



St Patrick's RC Primary School

Inspection report

Unique Reference Number	105535
Local Authority	Manchester
Inspection number	343612
Inspection dates	13–14 October 2009
Reporting inspector	Mike Hoban HMI

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	164
Appropriate authority	The governing body
Chair	Mr Jim Cahill
Headteacher	Mrs Rosetta Mason
Date of previous school inspection	3 September 2007
School address	Livesey Street Collyhurst Manchester M4 5HF
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Introduction

This inspection was carried out by two of Her Majesty's Inspectors and one additional inspector. The inspectors visited 12 lessons, and held meetings with governors, staff, parents and groups of pupils. They observed the school's work and looked at a range of documentation, including the school's data records, policies and minutes of governing body meetings, and the notes of the school improvement partner's visits. Parental questionnaires were received from 21 parents or carers.

- pupils' attainment and achievement
- the quality of teaching and learning
- the effectiveness of governors in providing challenge and support so that weaknesses are tackled and statutory responsibilities are met
- how successfully the school has tackled the areas for improvement identified in the 2007 inspection and the December 2008 survey visit.

Information about the school

St Patrick's is a smaller than average primary school, whose catchment serves some socio-economically disadvantaged areas in central Manchester. The school has Early Years Foundation Stage provision in its Nursery and Reception classes. The proportion of pupils eligible for free school meals is well above the national average. The proportion of pupils from minority ethnic groups is significantly higher than the national average. The proportion with special educational needs and/or disabilities is below average, as is the number of pupils with a statement of special educational needs.

The school has secured the Healthy School award, and in 2007 was successful in reaching the International Schools' Standard for healthy eating.

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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

Inspection judgements

Overall effectiveness: how good is the school?

4

The school's capacity for sustained improvement

4

Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.

The areas for improvement identified at the last inspection have not been adequately addressed, and this has contributed to a downward trend in pupils' overall attainment. Some aspects of the school's work, most notably pupils' learning and progress across Key Stages 1 and 2, have weakened since the last inspection. Pupils' attainment remains too low at the end of both Key Stages 1 and 2, and pupils' progress throughout the school is only satisfactory. This rate of progress, with few signs of improvement, means that pupils' overall achievement is inadequate. Teaching is satisfactory overall. Teachers have secure subject knowledge, and plan activities that meet the needs of most pupils. However, in some lessons, insufficient account is taken of the wide range of pupils' abilities, and the pace of learning generally lacks urgency. Lesson planning and the delivery of lessons for higher ability pupils and for pupils with English as an additional language are too variable, resulting in activities not being closely matched to their capabilities. While the school has recently improved some elements of its work, as seen in pupils' increased attendance, leaders and managers have not succeeded in raising the quality of teaching and learning to the levels necessary to improve rapidly pupils' achievement. There are shortcomings in safeguarding, the procedures for which are inadequate, and which impact negatively on pupils' care, guidance and support. Behaviour is good, and pupils also show a keen appreciation of the range of cultures and traditions present at St Patrick's.

St Patrick's is a harmonious school, and the leadership team is dedicated and keen to improve pupils' care and education. However, the school does not possess sufficient capacity to improve. This is partly because the areas for improvement since the last inspection and a more recent survey visit have not all been addressed effectively. For instance, while extra challenge to its most-able pupils has led to better attainment in mathematics, pupils' attainment in English has not improved. In addition, self-evaluation is lacking in rigour and does not effectively support improvement. Elements of the school's provision are weaker than at the last inspection, as are some outcomes for pupils, and governance is inadequate.

What does the school need to do to improve further?

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- In order to raise attainment and improve achievement across the school, the quality of teaching should be improved so that most lessons are good or better by:
 - providing opportunities for staff to develop their skills, share and learn from best practice in a variety of settings
 - ensuring that monitoring of the quality of lessons includes rigorous checking of the progress made by different groups of pupils
 - developing the use of assessment so that planning, questioning and work set are more closely matched to pupils' different levels of skill and ability
 - ensuring that any underperformance is quickly identified and challenged throughout the school, especially that of higher ability pupils and of pupils who speak English as an additional language.
- Strengthen leadership and management by:
 - making sure that all requirements for safeguarding are met
 - improving the rigour of the school's procedures for target setting, analysis and tracking of the progress made by individuals and groups of pupils
 - developing and undertaking a programme of training for governors to improve their role in the strategic leadership of the school
 - increasing the involvement of leaders at all levels in monitoring the quality of teaching and its impact on pupils' learning.

Outcomes for individuals and groups of pupils

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Pupils enter the Early Years Foundation Stage with skills well below expected levels for their age. Unvalidated data indicate that in 2009, overall attainment at the ends of both Key Stages 1 and 2 was below average, and significantly below average in English at the end of Key Stage 2; indeed, the 2009 data indicate that attainment in English has declined further, compared to results in 2008. Inspectors' observations of lessons and their scrutiny of pupils' written work for this academic year found that the picture of low attainment was confirmed. In lessons, while pupils' behaviour is good, the pace of lessons in general remains too slow and as a result, pupils do not achieve as well as they might, given their capabilities and starting points. Pupils from minority ethnic groups make the same rates of progress as other pupils. Well targeted support for pupils with learning disabilities and difficulties means that these pupils also make the same rate of progress as their peers. While there have been challenges to the school in terms of staff changes and a wider range of pupil groups in recent years, a critical mass of good and better lessons is not in place such as would enable pupils to make better than satisfactory progress. Nationally produced data about pupils' progress show that it fluctuates greatly across subjects and years. In 2008, test results showed that pupils' progress over Years 3 to 6 was good but in 2009, it dropped markedly other than in English, and in science it was significantly below average.

Pupils say they feel safe and are confident that concerns on such matters as bullying

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would be addressed effectively by class teachers. This picture is shared by parents. Behaviour is good in lessons. Pupils make visitors feel at home at St Patrick's. They are positive when responding to requests from staff, whether in lessons or beyond. When a pupil was injured during playtime, others sought help immediately and supported her on her way to the First Aid room. Pupils are quick to point to healthy options in the dining room, and pupils and parents are appreciative of the weekly opportunity to join in physical and other activities after school. Pupils were aware of the need to maintain a healthy lifestyle, and eat a balanced diet. 'Guardian angels', junior wardens and the school council contribute to making St Patrick's a friendly and cohesive community. The views of visitors signal that pupils' good behaviour is appreciated beyond the school gates. A recent success at St Patrick's has been the drive to improve attendance. From being well below national averages in recent years, it is now just above the national average for this academic year. Attainment is low in English and just below average in mathematics, but older pupils are keen to hone their skills to prepare themselves for secondary school and beyond. Pupils' spiritual, moral, social and cultural and development is good; pupils have a clear picture of other faiths and cultures, work cohesively with each other, and appreciate differences and commonalities. In one class, pupils commented that they had written essays about their families' backgrounds, and shared these with classmates. They expressed pride that they had been able to reveal to other pupils something of their own cultures and their families' countries of origin.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	4
Taking into account:	
Pupils' attainment ¹	4
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	3
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
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	3

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

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How effective is the provision?

The quality of teaching is satisfactory. There is not, however, enough consistently good teaching to accelerate pupils' progress. Good relationships between pupils and adults help to ensure that classrooms are calm and well ordered. Lessons are characterised by teachers' secure subject knowledge and a sound grasp of individual pupils' social and emotional development needs. This is an important factor when considering the high levels of pupil mobility and the need to support regularly pupils who are new to the school. Teachers plan activities that meet the needs of most pupils, although in some lessons insufficient account is taken of the wide range of pupils' abilities, so that some pupils find the work difficult and others are not challenged enough. Teaching assistants provide satisfactory support for pupils, particularly those with special educational needs and/or disabilities. Teachers share lesson objectives with pupils at the start of lessons, provide clear explanations and use questioning skills satisfactorily.

The use of assessment to support learning is in the early stages of development throughout the school, reflecting the changes being made to the school's systems to track the progress pupils are making. There are inconsistencies in how teachers mark and assess pupils' work and set their targets for improvement. As a result, not all pupils receive clear guidance on what it is they must do to improve.

The satisfactory curriculum is appropriately matched to pupils' needs and interests. The school funds some external specialist teaching in physical education and in music (currently African drumming workshops) and pupils enjoy these activities. They also value opportunities to engage in the wide range of sporting and other additional activities, for example after-school clubs including Italian, chess, art, computers and gardening. The school places an appropriate emphasis on the core subjects and some cross-curricular links have been established. However, the school is aware that there is more scope for development of thematic work and particularly of opportunities to improve pupils' communication and literacy skills across the curriculum.

The school provides a good level of pastoral care for its pupils. New arrivals settle in well and other potentially vulnerable pupils are well cared for, receiving appropriate support according to their social and emotional needs. The school works closely and effectively with other agencies to promote pupils' regular attendance and emphasises the importance of this aspect. The school is currently unable to provide sufficient specialist support for those pupils learning English as an additional language. Most pupils, including those with special educational needs and/or disabilities, are happy in school and make satisfactory progress in their learning. However, as a result of gaps in the school's effectiveness in safeguarding pupils and meeting statutory requirements, its overall provision for the care, guidance and support is judged to be inadequate at the time of this inspection.

