1	1
The school helps my child to have a healthy lifestyle	80	54	60	41	3	2	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)	66	45	76	51	2	1	1	1
The school meets my child's particular needs	64	43	73	49	8	5	0	0
The school deals effectively with unacceptable behaviour	77	52	66	45	3	2	0	0
The school takes account of my suggestions and concerns	63	43	73	49	9	6	0	0
The school is led and managed effectively	77	52	66	45	4	3	0	0
Overall, I am happy with my child's experience at this school	87	59	55	37	1	1	1	1

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.



Inspection of Cheetham CofE Community School, Manchester, M8 9FR

As you know, I visited your school recently together with three other inspectors so that we could find out how well you are doing. I would like to thank you for making us feel so welcome and for sharing your views with us. I would also like to share our main findings with you.

You told us that you think your school is 'excellent' and we agree with you. Cheetham CE Community is an outstanding school. We were absolutely thrilled with your behaviour; you were so polite and courteous, not just to us but to each other too! As we were walking around, we were pleased that so many of you approached us to tell us what you liked best about your school. You said that everyone was kind and helpful, and that the staff always try to make learning fun for you. We could see that this was true as we went into your classrooms, and also as we watched you play. You work very well in lessons and make good progress during your time at school, but we think that sometimes the work you are given might be a little too easy for you. We have suggested that the staff keep a close watch on this, so that each one of you is always given work that helps you to make the best possible progress.

We will have so many happy memories of our visit to your school. I enjoyed watching you practise your tai chi in the morning and I thought that your African drumming was fantastic. You know so much about lots of different countries and religions – in fact, you know more about these things than many adults! All of this knowledge will be very useful to you as you get older and move on to your next school.

We know that your headteacher and all of the staff want you to do as well as possible. You have an important part to play here, so don't forget to let your teachers know if the work is too easy! We are delighted that you are proud to be pupils of Cheetham CE Community School and wish you well in the future.

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St Peter's RC High School

Inspection report

Unique Reference Number	131880
Local Authority	Manchester
Inspection number	341240
Inspection dates	19–20 November 2009
Reporting inspector	Paul Chambers HMI

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

Type of school	Secondary
School category	Voluntary aided
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	859
Appropriate authority	The governing body
Chair	Fr S Ansbro
Headteacher	Mr John McNerney
Date of previous school inspection	9 October 2006
School address	Kirkmanshulme Lane Manchester Lancashire M12 4WB
Telephone number	0161 2481550
Fax number	0161 2481551
Email address	jmcnerney@st-petershigh.manchester.sch.uk

Age group	11–16
Inspection dates	19–20 November 2009
Inspection number	341240

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Introduction

This inspection was carried out by two of Her Majesty's Inspectors and three additional inspectors. The inspectors visited 38 lessons, and held meetings with governors, staff and groups of students. They observed the school's work, and looked at a wide range of documentation including 133 parental questionnaires.

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

- whether the improvements in GCSE results in 2008 and 2009 are sustainable, given the progress of current students
- what the school is doing to eliminate apparent gaps in performance of different groups and whether it is effective
- the strengths and weaknesses in teaching, and whether the school has an accurate view of them
- how well the school's specialist status is contributing to learning and achievement, the curriculum and the community.

Information about the school

St Peter's RC High School is an average-sized secondary school, with slightly more boys than girls on roll. The proportion of students from minority ethnic groups and the proportion who speak English as an additional language are both well above average. Roughly 45% of students are White British, 20% are of Black African heritage and smaller proportions are from a wide range of other backgrounds. More students than normal have special educational needs and/or disabilities, and the proportion with a statement of special educational needs is well above average. Approximately half of the students, over three times the national average, are entitled to a free school meal. Many more students than normal join the school at times other than the beginning of Year 7. The school has specialist status in business and enterprise and holds a number of awards, including the Investors in People, Sportsmark, ICT Mark and Healthy Schools.

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?

1

The school's capacity for sustained improvement

1

Main findings

St Peter's is an outstanding school, where students from a wide range of backgrounds achieve well. Since the last inspection, students' attainment has risen dramatically. Unvalidated data show that the impressive rise in GCSE results in 2008 has been sustained in 2009; moreover, the school's tracking data suggest that these higher results can be sustained in 2010 with a group of students who entered the school with considerably lower prior attainment. This improved attainment has been achieved alongside improved attendance and reduced exclusions. These factors, together with the school's good processes for self-evaluation and action planning, demonstrate outstanding capacity to improve.

Students who left in 2008 entered the school with below average attainment in their Key Stage 2 tests. Their results at GCSE were broadly average, which represents good progress and achievement given their starting points. This good achievement is the result of the good teaching and excellent care, guidance and support that the students receive. The innovative curriculum meets the needs of the students extremely well and also makes a strong contribution to their positive achievement.

The quality of teaching is good overall, but is variable. In many lessons, teachers' effective explanations and examples help students to meet challenging expectations. Opportunities to discuss ideas and work in pairs and groups contribute to students' positive engagement and enable them to be more fully involved in their own learning. In weaker lessons, teachers take insufficient account of the different abilities within the class and lesson objectives focus on tasks to be completed rather than the intended learning outcomes; on occasions, teachers give students too few opportunities to be actively engaged in their learning through organised discussion or practical activities.

Leaders and managers have an accurate view of the school, including the strengths and weaknesses of teaching. Staff share a common sense of purpose and work very effectively together to overcome barriers to learning, and to effect and sustain improvements. For example, a whole-school initiative to improve students' literacy has led to improved standards and contributed to large increases in the number of reading books being borrowed from the school library. The drive to improve provision has led to school managers being very flexible and willing to try new ideas. However, the evaluation of many of these initiatives is based on impression rather than data and managers have not fully evaluated the impact of the school's actions on outcomes for students.

The school's specialist status has contributed to the school's success through enabling the school to offer a broad range of vocational options and cater more closely for

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

individual interests. It has also helped students to develop their cross-curricular skills, such as working well in a team. Examination results in two of the lead subjects, business studies and information and communication technology (ICT), are particularly good and are above national averages. 'Business and Enterprise' days for pupils in local primary schools have proved extremely popular, and the provision of evening classes on, for example, basic ICT skills and Entry to Employment has made a clear contribution to the local community.

What does the school need to do to improve further?

- Raise the standard and improve the consistency of teaching by ensuring that:
 - lessons take more account of the different abilities within the class
 - lesson objectives focus on learning rather than tasks to be completed
 - opportunities for active learning are more widespread.
- Evaluate more clearly the impact of initiatives on outcomes for students.

Outcomes for individuals and groups of pupils

2

Attainment is average, with 49% of students gaining five good GCSEs including English and mathematics in 2008. This measure, broadly sustained in 2009, demonstrates the dramatic improvement in standards achieved since the last inspection, when 24% attained the same measure. Students enjoy their lessons; they learn well particularly when given opportunities to discuss ideas and work in pairs and groups. They respond well to activities that capture their interest or stir their emotions. Students, including those with special educational needs and/or disabilities, make good progress in their lessons and achieve well. Evidence from lesson observations and the school's monitoring data show that the school has successfully addressed the previously different rates of progress of students who receive free school meals and those who do not. Similarly, the underachievement of students who were having support for their learning, notable in the 2008 examination results, is no longer apparent, and this group now progress well. Students for whom English is an additional language, including those at an early stage of learning the language, are very well supported and, as a result, they make good, and in some cases outstanding progress.

Students are very confident in the school's processes for ensuring their safety. They know who they can turn to if they have a problem and believe that school staff respond very well when any incident of bullying occurs. Students have a good understanding of what constitutes a healthy lifestyle: large numbers take advantage of the healthy options available at lunchtime and choose to participate in physical activities after school. Students demonstrate a wide range of workplace skills that contribute to their future well-being, and only small numbers of last year's leavers are not in employment, education or training. Students respond well to the school's many activities that promote business and enterprise skills, they make good progress in their literacy, numeracy and ICT skills, and also attend well. However, a few students exhibit half-hearted attitudes

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

to punctuality, particularly when moving between lessons.