These are the grades for the quality of provision

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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	4

How effective are leadership and management?

Although there have been improvements in pupils' attendance levels and the management of teaching and learning is satisfactory, leaders and managers have not secured overall improvements in pupils' achievement, in some other outcomes, and in elements of provision. While there is now assessment of pupils' progress in key areas, assessment data are not rigorously analysed and acted upon in order to develop relevant support for pupils, including for pupils who speak English as an additional language. Target setting is too variable. In the last two years, the school has not met the majority of its targets to raise pupils' standards of attainment. Safeguarding and governance are inadequate. The governing body has not developed oversight of a training and development programme for staff on safeguarding, or on safer recruitment. There are other safeguarding matters that the school needs to move swiftly to rectify. Most parents are supportive of the school's work. St Patrick's took into account parents' views when switching to mixed-year classes, although this development still causes concern amongst some parents. The dedicated headteacher's open door policy means that parents are able to seek advice on pastoral and academic issues, and parents also value their relationships with individual class teachers. Partnerships with agencies, charities and other stakeholders have assisted in areas such as healthier lifestyles and the Creative Partnership initiative, which is helping now to make the curriculum more exciting and interesting for pupils. The headteacher and the deputy headteacher have a generally clear appreciation of the attainment of groups of pupils; however, the analysis and use of this information by staff to plan and deliver lessons is more variable, thereby affecting pupils' progress. The school has considered carefully the socio-economic, religious and cultural contexts within which it operates, and pupils from all backgrounds work together and value differences. Some work is now underway to involve the wider local community in the school's activities. Given the inadequate outcome in relation to pupil's achievement, is inadequate, value for money is unsatisfactory.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	4
Taking into account: The leadership and management of teaching and learning	3

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The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	4
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	4
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	4

Early Years Foundation Stage

Many children start in both the Nursery and the Reception groups with skills, knowledge and understanding that are well below average. Pupils make satisfactory progress throughout the Early Years Foundation Stage, but most finish with skills that are typically well below average for their age. A high proportion of children have additional learning needs, such as those in the early stages of learning English. Induction arrangements and good relationships with parents and carers help children to settle quickly into the Early Years Foundation Stage.

Effective team work between teachers and teaching assistants provides children with a good level of support for their individual needs. Staff demonstrate a sound knowledge of children's learning and development, and all welfare needs are met at this stage. Ongoing assessments and the deployment of staff support learning activities that are appropriately challenging for most children. Activities are organised so that children make satisfactory progress in each area of learning, with clear signs of increased progress in the last year.

There is an appropriate range of both child-initiated activities and those that are adult-led. Children work and play well with each other and are developing self-confidence and an understanding of consideration for others. Good relationships with adults are evident. The learning environment has recently been improved and extended. Staff are aware of the need to review the organisation of some areas both inside and outside to fully meet the planned learning needs for individuals and groups of children. There are some good quality resources, but some, particularly in the outdoor learning area, are less attractive and in need of improvement.

Daily lessons with an increased focus on teaching letters and sounds take place in small groups and enable children to make satisfactory gains in this area.

At times, there are missed opportunities for promoting children's speaking and writing skills during the school day within other group activities. There are also times when

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more attention could be paid to improving children's social development, for example during registration and snack times. Staff are aware of this, and plans are in place to develop the key worker system further, extending opportunities to improve children's speaking and listening skills.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Twenty one questionnaires were received from parents and carers of pupils attending St Patrick's. Their views about their children's education and care at the school were mainly positive. Written comments received reflected that picture.

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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 St Patrick's RC 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 inspection team received 21 completed questionnaires by the end of the on-site inspection. In total, there are 164 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	15	71	6	29	0	0	0	0
The school keeps my child safe	12	57	9	43	0	0	0	0
The school informs me about my child's progress	11	52	10	48	0	0	0	0
My child is making enough progress at this school	9	43	12	57	0	0	0	0
The teaching is good at this school	7	33	12	57	0	0	0	0
The school helps me to support my child's learning	11	52	10	48	0	0	0	0
The school helps my child to have a healthy lifestyle	8	38	13	62	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)	9	43	11	52	1	5	0	0
The school meets my child's particular needs	5	24	15	71	0	0	0	0
The school deals effectively with unacceptable behaviour	8	38	10	48	0	0	1	5
The school takes account of my suggestions and concerns	5	24	14	67	0	0	0	0
The school is led and managed effectively	9	43	11	52	0	0	0	0
Overall, I am happy with my child's experience at this school	14	67	7	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.



16 October 2009

Dear Pupils

Inspection of St Patrick's RC Primary School, Manchester, M4 5HF

You will remember that I visited your school with other inspectors to see how well St Patrick's is supporting your education and your care. Thank you for making us feel very welcome!

We found some good things at your school. For instance, your behaviour, the improved attendance levels, and your commitment to healthy lifestyles and appreciation of other faiths and cultures are all commendable.

However, we did also encounter some areas of concern. In particular, overall attainment at St Patrick's is too low, and some lessons observed by us were not as interesting as they could be. Your teachers are knowledgeable about the subjects they teach. In many lessons they plan activities that meet the needs of most of you. In some lessons, not enough account is taken of the wide range of abilities in the class so that the work is too easy for some of you and too hard for others. While school leaders have worked diligently, not all the areas for improvement from the last inspection have been dealt with effectively. We believe the school requires some more external support so that your achievement and arrangements for safeguarding can be improved much more rapidly. Inspectors will visit St Patrick's regularly to check how things are going.

We have asked the school to improve the quality of teaching in order to raise your attainment. We have also asked that work to ensure your well-being and to strengthen the school's leadership and management is put in hand.

When we were at St Patrick's we met many of you and were impressed by your behaviour and your welcome. We hope that you continue to behave well, come to school regularly and achieve to the best of your abilities and talents.

Yours sincerely,

Mike Hoban

Her Majesty's Inspector

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08 March 2010

Mrs R B Mason
Headteacher
St Patrick's RC Primary School
Livesey Street
Collyhurst
Manchester
M4 5HF

Dear Mrs Mason

Special measures: monitoring inspection of St Patrick's RC Primary School

Following my visit with Sheila Mawer, Additional Inspector, to your school on 04 and 05 March 2010, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

The visit was the first monitoring inspection since the school became subject to special measures in October 2009. The monitoring inspection report is attached and the main judgements are set out below.

Progress since being subject to special measures – inadequate.

Newly qualified teachers may not be appointed.

This letter and monitoring inspection report will be posted on the Ofsted website.

I am copying this letter and the monitoring inspection report to the Secretary of State, the Chair of the Interim Executive Board, the Director of Children's Services, Manchester and the Diocese of Salford.

Yours sincerely

Amraz Ali
Her Majesty's Inspector





Special measures: monitoring of St Patrick's RC Primary School

Report from the first monitoring inspection on 04 and 05 March 2010

Evidence

Inspectors observed the school's work, visited 15 lessons, scrutinised pupils' work books and the school's documents and met with the headteacher, teaching and support staff, pupils, the Chair of the Interim Executive Board (IEB) and a representative of the local authority.

Context

The governing body has very recently been replaced by an IEB which has yet to hold its first formal meeting. One teacher has left the school and two teachers, both senior leaders, are unwell and absent from duty. Two new teachers have been recruited along with a new teaching assistant. The school continues to experience high levels of absence due to the sickness of teaching assistants. On the dates of the inspection one class was being taught by a supply teacher.

Pupils' achievement and the extent to which they enjoy their learning

At the time of the previous inspection attainment across the school was low. Inspection evidence shows that this continues to be the case. That said, attainment in mathematics is slightly stronger, particularly in Year 6. The school has begun to put procedures into place to tackle under-attainment, such as target setting and marking but, as yet, they are not consistently applied or having a strong enough impact on raising achievement. The progress of pupils across the school remains inconsistent and standards remain too low in too many year groups and there is still much work to do in order to tackle the underachievement that remains across the school. A significant minority of pupils are still not making satisfactory progress. The school's systems and procedures for tracking the attainment and progress of pupils have recently been improved and is now computer-based. Teachers say that this is helping them to think more about the progress of individuals and the next steps in their learning. The system has the potential to pinpoint the progress of individuals and particular groups. However, it is a recent development and has yet to be used for this.

Progress since the last inspection on the areas for improvement:

- Raise attainment and improve achievement across the school by ensuring that any underperformance is quickly identified and challenged throughout the school, especially that of higher-ability pupils and of pupils who speak English as an additional language – inadequate.

Other relevant pupil outcomes

Pupils are mostly well behaved in lessons and around the school. Nonetheless, when teaching is dull, some pupils become inattentive and their interest and concentration





wanes. The attendance rate, although improving, remains well below average and the punctuality of some pupils could be better.