Students' spiritual, moral, social and cultural development is good, with the school's caring Christian ethos contributing to students' spiritual and moral development effectively. Different groups of students mix well, both in lessons and around the school. The majority of students behave well in lessons, and students' questionnaires confirm that most students in the school agree. A small minority exhibit challenging behaviour but generally respond well to the school's processes for managing behaviour.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
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	1
The extent to which pupils feel safe	1
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	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Although there is more variation than would be expected, the overall quality of teaching is good. Students enjoy positive working relationships with teachers and those who support learning. Teachers' high expectations help students to respond positively to a range of well-planned tasks. In the best lessons, very clear learning objectives with success criteria enable students to recognise what is expected and what they need to do to improve their work. Teaching is lively and support is timely, well placed and helpful in accelerating learning. In weaker lessons, some activities lack challenge, relevance or

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

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interest, and as a result small numbers of students lose concentration. The quality of teachers' marking varies, but in examples of excellent practice, teachers give clear advice on how students can improve their work.

The excellent curriculum is well designed and caters very well for the range of needs, interests and abilities of students in the school. It is a key factor in students' raised attainment, above average attendance and below average exclusions. The school is at the forefront of innovative curriculum practice, providing an unusually broad range of applied courses in Key Stage 4 and flexible support for basic skills, early language development and for students at risk of exclusion. The curriculum for Years 7 and 8 has been developed appropriately to focus more on the development of skills. Where students engage in work that crosses subject boundaries, it is particularly effective in developing literacy skills; planned activities in several subject areas provide a stimulus for students to develop their reading, writing, speaking and listening skills. The trips, visits and visitors that are a frequent addition to the curriculum enhance learning by providing students with memorable experiences. For example, the recent visit that some students paid to the World War One trenches in France and Belgium was used effectively as a focus for a range of learning activities in school.

The excellent care, guidance and support that the school provides help those students new to the school, including those with little or no English, to settle in quickly. Students feel very well cared for. Support for the vulnerable students is particularly strong and involves school staff with appropriate expertise as well as outside agencies. School managers are particularly proud that the school's extensive efforts to drive up attendance have been successful in raising attendance to above the national average; these measures have also reduced considerably the proportion of students who are persistently absent from school.

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	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Leaders' drive for improvement has been very effective in many areas of the school, including raising achievement across a range of areas and improving attendance. Middle managers are supportive of the school's senior leaders and play their part fully in developing the curriculum and improving the quality of teaching. This very inclusive school makes a good contribution to promoting community cohesion. Senior leaders have analysed its context and taken appropriate actions particularly at the local level,

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

but the impact of its actions is not evaluated fully. The governing body plays an appropriate role in supporting and challenging the school's leaders. Governors have a good understanding of the strengths and weaknesses of the school and take advantage of opportunities for increasing their expertise through further training. The school engages well with parents and carers through its website and through newsletters, and parents feel that their views are listened to. However, school leaders and the governing body could do more to seek formally the views of parents. The school promotes equal opportunities well and tackles discrimination effectively. It analyses examination results to identify differences in achievement of different groups of students and has successfully reduced gaps in performance.

The school has good procedures for ensuring the safety of students, including all appropriate checks on staff, and keeps meticulous records. The school works extremely well with outside agencies to support the welfare of its students. In addition, the school is part of a very active collaborative with six Manchester secondary schools and the two Catholic sixth form colleges. Regular collaboration at department level helps to share good practice and provide good value for money, for example, enabling subject areas to buy in a day of consultancy from a chief examiner.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
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	1
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	2

Views of parents and carers

A relatively small number of parents contributed their views to the inspection team through the parental questionnaire. A very large majority of replies indicate positive views of the school in all categories. Parents' belief that the school provides a safe

Inspection report: St Peter's RC High School, 19–20 November 2009

9 of 14

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

environment supports the inspection team's view that the school gives strong support to the welfare of its students.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Peter's RC High 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 inspection team received 133 completed questionnaires by the end of the on-site inspection. In total, there are 859 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	65	49	62	47	4	3	1	1
The school keeps my child safe	49	37	79	59	4	3	0	0
The school informs me about my child's progress	63	47	58	44	10	8	2	2
My child is making enough progress at this school	54	41	71	53	6	5	1	1
The teaching is good at this school	46	35	78	59	7	5	1	1
The school helps me to support my child's learning	45	34	77	58	6	5	1	1
The school helps my child to have a healthy lifestyle	32	24	85	64	9	7	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)	47	35	74	56	5	4	1	1
The school meets my child's particular needs	36	27	89	67	5	4	1	1
The school deals effectively with unacceptable behaviour	57	43	61	46	10	8	1	1
The school takes account of my suggestions and concerns	33	25	83	62	11	8	2	2
The school is led and managed effectively	50	38	79	59	2	2	1	1
Overall, I am happy with my child's experience at this school	55	41	72	54	3	2	1	1

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.
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Overall effectiveness of schools inspected between September 2007 and July 2008

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Pupil referral units	7	55	30	7
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New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

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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.

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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.



24 November 2009

Dear Students

Inspection of St Peter's RC High School, Manchester M12 4WB

You will recall that recently, together with four other colleagues, I inspected your school. Thank you to all of you whom we met; you were very polite and helpful, and gave your views very openly. This letter is to tell you about what we found.

You will be pleased to hear that we judge St Peter's to be an outstanding school. One reason for this is the school's examination results which have risen so impressively since the last inspection; another is the range of courses on offer that suit your needs so well and help you to feel so positively about school.

You achieve well because of the good teaching that you receive, together with additional guidance such as the advice you get on how to improve. The school's outstanding care and support help you to feel that staff care about your progress and welfare. Most of you behave well and we were impressed that your attendance has improved; however, some of you could do more to improve your punctuality to lessons.

The headteacher has high aspirations for your achievement and these are helping the school to become more successful. In order to improve the school further we have asked him, the staff and governors to:

improve teaching further so that more lessons take account of the different abilities within the class, lesson objectives have a better focus and you have more opportunities to learn in an active way

evaluate more clearly the impact of initiatives on your progress and welfare.

You can play your part in making St Peter's an even better school. Continue to work hard and to take advantage of all the support that is on offer.

Yours sincerely,

Paul Chambers

Her Majesty's Inspector

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Whalley Range 11-18 High School and Business and Enterprise College

Inspection report

Unique Reference Number	105558
Local Authority	Manchester
Inspection number	336519
Inspection dates	4–5 November 2009
Reporting inspector	John Coleman HMI

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

Type of school	Secondary
School category	Community
Age range of pupils	11–18
Gender of pupils	Girls
Gender of pupils in the sixth form	Girls
Number of pupils on the school roll	1656
Of which, number on roll in the sixth form	292
Appropriate authority	The governing body
Chair	Mr Richard Masztalerz
Headteacher	Ms Patsy Kane
Date of previous school inspection	9 March 2007
School address	Wilbraham Road Whalley Range Manchester M16 8GW
Telephone number	0161 8619727
Fax number	0161 8810617
Email address	pka@whalleyrange.manchester.sch.uk

Age group	11–18
Inspection dates	4–5 November 2009
Inspection number	336519

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Inspection report: Whalley Range 11-18 High School and Business and Enterprise College,
4–5 November 2009

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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and five additional inspectors. The inspectors visited 44 lessons and held discussions with the chair of governors, staff, groups of students and external partners to the school. They observed the school's work, and looked at the school improvement plan, safeguarding documents, the school's self-evaluation, records of the monitoring of teaching and learning, school data, questionnaires returned by staff, questionnaires returned by students and 108 questionnaires returned by parents and carers.

- the reasons for the variation in the progress of different groups of students
- the accuracy of the school's self-evaluation, particularly for the quality of teaching and learning
- the impact of the school curriculum on the achievements of students
- the effectiveness of the school's leadership in bringing about sustained improvement.

Information about the school

Whalley Range 11–18 High School and Business and Enterprise College is larger than average and provides solely for girls. The school is located in inner-city Manchester. Most students come from a wide variety of minority ethnic origins. In the sixth form almost all students are from minority ethnic backgrounds. Students join the school from an exceptionally large number of primary schools. The proportion of students eligible for free school meals is very high. Nearly half of the students speak a language other than English as their first language. The school has dual specialist status for business and enterprise, and sport. The Amaechi Centre, based at the school, is the largest youth sports centre in England.

Inspection report: Whalley Range 11-18 High School and Business and Enterprise College,
4-5 November 2009

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

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Whalley Range is successful in meeting its aim of promoting the emotional, physical and social well-being of the diverse and multicultural student population. This is an inclusive school where students feel safe and well cared for. Their well-being is at the forefront of all the school's work and good use is made of many external agencies and partnerships. Arrangements for safeguarding students are good. As a result, the vast majority of students behave well, show respect to staff and each other and have positive attitudes to learning. Students are successfully encouraged to develop healthy lifestyles through the curriculum which includes suitable drugs, sex and relationships education and citizenship. Sport features prominently and physical exercise is regularly timetabled for students; take-up by students is high.