The effectiveness of provision

The quality of teaching has not improved and is weaker now than at the previous inspection. Absence of staff has meant that there are more supply staff than before and the quality of teaching is fragile. Teaching ranged from good to inadequate in the observed lessons. Assessment information is not always being used to good effect in enough classes. Planning is variable and does not consistently take into account the wide range of ability in each class. Rarely does planning take into account the pupils who speak English as an additional language. Too often the same work is set for all pupils. More able pupils are not challenged sufficiently and less able pupils do not always complete their tasks because they are too difficult. The support provided for pupils with special educational needs and/or disabilities and pupils who speak English as an additional language is patchy and, as a result, progress is variable. Few of the staff have been trained to support these pupils in the best way to help to accelerate their progress.

While class and group targets are set in some classes, these are often vague and rarely shared or reviewed with pupils in lessons. Very few pupils are able to recall their targets or know how well they are doing and how to improve. Marking remains weak overall, although it has improved in some classes and there are pockets with some good examples of effective marking. Comments tend to be positive and encouraging but there are few clear pointers for improvement. In some classes the legacy of frequent temporary staff is seen in work that has not been marked for several weeks.

Relationships are good and the vast majority of pupils display positive attitudes and good behaviour. In the better teaching there is a purpose and clarity in the learning and questions are used well to extend the learning. Where teaching is less successful, planning is poor, the pace of learning slow and the questioning skills of the staff do not challenge pupils to think hard enough or explain their reasons and opinions.

In the Early Years Foundation Stage Unit the quality of provision is equally variable. Although some good small-group activities were observed, some adult-led tasks do not link closely to children's abilities and do not meet the needs of all. The outdoor area of learning is a particular concern and is not used continuously; resources outdoors are barely adequate and some are not kept clean enough for children to use. Some teaching groups are too large and a key-worker scheme has yet to be established. Some children still move fairly quickly from one activity to another because the resources and organisation are not promoting good learning for all children yet.





Progress since the last inspection on the area for improvement:

- The quality of teaching should be improved so that most lessons are good or better by developing the use of assessment so that planning, questioning and work set are more closely matched to pupils' different levels of skills and ability – inadequate.

The effectiveness of leadership and management

There has been some improvement to the school's procedures for safeguarding. The headteacher, who is the designated teacher for child protection, has attended appropriate training; she and the Chair of the IEB are trained in safer recruitment and some other members of staff have received some child protection training, but this does not include every member of staff. Training records covering child protection are incomplete. The single central record has been improved and is now largely compliant. Although there have been some moves to make the building and grounds safer for pupils, the building presents some challenges and there remain some areas where further improvement is needed. There is not an adequately robust risk assessment in place for the Early Years Foundation Stage Unit.

The headteacher is able to document much effort and work that has been undertaken since the inspection in October 2009, including a great deal of time dealing with ongoing staffing difficulties. However, not all of these actions have been effective in bringing about the desired improvements. There remains much work to be done if the school is to make the expected progress and emerge successfully from special measures. Action plans are generally appropriate and address the most important areas of need. There are examples of planned improvements that have suffered due to the absence of staff. Consequently, actions taken have not been sufficiently robust to ensure that developments, such as in implementing the new marking policy, are actively pursued and realised in all classrooms. Where there have been improvements these remain fragile in some parts of the school. The role of leaders at all levels in monitoring and influencing practice is limited.

There is a clear desire on the part of the headteacher for the school to make rapid improvement and become good. The school's current evaluation of its own performance, specifically the progress being made by pupils, the quality of teaching, the quality of leadership and management and the capacity to improve are too generous. Similarly, some observations of the quality of teaching are too generous and do not always focus on checking that new policies or guidance are being translated into classroom practice. Lesson observations do not currently check the progress being made by the many specific groups within classes, such as the more able or those who speak English as an additional language.

The teaching and support staff recognise the need for the school to improve and they state that they welcome all of the support and training on offer from the local authority. However, some state that they do not feel that they have been provided with the necessary direction and support to move their day-to-day practice forward. They state clearly that they would welcome more support, particularly in the Early





Years Foundation Stage. There is not yet a clear sense of teamwork. Some aspects of the current working arrangements and climate are frustrating teachers and teaching assistants. A particular concern is the arrangement for providing support from teaching assistants. Currently, if one is absent the timetables of many teaching assistants are changed. This is happening frequently and makes planning for teaching and learning difficult.

The Chair of the newly formed IEB has a clear idea of the board's role in moving the school forward but this is a very new development and has not had time to have an impact on any area of the school's work. Given the limited progress since the previous inspection, the over-generous self-evaluation and the ongoing staffing issues, the ability of the school's leadership at the highest level to tackle the areas for improvement and move the school forward is not secure.

Progress since the last inspection on the area for improvement:

- Strengthen leadership and management by: making sure that all requirements for safeguarding are met; improving the rigour of the school's procedures for target setting, analysis and tracking; increasing the involvement of leaders at all levels in monitoring the quality of teaching and its impact on pupils' learning – inadequate.

External support

Support for the school has been satisfactory. Following the last inspection, the local authority produced the required statement of action. On evaluation by HMI, the plan was judged to need amendment. An amended plan was provided at this inspection and includes greater detail, particularly with regard to the personnel involved and timescales for improvement. The local authority has supported the establishment of the recently formed IEB. The local authority has provided staff's time, including from an advanced skills teacher who focused on developing strategies for supporting teachers to meet the needs of pupils who speak English as an additional language.

Priorities for further improvement

- The school, Diocese and the local authority must tackle the areas for improvement identified at the last inspection with greater urgency. In particular they should:
 - remedy the safeguarding issues
 - investigate the reasons for the high levels of absence of staff and review the day-to-day arrangements for dealing with these
 - provide support and development opportunities for staff in the Early Years Foundation Stage.





Mount Carmel RC Primary School

Inspection report

Unique Reference Number	105555
Local Authority	Manchester
Inspection number	336516
Inspection dates	29–30 June 2010
Reporting inspector	Stephen Wall

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	439
Appropriate authority	The governing body
Chair	Rev Fr Bryan Cunningham
Headteacher	Mrs Patricia Ganley
Date of previous school inspection	7 March 2007
School address	Wilson Road Blackley Manchester M9 8BG
Telephone number	0161 7404696
Fax number	0161 2054260
Email address	admin@mountcarmel.manchester.sch.uk

Age group	3–11
Inspection dates	29–30 June 2010
Inspection number	336516

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Introduction

This inspection was carried out by four additional inspectors. Fifteen lessons were observed taught by 15 teachers. The inspectors held meetings with governors, staff and groups of pupils. They observed the school's work and looked at the tracking of pupils' progress and the school's monitoring, self-evaluation and planning for improvement. The inspectors also analysed 205 questionnaire returns from parents and carers.

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

- the consistency of pupils' progress as they move between key stages
- the effectiveness of the school's procedures to raise attendance
- how effectively the school uses assessment data to track pupils' progress and raise attainment.

Information about the school

This is a much larger than average school in which the proportion of pupils known to be eligible for free school meals is above average. The proportion of pupils from minority ethnic groups is broadly average and has been rising since the previous inspection. The proportion of pupils who speak English as an additional language has also risen and is now average. These pupils come mainly from Eastern Europe and Africa; some have very little or no English when they join the school. The proportion of pupils with special educational needs and/or disabilities is broadly average, while the proportion with a statement of special educational needs is relatively low. The school is situated in an inner-city area and occupies a split site with about 500 metres between the two buildings. The school has gained the Activemark Gold and Healthy Schools awards.

Inspection report: Mount Carmel RC Primary School, 29–30 June 2010

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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

Inspection judgements

Overall effectiveness: how good is the school?

1

The school's capacity for sustained improvement

1

Main findings

This is an outstanding school. Outstanding leadership and management at all levels, including governors, have tackled rigorously the issues identified in the last inspection report. Because of this, the school has improved in leaps and bounds. Every aspect of its work has improved significantly and in some cases quite remarkably. This is especially true of pupils' achievement and enjoyment which are now outstanding, including the achievement of pupils with special educational needs and/or disabilities and those who speak English as an additional language. The success of the school is reflected in the rising numbers of parents and carers choosing the school for their children. The outstanding Early Years Foundation Stage is oversubscribed. The dramatic improvements to all aspects of the school's work and the accurate evaluation of its own effectiveness demonstrate the school's outstanding capacity to improve even further.

Pupils love coming to school. They feel exceptionally safe because the school provides with them with outstanding levels of care, guidance and support. Their behaviour is exemplary. It reflects pupils' mature attitudes and high levels of respect which, together with their high levels of basic skills in English, mathematics and information and communication technology (ICT), show that they are exceptionally well prepared for the next stages of their education. The school has worked successfully to promote the importance of attendance which is now above average and rising as a result. Pupils work and play in an exceptionally harmonious and happy school community of which they are rightly proud. All pupils, regardless of ability or background are fully included and valued highly as individuals.

The consistently challenging teaching enables pupils to make excellent progress. However, some teaching, although highly effective, lacks some of the pace, variety of learning methods and vitality of the very best teaching. Leadership and management recognise this and are keen to make sure that all teaching is consistently as vibrant as the best. The outstanding curriculum provides pupils with a wide range of stimulating and memorable experiences.