There is too much variation in the progress students make and in their attainment. Overall, since the last inspection, students' attainment has remained broadly average across all subjects. The progress made by students fluctuates between subjects and groups of students. For example, students' progress in English is significantly below average whereas their progress in mathematics is satisfactory. Students with English as their first language make less progress than those for whom it is a second or third language. Students make satisfactory progress overall. This inconsistency is due to variations in the quality of teaching and learning and poor attendance by a very small minority of students. The recent changes to the staffing structure and to the curriculum have not had sufficient time to make an impact on students' attainments. In 2008 national test and examination results show that students' achievements declined and the provisional results for 2009 indicate that this trend is continuing. The leadership team has plans in place to improve this and the current monitoring records, which track students' learning, indicate that standards are rising. Monitoring by the school, confirmed by observations by inspectors, shows that most students are now making satisfactory progress.

The school's view of the quality of teaching and learning is too generous. The school's self-evaluation judges this to be good. Inspectors disagree; it is satisfactory. There is not enough good teaching to ensure that students make consistently good progress. Lessons observed by inspectors ranged from inadequate to good, with most judged as satisfactory. The marking of students' work is poor and does not enable students to know what to do to improve their work. The good range of assessment data held by the school is not used sufficiently well to inform what students should learn in lessons. This results in learning which is not always well matched to the needs of each student.

The school's leaders are improving the monitoring systems used to check on the performance of the school. Most notably, each faculty completes an analysis every half

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

term regarding the quality of teaching and learning, and the attainment and progress of students. This procedure has been in place for 12 months and is beginning to give senior leaders a more accurate view of performance. The data analysis tracks students' progress in classes, but fails to measure the progress of groups of students, such as by their ethnicity. This is a significant weakness given the variation in the progress of different ethnic groups of students. Improvement plans are in place for the whole school and in each faculty. These correctly identify most of the areas which need developing but they lack a sharp measurable means of judging their impact and do not have sufficient emphasis on academic outcomes. Given the transitional stage of much of the school's drive for improvement and the many developments which have successfully extended the curriculum choices for students, the school's capacity to improve is satisfactory.

What does the school need to do to improve further?

- Raise standards, especially in English, and improve the rate of students' progress, especially in some ethnic groups, by:
 - - accurately monitoring the quality of teaching and learning
 - - increasing the proportion of good lessons
 - - improving attendance throughout the school
 - - ensuring that assessment effectively informs what students learn in lessons so that they build on their existing skills and knowledge effectively
 - - raising the quality of marking to provide guidance to students about how to improve their work.
- Increase the impact of the leadership team's improvement planning by:
 - - ensuring more accurate and robust self-evaluation
 - - implementing sharp measurable improvement strategies
 - - carrying out regular systematic checks on the progress of these strategies
 - - ensuring that the academic outcomes for students are the most important criteria by which the success of plans are judged.
- 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

In classrooms students learn better in some subjects than others. For example, the good pace of learning seen in a physical education lesson was the result of effective teaching which blended vigorous exercise with well-pitched explanations and searching questions to verify students' learning. Unsurprisingly, GCSE results in sports studies are above the national average. In the school's specialist subjects, students attain generally average standards and make good progress. The school meets its targets set for attainment in the specialist subjects. In mathematics and English standards are below average and the provisional results for 2009 GCSE are below the governors' targets. The number of

Inspection report: Whalley Range 11-18 High School and Business and Enterprise College,
 4–5 November 2009

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

students gaining five or more A*to C GCSE grades, including English and mathematics, has risen steadily in each year since the last inspection. Students of low prior attainment and students of African ethnicity make above average progress. Conversely, students for whom English is their first language make below average progress as do students who join the school with average levels of attainment. The progress made by many students in English is not good enough. Students with special educational needs and/or disabilities make satisfactory progress as a result of the satisfactory support they receive. Given that most students are now making satisfactory progress, attainment is average and students say they enjoy school, something which was observed consistently by inspectors, their achievement is satisfactory overall.

Most students have good attitudes to learning and behave well; there are good relationships between staff and students. Students feel safe and say bullying is usually dealt with well by the school. They are successfully developing healthy lifestyles and make a good contribution to the community through their sports leader work with primary schools. Extensive funds are raised for charities and a large number of students act as referees in sports competitions. The school hosts English basketball national events and students act as delegates at an international conference on cooperation. The poor attendance of a few students significantly acts as a barrier to their learning and hinders their development of workplace and other skills which they need for future life. The school has a suitable range of strategies in place to improve rates of attendance and the proportion of persistent absentees is reducing.

These are the grades for pupils' outcomes

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

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

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

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	4
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

In the lessons seen by inspectors effective use is made of digital projectors to gain students' attention and aid their concentration. Teachers are well prepared for lessons and complete planning sheets which outline the activities which students will do. The planning often lacks detail about what learning is expected to result from these tasks and there is little recognition of the varying needs and abilities of different students in the class. Partly, this is because insufficient use is made of the assessment data showing the extent of students' prior learning. In many lessons this leads to students making satisfactory, rather than good, progress. A small amount of inadequate teaching was seen during the inspection, largely due to students being insufficiently challenged by a slow pace to learning. In the good lessons teachers use effective questioning techniques to extend students' understanding and have high expectations of the amount of progress they should make in the time available.

The curriculum is developing well after a recent review and subsequent changes being made. It is too soon for some of these improvements to raise students' attainment and improve their progress. The provision in Years 7 and 8 for citizenship is developing students' functional English skills and is helping to raise the ability of students to access other parts of the curriculum where these skills are very important. The addition of alternative courses in Key Stage 4, particularly workplace links through the business specialism, is providing a good match to students' needs and helps prepare students for adult life. The curriculum is enriched through many opportunities for students to participate in sport and to gain qualifications. Representative sport is a strong feature of the school and many students are proud to belong to a team such as in basketball, which is played to a high national standard. There is a good range of educational and social visits to theatres, museums and to the local university for an engineering day. During the inspection a dance group from the National Health Service entertained girls in Year 9 and promoted a healthy lifestyle through music and dance. Students joined in energetically and with great enthusiasm showing enjoyment and gaining understanding of the very important messages. A variety of opportunities are provided in music and many students learn to play a musical instrument.

Students speak highly of the support they receive from the staff. In particular, they appreciate the guidance about their options at the end of Year 9 and when entering the sixth form. Prior to pupils leaving primary school, there are good transition arrangements for when they begin in Year 7. The recently introduced house structure, with vertical year groups of students, is providing a positive means of support for students. The most vulnerable students receive good care and support. Staff work

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

together well with a range of external agencies to provide intervention strategies and reintegration routes. Support for students with special educational needs and/or disabilities is satisfactory.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Since the last inspection the school's senior and middle leadership has undergone significant changes to staffing. There is a restructured system and the roles and responsibilities of post holders have been redefined and remodelled. These are beginning to provide effective monitoring to inform the headteacher and governors about the school's performance. In addition, leaders have completed a review of the curriculum, resulting in many extra courses and pathways for students. These are providing an improved choice of options which are better matched to students' needs. An inaccurate and over-generous view of the quality of teaching and learning during the course of these changes resulted in leaders being slow to identify that the rate of students' progress slowed. The school has a reasonable view of the strengths and weaknesses in the provision, but has given insufficient emphasis to the variation in students' progress. The large staff team is beginning to galvanise the many changes. The embedding of the school's strategies for improvement is still work in progress and the impact on students' achievement is not yet fully felt.

The governing body ensures that all statutory compliance is met, including good procedures to safeguard students. The governors provide good support to the school and are well led by a knowledgeable chair. The effectiveness of their work and the depth of challenge they provide are restricted by some inaccurate school evaluation, though effective steps to improve this are in place.

The school promotes community cohesion well. Ethnic diversity is appreciated and celebrated. The leadership has a good understanding of the religious characteristics of the local community and responds accordingly by strengthening students' awareness. The school constantly seeks ways of developing deeper engagement with the community at all levels. For example, the school provides free adult learning classes and fitness sessions. Equality and opportunity are strongly provided for in the social life of students but weaknesses in the progress made by different groups mean this is judged only as satisfactory.