Leaders and managers are driving the school forward with outstanding purpose and success. The school has forged outstandingly successful links with parents and carers and other partners to support pupils' learning and well-being. The school does a great deal of successful work to promote community cohesion. However, it does not yet systematically evaluate the impact of its actions.

What does the school need to do to improve further?

- Make sure that the leadership and management of teaching and learning promote

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

methods that make all lessons as vibrant and exciting as the very best.

- Develop the procedures to evaluate the impact of the school's actions to promote community cohesion.

Outcomes for individuals and groups of pupils

1

Pupils' attitudes to learning are exceptionally positive. As they move up through the school they develop a high regard for learning. They work very hard and with great concentration and obvious enjoyment. They are keen to contribute their ideas. Pupils take great pride in the presentation of their work, including the creative use of ICT to enhance its impact and quality. When they start school, the level of children's skills varies but overall it is well below average. The progress of all groups, including pupils with special educational needs and/or disabilities and those who speak English as an additional language, is consistently strong because of the strong and highly effective support they receive. By the end of Key Stage 2, attainment is above average and for some pupils well above average. This represents outstanding achievement. Pupils' excellent academic progress is matched by their personal development. This is best seen in the very high levels of respect they show towards adults and each other. It is also evident in their excellent behaviour which makes a very significant contribution to their successful learning in lessons. Pupils fully understand the importance of healthy lifestyles; numbers participating in the extensive range of sporting enrichment activities are very high. Pupils' spiritual, moral, social and cultural development is of the highest order; it is underpinned by the strong Christian ethos that pervades the school and a wide range of visits and visitors to broaden their horizons. Pupils greatly enjoy the many opportunities they are given to take on responsibilities. The school's very close relationship with the church ensures that the school and its pupils are at the heart of the community it serves.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	1
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

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

Inspection report: Mount Carmel RC Primary School, 29–30 June 2010

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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	
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 Taking into account: Pupils' attendance ¹	1
	2
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Teachers have very good subject knowledge which they use to excellent effect to make lessons extremely challenging. The very best teaching not only challenges but excites outstanding levels of learning and interest. A few more formal lessons promote good learning but lack the variety and excitement of the very best teaching. The team of skilled teaching assistants is managed expertly to provide highly effective support for pupils with special educational needs and/or disabilities and for those who speak English as an additional language. Teachers mark pupils work regularly and include comments to show clearly what pupils need to do to improve their work. Assessment is used in exemplary fashion to track pupils' progress and identify where extra support is necessary. Pupils are crystal clear about the progress they are making towards challenging targets because they have regular one-to-one meetings with their form teachers to discuss progress. The curriculum is exciting; it is extremely well led and managed. It provides a wealth of imaginative learning opportunities which add interest and relevance to pupils' learning. The extensive range of extra-curricular activities in, for example, sports, the arts and foreign languages add hugely to pupils' enjoyment. Highly effective transition arrangements ensure pupils settle seamlessly when they join the school and when they move to secondary school. In this highly inclusive school, caring for children and their families is a top priority and results in pupils' exceptional levels of enjoyment and feeling safe.

These are the grades for the quality of provision

The quality of teaching Taking into account: The use of assessment to support learning	1
	1
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?

Leadership and management are driving the school forward strongly. There is

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

outstanding teamwork across the school, despite the challenges of the split site. Since the last inspection leadership has skilfully introduced many strategies for improvement. For example: teachers have been redeployed to their areas of expertise and interest; astute new appointments have been made; procedures for assessment have been completely overhauled and refined; the curriculum has been expertly refashioned; and the number of teaching assistants has been significantly increased. The combined effect of such initiatives has been to raise all aspects of the school's work and turn it into an exceptionally successful and happy learning community.

The governing body understands the schools strengths and areas for development extremely well. Its members participate fully in the life of the school and offer exceptionally strong support and challenge for the school's work.

The school's very strong commitment to inclusion means that pupils with special educational needs and/or disabilities and pupils who join the school with little or no English are integrated seamlessly into the everyday life of the school. The fact that all pupils regardless of background or ability make outstanding progress confirms the school's strong commitment to and success in promoting equality of opportunity.

Safeguarding procedures are good. The school adopts recommended good practice for its procedures and policies relating to safeguarding. Meticulous attention is paid to risk assessment. Staff training in safeguarding and child protection is regular and of good quality. Good links have been established with outside agencies to provide specialist support when need is identified. A few, minor lapses in attention to detail in handling and collecting data relating to safeguarding limit its effectiveness to good.

The school is strongly committed to community cohesion. The school is happy and harmonious. Pupils are encouraged at every opportunity to be involved in the local community, especially through the school's close links with the church. Pupils have first-hand experience of other religions and cultures through visits, visitors and the school's partnership work with other schools. Pupils' show good knowledge and understanding of world cultures and religions. The school goes some way to evaluate its impact on community cohesion but accepts that it could conduct this more systematically and thoroughly.

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	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1

Inspection report: Mount Carmel RC Primary School, 29–30 June 2010

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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	
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
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	1

Early Years Foundation Stage

The Early Years Foundation Stage is outstanding. Children make very rapid progress and achieve outstandingly well because expert teaching fully meets their learning needs. Children play extremely happily together in a harmonious atmosphere where every child, regardless of ability or background, is valued equally. Overall, children join the Early Years Foundation Stage with skills well below those normally expected. By the end of Reception, the majority of children attain the expected age-related levels and some exceed them. Excellent foundations are laid therefore for children's future learning and progress. Children work and play in a welcoming and stimulating environment. Facilities in the Nursery are excellent. In Reception, the lack of a dedicated outdoor area limits children's opportunities to develop their knowledge and understanding of the world around them and their physical development. However, construction is about to begin on providing a new and exciting outdoor area for Reception children to improve provision. Teaching is enthusiastic and supportive. Children's progress is checked on regularly and the outcomes are used to plan activities according to individual children's needs. Children are exceptionally safe and happy in the nurturing environment. Parents and carers are informed on a regular basis of their child's progress. There are highly effective arrangements for ensuring that children settle quickly and smoothly into their new surroundings. Where necessary, effective use of outside agencies provides support for children with special educational needs and/or disabilities. Leadership and management of the Early Years Foundation Stage are outstanding. They provide a good vision for future success, a strong sense of purpose for its work and an excellent balance between exciting teacher-led and child-initiated activities to stimulate and engage children fully in work and play.

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	2
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Inspection report: Mount Carmel RC Primary School, 29–30 June 2010

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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

Views of parents and carers

There was a high return rate of questionnaires from parents and carers. Almost all questionnaires indicate strong support for all aspects of the school's work confirming inspectors' judgements that this is an outstanding school.

Inspection report: Mount Carmel RC Primary School, 29–30 June 2010

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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 Mount Carmel RC 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 inspection team received 135 completed questionnaires by the end of the on-site inspection. In total, there are 439 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	98	73	35	26	1	1	0	0
The school keeps my child safe	88	65	45	33	2	1	0	0
The school informs me about my child's progress	68	50	60	44	5	4	1	1
My child is making enough progress at this school	76	56	55	41	3	2	0	0
The teaching is good at this school	86	64	46	34	3	2	0	0
The school helps me to support my child's learning	76	56	52	39	6	4	0	0
The school helps my child to have a healthy lifestyle	75	56	57	42	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)	68	50	53	39	7	5	1	1
The school meets my child's particular needs	67	50	61	45	4	3	0	0
The school deals effectively with unacceptable behaviour	73	54	54	40	3	2	2	1
The school takes account of my suggestions and concerns	62	46	59	44	8	6	2	1
The school is led and managed effectively	69	51	56	41	5	4	1	1
Overall, I am happy with my child's experience at this school	83	61	46	34	2	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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.



1 July 2010

Dear Pupils

Inspection of Mount Carmel RC Primary School, Manchester, M9 8BG

Thank you for your warm welcome during the recent inspection of your school. It was a real pleasure to meet you and see you at work and play.

You will be delighted to hear that you go to an outstandingly successful school. The care, guidance and support your school provides for you are outstanding. They support the excellent progress you all make and help you feel very safe and valued. Your behaviour is excellent – well done! You all get on together really well and this helps make your school exceptionally happy. Your teachers provide you with outstanding teaching and interesting things to do so that you all make excellent progress and achieve well. It is very pleasing to see your good and improving attendance – again, well done!

Your school is always looking for ways to make things better for you, so to help it do this, there are a few things I am asking your headteacher to do:

- make sure that all the teaching you receive is as lively and exciting as the best teaching in the school
- make sure that the school knows how successful it is being in developing your understanding and support for community cohesion.

You are very fortunate to go to such an outstanding school. I am confident that you will continue to work hard to play your part in making sure it becomes even more successful in the coming years.

I wish you the very best for the future.

Yours sincerely

Mr Stephen Wall

Lead inspector

Inspection report: Mount Carmel RC Primary School, 29–30 June 2010

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Newall Green High School

Inspection report

Unique Reference Number	105571
Local Authority	Manchester
Inspection number	336522
Inspection dates	22–23 September 2009
Reporting inspector	Allan Torr 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	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	996
Appropriate authority	The governing body
Chair	Dr Jerry Grant
Headteacher	Mr N Wilson
Date of previous school inspection	2 May 2007
School address	Greenbrow Road Wythenshawe Manchester M23 2SX
Telephone number	0161 2346420
Fax number	0161 4368914
Email address	n.wilson@newallgreenhigh.manchester.sch.uk

Age group	11–16
Inspection dates	22–23 September 2009
Inspection number	336522

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Introduction

This inspection was carried out by two of Her Majesty's Inspectors and three additional inspectors. The inspectors visited 44 lessons, and held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at 40 questionnaires from parents and carers, 181 from pupils and 47 from staff. Inspectors also looked through school and subject improvement plans; school policies and procedures; and the data and information about pupils' current performance. As the sixth form only opened two weeks prior to the inspection there are no separate judgements about its effectiveness. Evidence from discussions with pupils, staff and from lesson observations in Year 12 have been included into the main judgements about the school.

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

- the teaching of mathematics to determine whether lessons were challenging enough and pupils were learning as well as they could
- the attainment and progress made by more-able pupils to determine whether lessons and the curriculum meet their needs
- pupils' behaviour and attendance
- pupils' attainment and achievement in underperforming subjects, such as history, geography and modern foreign languages.

Information about the school

Newall Green is an average-sized secondary school. It has been a specialist arts college since 2000. It gained a second specialism in science with mathematics in 2004 and a third in vocational studies in 2006. Most pupils are White British. The proportion of pupils eligible for free school meals is well above the national average. The proportions of pupils with special educational needs and/or disabilities and with a statement of special educational needs are also well above national averages. The school is a centre for severe learning difficulties and has full service provision which includes employing its own social worker and education welfare officer. The school runs its own leisure centre for the community. For three years extensive work remodelling and restructuring the school building caused major disruption to the school's work. This is now complete. In September 2009 a new sixth form unit opened so at the time of the inspection the sixth form had been running for less than three weeks. The school has achieved the Healthy Schools Award (Gold), Investors in People status, the local authority Inclusion Charter Mark, Information and Communication Technology (ICT) Kite Mark and the Leading Aspect Award for its work on transition from primary to secondary education. The school is part of a hard federation with Benchill Primary School, overseen by one governing body. It is also part of a soft federation with two other local primary 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?

3

The school's capacity for sustained improvement

3

Main findings

Newall Green High is a satisfactory school which has strengths in some outcomes for pupils. Aspects of its work are outstanding: pupils' contribution to the school and wider community; the excellent support, guidance and care for pupils; and the school's promotion of community cohesion. Newall Green High is an inclusive and very supportive school in which pupils learn harmoniously alongside others from different backgrounds and abilities. The headteacher's ambitious vision is firmly embedded in the school and shared by highly motivated teachers and adults who work well as a team. Social and economic barriers to pupils' learning are systematically broken down and tackled. Hard-to-reach families and pupils are sought out, embraced and encouraged to succeed. The school is a haven and a hub of the community. Its work has a positive effect on families and young people.

Pupils' achievement is satisfactory. Their overall attainment in GCSEs is well above the national average because they attain very well in vocational courses. However, when English and mathematics are included, attainment in GCSEs is well below the national average. But these figures have improved rapidly each year from 19% of pupils attaining five GCSEs at grades A* to C in 2006 to around 30% in 2008 and 2009. Overall, pupils' progress is variable. Progress in some subjects such as food technology; German; physical education; and vocational subjects, such as the diploma in public services, is good. In mathematics, attainment is below average and pupils' learning and progress from Key Stage 2 to the end of Year 11 is slow. This is because lessons are sometimes not challenging enough. In the observed lessons, the activities did not always enable pupils to be fully involved or to think, explain or to justify their answers. Pupils were engaged too often in activities normally taught in the lower junior classes of primary school. Progress for pupils with special educational needs and/or disabilities is good because of the very effective care and good teaching. More-able pupils however, do not make as much progress as their peers and this was evident in the lessons observed by inspectors. These pupils were often not challenged or engaged enough and had few opportunities to be creative, to research or to extend their thinking. In addition, over the last two years, there has been a significant reduction in the number of pupils attaining the highest grades at GCSE. This indicates that more-able pupils do not attain as well as they could. There is little difference between the achievement of boys and girls.

The quality of teaching and learning in the observed lessons was satisfactory overall and there was some good practice. Teachers have good relationships with pupils. Some teachers used resources and teaching assistants effectively; however, this was not the case in the majority of lessons. Pupils' development and progress was sometimes

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

hampered by having to complete low-level activities such as copying text from a whiteboard and completing uninspiring questions from a commercial text book. Although teachers' use of assessment information was satisfactory, sometimes activities were not planned well enough to be able to take pupils onto the next step in their learning. In some lessons, however, teachers used levels very well to enable pupils to know how well they were doing and what they needed to do to improve. The curriculum is satisfactory. It is enriched by a very wide range of activities, trips and visits that are often matched to suit the needs of groups of pupils and are aimed at widening pupils' aspirations and knowledge of different cultures and of people from different backgrounds. The curriculum for more-able pupils is less effective.

The school involves all main groups in self-evaluating its provision. Pupils, parents, governors, staff and the local authority are all asked for their thoughts about how the school can improve. Actions taken as a consequence of the school's self-evaluation have enabled the school to make progress since the last inspection, particularly by reducing levels of absence and increasing attainment in some GCSEs. Important areas of the school's work have not improved significantly. This is because improvement plans lack sharpness and a focus on pupils' learning. Self-evaluation has not identified some key weaknesses in learning. Some subject improvement plans aimed at raising standards and improving subjects are weak, particularly in mathematics. The school improvement partner's reports have not helped the school to identify mathematics and the achievement of more-able pupils as priorities. The monitoring of lessons is not always evaluative or sharply focused on learning which means that teachers do not always know what they need to do to improve learning for groups of pupils. There has been some beneficial effect of the three specialisms on improving pupils' self-esteem, life chances and confidence. Pupils have also engaged in some very good community and outreach work. Last year half of the specialist targets were met. The science or arts specialisms have had only moderate effect on improving outcomes in mathematics or in other subject areas. Overall, the school provides satisfactory value for money and has satisfactory capacity to improve despite some weaknesses in its improvement planning.

What does the school need to do to improve further?

- Raise attainment and achievement in GCSE subjects, particularly in mathematics, by:
 - making lessons more challenging
 - ensuring that pupils are full participants in lessons and learn actively
 - ensuring that activities are purposeful and enable pupils to explain, think and to justify their methods.
- Raise attainment and achievement for more-able pupils by:
 - ensuring that the curriculum meets their needs
 - increasing the proportion attaining the higher GCSE grades
 - ensuring that activities are purposeful, challenging and enable pupils to explain,

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

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think and to justify their methods.

- Improve the effectiveness of leaders and managers by:
 - enabling them to improve pupils' learning through more rigorous evaluation and monitoring of lessons
 - improving the quality and impact of improvement planning so that measures of success are clear and underperforming aspects of the school are improved.
- 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

Pupils enter school with below average attainment and skills. They achieve satisfactorily and enjoy their learning. Over 70% attained the equivalent of five GCSEs at grades A* to C in 2008 and 2009 which is well above the national average. This is mainly because pupils are very successful in vocational courses. Attainment in other GCSE subjects, such as history, geography, some modern foreign languages and mathematics, is significantly below the national average with very few pupils attaining the higher grades. This is sometimes because the teaching in these subjects is weaker and pupils are not challenged or involved enough. In modern foreign languages, pupils are expected to learn three languages in two years before choosing which GCSE to take. This hampers their attainment and progress. In most lessons observed by inspectors pupils were ready to learn and to show adequate signs of motivation and application to their work. In some lessons pupils showed less motivation because the activities were dull, too easy or low level. Levels of attendance have been below average for a number of years. Although there has been good improvement in attendance since the last inspection, the number of persistent absentees is still too high. This, along with weak punctuality and below average skills in mathematics, means that pupils are only satisfactorily prepared for their future.

The majority of pupils respond and behave well in lessons when activities are interesting and enable practical application of what they are learning. In a small number of observed lessons learning was disrupted because of poor behaviour, such as calling out, playing games on the computer and text messaging on mobile telephones. Generally however, pupils are polite, respectful and get on well with their peers. They socialise well with others and have a good moral understanding of right and wrong. Pupils' cultural and spiritual development is good because the school puts a great deal of time and effort into teaching them about different lifestyles, cultures, races and religions. Pupils feel safe, and agree that the few incidents of bullying are resolved promptly. The school's safe haven for vulnerable pupils or for pupils wanting to talk or to be alone is a particularly effective feature.

Pupils have a good understanding of what constitutes a healthy diet and lifestyle. Pupils in Key Stage 3 exert themselves for over two hours a week in physical education, extra-curricular activities and in games at breaks and lunchtimes. Activity is less for

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pupils in Key Stage 4. School meals are nutritious and well-balanced and there is a high uptake. Pupils make an excellent contribution to school and community life. They are involved in a very wide range of community projects, such as one to improve a local beauty spot for community use. They spend time linking and working with different groups, such as senior citizens, staff in local businesses, primary-aged pupils and members of a housing association. Pupils' opinions and views are heard and valued. They have a strong say in shaping the direction of the school.