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

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
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	3
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

Sixth form

The quality of teaching in the sixth form is similar to that in the main school. Students say there are some opportunities for group and independent learning, but much of the lessons are very teacher led. This concurs with the observations made by inspectors. There are good relationships between students and staff. Students appreciate the opportunities provided for them and, in particular, the very good enrichment activities and the wide range of choice available in the curriculum. The sixth form admits students of all abilities and provides courses leading to national qualifications at levels one, two and three. Overall, students make satisfactory but variable progress. For those students who take A2 courses (A levels) attainment is broadly in line with national averages. The school does not analyse sixth form attendance with sufficient rigour. Students say they feel safe in general. Good guidance procedures are in place to help students in their future career choices and progression into higher education. The use of data to set students' targets and monitor their performance is beginning to develop.

These are the grades for the sixth form

Overall effectiveness of the sixth form	3
Taking into account: Outcomes for students in the sixth form	3
The quality of provision in the sixth form	3
Leadership and management of the sixth form	3

Inspection report: Whalley Range 11-18 High School and Business and Enterprise College,
4-5 November 2009

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

Views of parents and carers

A very small minority of parents and carers (108) of students responded to the Ofsted questionnaire. Their responses show general satisfaction with the work of the school. The majority of the small numbers of criticisms were offered constructively, focusing on issues with individuals rather than the school as a whole. Parents and carers responded particularly strongly that their children enjoyed school and that the school keeps them safe. Although a small number of parents and carers wrote about their dissatisfaction because they did not know enough about their children's work, the vast majority of responses were positive about this. About one quarter of responses had concerns about the school's management of students' behaviour. The inspection evidence found that procedures are appropriate. The students' views are that behaviour is well managed and inspectors' observations judge that, overall, behaviour is good.

Inspection report: Whalley Range 11-18 High School and Business and Enterprise College,
4-5 November 2009

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Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Whalley Range 11-18 High School and Business and Enterprise College 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 108 completed questionnaires by the end of the on-site inspection. In total, there are 1656 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	31	30	69	66	4	4	1	1
The school keeps my child safe	38	36	58	55	6	6	1	1
The school informs me about my child's progress	44	42	53	50	5	5	2	2
My child is making enough progress at this school	29	28	62	59	8	8	5	5
The teaching is good at this school	22	21	73	70	8	8	2	2
The school helps me to support my child's learning	28	27	61	58	13	12	3	3
The school helps my child to have a healthy lifestyle	16	15	74	70	13	12	1	1
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)	38	36	54	51	9	9	1	1
The school meets my child's particular needs	20	19	60	57	19	18	3	3
The school deals effectively with unacceptable behaviour	32	30	45	43	25	24	2	2
The school takes account of my suggestions and concerns	18	17	56	53	23	22	8	8
The school is led and managed effectively	23	22	68	65	10	10	2	2
Overall, I am happy with my child's experience at this school	34	32	59	56	9	9	3	3

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%.

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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.



6 November 2009

Dear Students

Inspection of Whalley Range 11–18 High School and Business and Enterprise College,
Manchester, M16 8GW

Thank you for the warm welcome you gave to the inspection team when we visited your school recently. We enjoyed being in your lessons and meeting with you and were particularly impressed by your behaviour around the school and in lessons.

These are the main points we liked about your school.

- The school cares for you well and provides good support when you need to make choices, such as which subjects or courses to take in Key Stage 4.
- You have plenty of opportunities to get involved in sport, take exercise and make healthy choices.
- There are many good links with your community and your support for charities is good.
- The school keeps you safe by having good, effective systems to check on people who work at the school and making sure your health and safety are looked after.
- Some of you make good progress in your academic work, especially those of you who choose the specialist subjects available, such as business and sport.

We have asked the headteacher and the school's leaders to:

- raise the standards which students reach, especially in examinations in Key Stage 4, by making sure you have more good lessons
- improve teachers' marking of your work so that you know how to learn more
- improve your attendance, which is something you must work hard at too
- sharpen the school improvement plan so that it improves your opportunities to learn more quickly.

You can do your part to help by ensuring that you always work hard. The team joins me in sending you best wishes for your studies and we hope that you all do very well in the future.

Yours faithfully

John Coleman

HMI

Inspection report: Whalley Range 11-18 High School and Business and Enterprise College, **15 of 15**
4-5 November 2009

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