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	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	1
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 around one third of lessons observed by inspectors, good teaching ensured that pupils' learning was good. In these lessons:

- teachers' good use of questions challenged pupils to explore ideas and to explain their thinking
- the well-designed activities enabled all groups of pupils to make progress on what they already knew and were put into a meaningful and relevant real-life context
- all pupils were actively engaged throughout the lesson and time spent sitting and

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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listening to the teacher was minimised

- teachers discussed pupils' targets and provided them with very clear guidance about what they needed to do to reach the next level in their work.

In one well-taught lesson, Year 10 pupils discussed stereotypical views. All pupils were fully involved throughout the lesson in purposeful and meaningful activities challenging pre-conceived ideas. Pupils made good progress because they were able to work collaboratively, creatively and to extend their thinking, skills and understanding.

In two out of three lessons teaching was satisfactory or occasionally inadequate. In these lessons:

- activities for pupils were not always based on prior learning and did not meet the needs of all pupils, particularly the more-able
- expectations of pupils were too low and there was a lack of challenge
- some groups of pupils spent too long on low-level tasks and too long listening passively to the teacher
- resources, including teaching assistants, were not used as effectively as they could have been to extend pupils' learning
- adults' questioning skills were narrow and did not ensure that pupils were able to think or give justification for their answers.

There are effective tracking systems in place to enable teachers to monitor how well individual pupils and groups are progressing. The school frequently assesses learning and this is reported each half-term to parents.

There are strengths in the school's curriculum. There is a wide range of courses, particularly vocational and diploma courses, that meet the needs of the majority of pupils. The different options enable pupils to select courses which they are interested in and which will enable them to be successful. The school works well with other partners to provide additional courses, such as construction. Some curriculum subjects are not planned well enough to maximise pupils' opportunity to succeed, for example modern foreign languages, history and geography. There is currently no history or geography taught in Year 10. The National Curriculum for some subjects has been squeezed, depriving pupils of a depth of study. The curriculum is enriched by a good range of extra-curricular activities, trips and visits which are well designed to broaden pupils' insight and experience.

A strength of the school's provision is the outstanding support, guidance and care pupils receive. Pastoral support for pupils and their families is particularly strong. The school makes excellent use of professionals, such as the police officer, health workers, social worker and learning mentors. The team has a proven track record of turning around disaffection and breaking cycles of underachievement, low self-esteem and low opportunity. They are a credit to the school and the whole community. Social barriers to learning are minimised and the school works tirelessly to provide for the whole community through its extended services, such as the leisure centre. Inductions into school and transitions between key stages are orchestrated carefully. The information and guidance enables pupils to know and understand all of the options available with an emphasis on face-to-face meetings. This is helpful in ensuring that pupils are kept within

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education, training and employment. In 2009 this proportion rose to 98.4%. Pupils with severe special educational needs and/or disabilities make good progress, in part because of the care and support they receive. All staff are highly skilled at reintegrating pupils following significant trauma or incident.

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	1

How effective are leadership and management?

Leaders and managers at all levels are ambitious for the school and its pupils. They strive to improve pupils' life chances and to tackle discrimination. The headteacher's clear vision is embedded into the life, routines, policies and procedures of the school. Safeguarding systems and procedures are good and these are very high priority within the school. Appropriate and efficient systems are in place to assess the suitability of employees to work with children and to manage the security and health and safety of pupils and adults. A real strength is the way in which agencies work together to safeguard and protect pupils and to respond to allegations and any concerns about a pupil's welfare. The school is very aware of the mono-ethnic nature of the local community and its socio-economic circumstances and difficulties. It uses the curriculum well to extend pupils' knowledge and understanding of other ethnic groups, cultures and faiths. As a result, pupils have good cultural development. The school's provision for community cohesion is excellent. Year 9 pupils, for example, learn about rights for gay people and there is a support group for pupils. This has led to a reduction in homophobic bullying. All pupils are taught about differences between people and they have opportunities to mix with communities locally, regionally, nationally and internationally. This excellent work has reduced the number of racist incidents to virtually none and has reduced instances of all types of harassment. The school has an excellent track record of promoting equal opportunity so that less-able and vulnerable pupils are able to succeed.

The governors hold the school to account. They challenge, support and are involved in the strategic management and direction of the school. Resources have been used well to benefit pupils. The purchase of the newly refurbished sixth form block has been effective in attracting pupils who may have otherwise been out of training, education or employment. Resources have been used well to increase and improve pupils' welfare. Partnerships with parents and with other agencies are good. They are effective in improving the lives and outcomes for pupils. Parents feel they are well informed and are

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

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able to work with the school to support pupils' progress. They are informed each half term about the attainment and progress of their children and have regular updates on the school website and by newsletters about what is happening in school.

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	2
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	1
The effectiveness with which the school deploys resources to achieve value for money	3

Views of parents and carers

Parents and carers are overwhelmingly supportive of the school's work. Almost all agreed that pupils enjoy school, they make enough progress and are well prepared for the future. Inspectors agreed with the majority of parents' and carers' views except those on pupils' progress and the quality of teaching which inspectors judged to be satisfactory. Parents and carers said that the school was a safe, welcoming environment with approachable staff and senior leaders. Their suggestions are sought by the school and taken into account when making decisions about the direction of the school. The vast majority believe that the school is well led and managed and the school deals effectively with unacceptable behaviour.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Newall Green 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 40 completed questionnaires by the end of the on-site inspection. In total, there are 996 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	56	57	40	40	3	3	0	0
The school keeps my child safe	57	58	41	42	0	0	0	0
The school informs me about my child's progress	55	56	40	40	2	2	0	0
My child is making enough progress at this school	50	51	47	47	1	1	0	0
The teaching is good at this school	56	57	43	43	0	0	0	0
The school helps me to support my child's learning	42	43	52	53	3	3	0	0
The school helps my child to have a healthy lifestyle	39	39	58	59	1	1	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)	46	50	43	47	0	0	0	0
The school meets my child's particular needs	52	53	44	45	0	0	0	0
The school deals effectively with unacceptable behaviour	64	65	28	29	3	3	0	0
The school takes account of my suggestions and concerns	49	51	45	46	2	2	0	0
The school is led and managed effectively	54	56	42	43	0	0	0	0
Overall, I am happy with my child's experience at this school	58	59	40	41	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.



I would like to thank you, on behalf of my colleagues, for the warm welcome you gave us when we visited your school during its recent inspection. I would particularly like to thank those of you who gave us your views about your school. I received over 180 questionnaires from different year groups. The results show that you are proud of being pupils at Newall Green and you enjoy school. The large majority said you feel safe, you learn a lot and the school helps you to prepare for your future. You said the headteacher and senior staff do a good job, teachers are interested in your views and in particular they care for you and help you to improve your work. Although a majority of you felt the school helps you to be healthy and pupils are well behaved, around 16% of you disagreed.

The school is very successful in enabling you to achieve the equivalent of five GCSEs at grades A* to C. In fact, your overall results are better than those in most schools in England. The school has also been very successful in improving the amount of GCSEs you get, including English and mathematics. However, in mathematics standards have been below the national average for some years and in the lessons we saw the progress you make is not as good as it could be. We have asked the school to raise standards in mathematics by making activities and tasks more challenging, interesting and relevant; and by enabling you to be fully involved in lessons with more opportunities to think, explain and to justify your answers.

The proportion of you attaining A* to A grades has fallen in the last two years. In the lessons we visited, more-able pupils were often not being stretched or challenged as much as they could be. We have asked the school to raise standards for more-able pupils.

Although the school is working very hard to make more of you attend regularly and has reduced the number of absences, the school is still below the national average and there are too many of you who are absent for more than 80% of the school year. You can help the school to improve by being more punctual for school and by attending more.

Senior and middle leaders have been successful over the last few years in increasing the school's overall attainment. They have been less successful in improving teaching, particularly in mathematics and in humanities, and in improving attainment for more-able pupils and in lower-performing subjects. We have asked the school to improve the way in which teaching and learning is evaluated by leaders so that lessons can improve in quality and you can make better progress. We have also asked them to

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improve the quality of their improvement planning, which at present is not as effective as it could be in improving important aspects of the school.

Overall, we judged your school to be satisfactory but some aspects of its work are good and outstanding. In particular, your contribution to the school, local, regional and international communities is excellent. This reflects the excellent work the school is doing to promote community cohesion and to enable you to live among, work with and get on with people from different backgrounds. The care, guidance and support the school gives you is also outstanding. The school is the hub of the community and everyone is welcomed, supported and encouraged to succeed. This is particularly evident for pupils who have special educational needs and/or disabilities.

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26 November 2009

Mr D Ainsworth
Headteacher
Trinity CofE High School
Cambridge Street
Hulme
Manchester
M15 6HP

Dear Mr Ainsworth

Ofsted 2009-10 survey inspection programme: healthy eating in schools

Thank you for your hospitality and cooperation, and that of your staff, students and parents, during my visit with my colleagues from the School Food Trust on 12 November 2009 to look at your work on healthier eating and school food provision.

The visit provided valuable information which will contribute to our national evaluation and reporting. Published reports are likely to list the names of the contributing institutions but individual institutions will not be identified within the main text. All feedback letters will be published on the Ofsted website at the end of each half term.

The evidence used to inform the judgements included: interviews with staff, students and parents; scrutiny of school documentation including the school self-evaluation form; and observation of a food studies lesson, breakfast club and break and lunchtime activities.

I undertook to provide a brief written version of the main points, made in our feedback at the end of the visit, to support development in healthier eating and school meals.

The quality of provision to promote healthy eating

The quality of provision to promote healthy eating is inadequate.

Compliance with the Department for Children, Schools and Families' (DCSF's) food-based and nutrient-based standards for school food

Compliance with the DCSF's food-based and nutrient-based standards for school food is inadequate.

- The school has purchased a nutrient-analysis package but it has not yet been used, neither have menus been analysed to assess compliance with the nutrient-based standards.
- There were six minor non-compliance issues for food-based standards for school lunches.

The quality of the dining experience

The quality of the dining experience is inadequate.

- Students report that the queues for lunch, though improved, are off-putting; popular foods often run out and there is limited variety. The main dining area does not foster a positive dining experience; it is noisy, there are fixed tables and chairs, paper plates, plastic cutlery and it is sometimes difficult to find a place to sit. Few staff eat meals with the students. Some students choose to eat in the second dining area which does not provide hot lunches but is quieter.
- The school provides free fruit and salad but this information is not prominently displayed and few students take advantage of the offer. Vegetarian meals are included at every serving. Prepared foods, such as sandwiches, are not labelled for ingredients, including potentially allergenic content.
- There is no access to hot water in the students' toilets and some bring their own hand sanitiser to ensure hand hygiene before eating.
- The school uses a cashless system which ensures that those entitled to a free school meal cannot be identified by their peers.

Helping students and parents to make healthier choices

Strategies for helping students and parents to make healthier choices are satisfactory.

- Parents are informed of changes to the catering arrangements through the school newsletter but they are not engaged in consultation regarding the school food policy. No advice is given to parents on the nutritional content of packed lunches. As part of the bid for Healthy School status, the school is planning to consult parents in the future.
- Students understand the importance of the need to drink plenty of water. There is a drinks vending machine in the school which offers healthy options and there are two cool-water dispensers.
- To prevent students from accessing local food outlets, they are not allowed off-site during the day.

Development of students' knowledge and personal skills

The development of students' knowledge and personal skills is satisfactory.

- Students understand about making healthy choices and have many good ideas about how the school could further promote healthy eating.
- Students have not been involved in contributing to evaluations of provision although the school has plans to do this in the future.
- In personal, social, health and economic education lessons, students learn about wider health-related issues, such as the role of the media, body image and eating disorders.

Teaching about healthier eating

Teaching about healthier eating is satisfactory.

- Students develop their knowledge of healthy eating through a range of subjects, including food studies, health and social care, science and physical education.
- In Year 7 food studies lessons, students are encouraged to try new foods in tasting sessions; they compare shop-bought and home-made foods and there are increased opportunities for them to cook using fresh ingredients.
- There is an after-school cooking club which accommodates 10 students.

Planning the curriculum

Planning the curriculum is satisfactory.

- Food and nutrition are taught across a number of subjects and students develop a sound understanding of the importance of making healthy choices. Systematic curriculum planning is at an early stage, including the monitoring of provision to ensure continuity from subject to subject.
- There is no specific support from health professionals when planning or teaching about healthy eating.
- There are healthy-eating displays in classrooms and in the dining area but these sometimes present confusing and inaccurate messages.

Leadership and management

Leadership and management are inadequate.

- The school does not comply with the DCSF's food-based and nutrient-based standards for school food.
- The school has not consulted or worked closely with students, parents and carers in the development of their school food policy, and there is insufficient guidance provided on the nutritional value of food brought from home.
- Minutes of the governing body indicate that little discussion has taken place with regard to catering and the requirements of the DCSF's standards.

- The school has been successful in increasing the percentage of students taking school meals who are entitled to a free lunch. However, it does not monitor the take-up and types of meals eaten by other groups of students, including the more vulnerable, those with eating disorders or allergies or from different ethnic and religious backgrounds.

Areas for improvement, which we discussed, include the need to:

- comply with the DCSF's food-based and nutrient-based standards for school food
- consult with students, parents and carers on the development of the school's healthy-eating policy
- improve continuity and progression across subjects to ensure consistent messages are taught and built upon
- monitor the take-up and types of meals eaten by the more vulnerable students, those with eating disorders or allergies or from different ethnic and religious backgrounds, to better meet their needs.

I hope these observations are useful as you continue to develop healthier eating and provision for food in the school.

As I explained during the feedback, this letter will be sent to your local authority and will be published on the Ofsted website. It will also be available to the team for your next institutional inspection.

Yours sincerely

Janet Palmer
Her Majesty's Inspector



Sandilands Primary School

Inspection report

Unique Reference Number	105469
Local Authority	Manchester
Inspection number	342858
Inspection dates	9–10 June 2010
Reporting inspector	Allan Torr HMI

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	380
Appropriate authority	The governing body
Chair	Mr Mark Lyons
Headteacher	Mrs Joan Grant
Date of previous school inspection	24 March 2009
School address	Wendover Road Wythenshawe Manchester M23 9JX
Telephone number	0161 9736887
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Age group	3–11
Inspection dates	9–10 June 2010
Inspection number	342858

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Introduction

This inspection was carried out by two of Her Majesty's Inspectors and one additional inspector. Inspectors observed learning in 20 lessons and observed 12 teachers. They held meetings with staff and governors, representatives from the local authority, and three groups of pupils. They observed the school's work and looked at the questionnaires completed by 89 pupils, 23 staff and 50 parents and carers. Inspectors looked at pupils' work and a large range of school documents.

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

- pupils' achievement, particularly in mathematics and any difference between the achievement of different groups of pupils
- pupils' spiritual and cultural development
- the improvement in teaching and learning since the previous inspection.

Information about the school

Sandilands is a larger-than-average primary school and there is a much lower-than-average proportion of girls. In some classes, as few as one third of pupils are girls. The proportion of pupils known to be eligible for a free school meal is almost double the national average. After two years of significant instability the proportion of pupils leaving and starting the school other than at the start of the Reception class is close to the national average. The proportion of pupils with special educational needs and/or disabilities is above the national average and the proportion with a statement of special educational needs is more than double the national average. Some of these pupils are accommodated within the resourced provision at the school. Just over one in ten pupils has a minority ethnic heritage. There is a children's centre on site managed by Sure Start. There is also a privately managed after-school club which is subject to a separate inspection. The before-school club formed part of this inspection.

The school has gained a number of awards including National Healthy Schools Status. Over the last two years there has been a significant turnover in teaching staff. At the last inspection in March 2009, the school was judged to require a notice to improve because it was performing significantly less well than it should.

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

1

Main findings

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement. It is now a good school. It has improved significantly since the previous inspection particularly in the quality of teaching and learning and the curriculum. These aspects were inadequate at the previous inspection 15 months ago and are now good and enable all groups of pupils to make good progress. Around three-quarters of lessons observed during this inspection were good or better. Senior and middle leaders have an accurate and detailed knowledge of the school and aspects which need improving. This is because there is a comprehensive and high-quality system for monitoring and evaluating the school's work and an excellent track record of tackling weaknesses and improving teaching. As a result, the school's capacity to improve is outstanding.

Over the last three years pupils have attained standards at the end of Year 6 that were well below the national average. Girls in particular attained well below the average for girls nationally. Standards by the end of Key Stage 1 and the end of Year 6, however, are rising strongly which means pupils are getting ever closer to the national average particularly in English. Standards overall are now broadly in line with the expectations for pupils' ages and the gap between the national average for girls is closing rapidly. In mathematics, standards are rising but remain below average. This is because there is sometimes a lack of challenge in lessons, and mathematical skills and concepts are taught in isolation rather than in a real or problem-solving situation. Some pupils find it difficult to apply their understanding and to explain their thinking and reasoning. Pupils' achievement in information and communication technology (ICT) has improved significantly because of considerable investment in new computers and hardware and a greater focus on pupils using ICT in every lesson. Achievement in other subjects, such as art and design are also rising.

Pupils have a satisfactory understanding and tolerance for people from different backgrounds, those from different cultures and for people in the local community. There are, for example, incidents of pupils using homophobic and racist language. Some pupils have a stereotypical view of different countries and cultures and although there are opportunities to become involved in community projects these are not extensive at a regional, national or global level. Pupils' attendance has risen in each of the last three years and is now in line with the national average. This, alongside improvement to pupils' achievement and skills means pupils are now adequately prepared for their futures. Pupils behave well in lessons, they know how to lead a healthy and active lifestyle and now what to do to stay safe.

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

What does the school need to do to improve further?

- Raise attainment, particularly in mathematics, by:
 - enabling pupils to apply their knowledge and skills in real and problem-solving situations
 - enabling pupils to explain their reasoning and thinking
 - increasing the level of challenge in pupils' work.
- Increase pupils' understanding of people from different cultures and backgrounds, by:
 - improving pupils' contribution to the regional, national and global community
 - deepening pupils' knowledge and tolerance of people of different sexuality, race, religion, age, gender and disability.

Outcomes for individuals and groups of pupils

2

Pupils make good progress from their starting points and very good progress in English, ICT and art and design. More-able pupils make good progress. In each of the last three years, by the end of Year 6, a greater proportion of pupils attain the higher Level 5. In 2009, for example, one fifth of pupils attained Level 5 in English. Pupils who are looked after by the local authority make good progress because teachers work hard to break down any barriers to success, such as poor attendance or pastoral needs. Pupils with a learning difficulty and/or disability are very well supported by all staff and they are given carefully selected teaching which is targeted to tackle their specific needs. As a result, they grow in confidence and their achievement is good. Girls in the past have attained well below average standards and have made inadequate progress. Now, in most classes, girls are performing closer to the national average for girls, particularly in English and more are reaching their challenging targets. Pupils from minority ethnic backgrounds achieve as well as White British pupils.

Pupils are active at break-times and have access to an extensive field, and sporting and play equipment. They have three physical education lessons a week and take part in an extensive range of sporting and other activities during and after the school day. A high proportion of pupils take advantage of a nutritious meal at lunch time and they have a good understanding about how to eat, drink and live healthily. Most pupils feel safe in school. Overall behaviour is good, particularly in lessons where learning is rarely disrupted. Incidents of poor behaviour and inappropriate language are challenged by the school and are reducing. Pupils take the opportunity to apply for and take up roles and responsibilities, such as playground buddy and they have a growing voice in making choices about what they learn about and how they can improve the school.

These are the grades for pupils' outcomes

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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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	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	3
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	3
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

Lessons are motivating and interesting. They capture pupils' imagination because the curriculum has been designed in such a way to pose relevant and interesting questions. Topics such as 'What were the differences between the lives of rich and poor people in Tudor Times?' and 'What effect do rivers have on the landscape?' and 'Why was Samuel Pepys important during the great fire of London?' are broken down into weekly or daily questions which pupils find out about. Pupils are quick to pick up new learning and concepts because they ask their own questions and trigger their own lines of enquiry and interest. In Key Stage 1, for example, one pupil showed her excellent topic about guinea pigs to the rest of the school and talked about some of the information she had found out. There is scope to extend the curriculum further to subjects like mathematics to enable pupils to apply and extend their skills in problem solving situations.

In most lessons, pupils are active learners and teachers gauge pupils' understanding to move their learning on quickly during the lesson. As a result, learning time is maximised and pupils are able to build on the knowledge and skills they have already learnt. Teachers monitor the room well and intervene with good quality questions to make pupils think. There is scope to extend this further to enable pupils to think and justify their reasoning more. Pupils are active throughout most lessons and talking partners are used well to enable pupils to consolidate and extend their speaking and listening skills.

The breakfast club is satisfactory and provides a useful service for parents and carers and pupils. It has a positive impact on attendance and pupils' readiness for school. The nurture room and the resourced provision for pupils with special educational needs and/or disabilities are good and play an integral part in Sandilands success with pupils

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate
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with significant needs. Because of this provision, the school is able to tackle the needs of very vulnerable young people; it is able to re-integrate disruptive pupils back into a mainstream class and is able to ensure other pupils in the school to achieve well.

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	2

How effective are leadership and management?

Staff morale is high at Sandilands. The whole staff team has worked very hard to tackle the many weaknesses identified in the previous inspection report under the excellent leadership of the headteacher and deputy headteacher. Senior leaders have a very clear focus on breaking down pupils' barriers to learning and enabling them to succeed. As a result, any discrimination or inequality is tackled well. Senior leaders set very challenging targets and in 2009, all groups of pupils exceeded them. Senior and subject leaders have good systems in place to monitor and evaluate learning and to put in place actions to tackle weaknesses. For example, an area of teaching and learning that required improvement was the quality of staff questioning. Leaders organised training sessions and staff meetings followed up by focussed observations. During the inspection it was evident that this aspect had moved from a weakness to a strength and the effectiveness of the leadership of teaching and learning was outstanding.

Governors have a detailed and thorough understanding of the school's strengths. They are motivated, evaluative, insightful and highly skilled. Subject leaders make presentations to the governing body about achievement and provision in their subject areas which enables governors to question, challenge and support most aspects of the school's work. Staff work well with outside organisations, such as the local academy, university, local authority and the parish church. These partnerships are having a positive impact on the curriculum and pupils' outcomes.

The school has an adequate action plan in place to promote inclusion, equality and diversity and community cohesion. The school's safeguarding procedures are good and meet government requirements well.

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	1

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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	
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	3
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	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children enter the Nursery with skills and understanding that are well below those typical of three- and four-year-olds. Their skills in mathematical development and language are particularly low but their physical development is relatively good. They make good progress because the environment, curriculum, resources and the teaching are all good. By the end of the Reception class, most children have caught up and are in line with the national average when they start in Year 1. Their skills are particularly good in physical and creative development and in mathematics. The staff work well as a team to cater for each child. They provide a good range of exciting activities and through questioning they extend children's thinking. In one session, for example, the teacher led a discussion about whether pizza could be classed as a healthy food. The children debated whether the goodness of the vegetables on the pizza negated some of the unhealthy aspects of eating too much pizza. The Early Years Foundation Stage leader provides good leadership. She has a clear vision which is shared by a well motivated, hard-working and skilful staff team. There are good systems in place to monitor and evaluate the effectiveness of the provision on children's achievement and to identify staff training needs.

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

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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

Views of parents and carers

The overwhelming majority of parents and carers agreed their children enjoy school and are making enough progress. A similarly large proportion agreed the school keeps their children safe, helps them to lead a healthy lifestyle, makes sure they are well prepared for the future, and meets their needs. A few parents and carers, however, commented that the drive and car parking in front of the school is dangerous because it is also used by parents, carers and children. Inspectors agreed. The school has in place a plan to tackle the problem of access to the front of the school during the summer holiday. Over 10% of parents and carers said the school does not inform them enough about their children's progress. Inspectors agree and have asked the school to look into clearer and more frequent ways of telling parents and carers how well their children are progressing. Approximately one in eight parents and carers commented the school does not deal effectively with unacceptable behaviour. Inspectors acknowledged there have been incidents of poor behaviour but evidence during the inspection suggested they were dealt with appropriately. Around one in eight parents and carers disagreed that the school takes account of their views. Inspectors have asked senior leaders to look at ways of collecting, collating and acting on parents' and carers' views. The overwhelming majority agreed the school is well led and managed, teaching is good, and staff help them to support their children's learning.

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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 Sandilands 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 inspection team received 50 completed questionnaires by the end of the on-site inspection. In total, there are 380 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	30	60	15	30	4	8	1	2
The school keeps my child safe	22	44	26	52	1	2	1	2
The school informs me about my child's progress	19	38	23	46	5	10	2	4
My child is making enough progress at this school	19	38	26	52	2	4	1	2
The teaching is good at this school	23	46	23	46	4	8	0	0
The school helps me to support my child's learning	19	38	24	48	4	8	1	2
The school helps my child to have a healthy lifestyle	17	34	27	54	2	4	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)	18	36	21	42	3	6	0	0
The school meets my child's particular needs	15	30	31	62	2	4	1	2
The school deals effectively with unacceptable behaviour	12	24	27	54	7	14	2	4
The school takes account of my suggestions and concerns	14	28	27	54	6	12	3	6
The school is led and managed effectively	15	30	29	58	3	6	2	4
Overall, I am happy with my child's experience at this school	22	44	24	48	2	4	2	4

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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.



11 June 2010

Inspection of Sandilands Primary School, Manchester, M23 9JX

Dear Pupils

You may remember I came with two other inspectors to see how well your school is progressing. Thank you for meeting and speaking with us during the inspection. This letter is to tell you about some of our findings.

Since it was inspected in March last year Sandilands has made outstanding progress, so much so we have been able to judge it now as a good school. The quality of your lessons and the progress you made were inadequate in the past. These things are now good. This is because your headteacher and teachers have worked extremely hard to improve how you are taught and what you are taught. There is still some way to go to improve the standards you reach by the end of Year 6 particularly in mathematics. We have asked the school to increase the level of challenge and difficulty of your lessons; to give you more opportunities to explain and think about the reason for your answers; and to give you more chances to solve problems.

We judged overall that you are safe when you are in school, behaviour in lessons is good, you live a healthy and active lifestyle and you enjoy lessons, particularly in English and art. A few of you, however, when we met you and read your questionnaire answers said there is some racist and homophobic name calling. We judged that you had only a satisfactory understanding of people from different backgrounds, lifestyles, countries and cultures. We have asked the school to help you have a better understanding of this by getting more involved in the local community and by learning more about people from different backgrounds.

We would like to wish you all the best for the future and congratulate you for how hard you have worked to make the school a better place and to achieve as well as you can.

Yours sincerely,

Allan Torr

Her Majesty's Inspector

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