



St Peter's RC High School

Inspection report

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

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

Type of school	Secondary
School category	Voluntary aided
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	859
Appropriate authority	The governing body
Chair	Fr S Ansbro
Headteacher	Mr John McNerney
Date of previous school inspection	9 October 2006
School address	Kirkmanshulme Lane Manchester Lancashire M12 4WB
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Age group	11–16
Inspection dates	19–20 November 2009
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Introduction

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

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

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

Information about the school

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

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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

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

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

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

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

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

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

What does the school need to do to improve further?

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

Outcomes for individuals and groups of pupils

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

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

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to punctuality, particularly when moving between lessons.

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

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

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

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

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

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

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

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

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

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

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

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Views of parents and carers

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

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

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Peter's RC High School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 133 completed questionnaires by the end of the on-site inspection. In total, there are 859 pupils registered at the school.

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

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
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.



24 November 2009

Dear Students

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

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

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

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

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

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

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

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

Yours sincerely,

Paul Chambers

Her Majesty's Inspector

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St Anne's RC Primary School Crumpsall Manchester

Inspection report

Unique Reference Number	105521
Local Authority	Manchester
Inspection number	336506
Inspection dates	18–19 May 2010
Reporting inspector	Denise Shields

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	263
Appropriate authority	The governing body
Chair	Mrs Christopher Haworth
Headteacher	Mrs Catherine Thornton
Date of previous school inspection	19 June 2007
School address	Moss Bank Crumpsall Manchester M8 5AB
Telephone number	0161 7405995
Fax number	0161 7950236
Email address	a.earns@st-annes-jun.manchester.sch.uk

Age group	3–11
Inspection dates	18–19 May 2010
Inspection number	336506

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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 21 lessons or part lessons and these included the observation of 11 teachers. Meetings were held with staff, groups of pupils and representatives from the interim executive board and local authority. Inspectors observed the school's work and scrutinised a range of documentation, including pupils' past and present work, assessment and tracking information, monitoring and evaluation records, and additional evidence of the support for pupils whose circumstances make them vulnerable. Inspectors also looked at whether the school meets statutory requirements with regard to safeguarding. A representative sample of questionnaires returned by pupils and staff and 49 questionnaires returned by parents and carers were scrutinised.

- pupils' attainment and progress in English and mathematics
- whether the quality of teaching is sufficiently challenging in meeting the abilities of all pupils, particularly the more-able
- the use of assessment information to promote learning and progress for all groups of pupils
- whether the curriculum meets the needs of all pupils in the mixed-age classes including the Reception/Year 1 class
- whether robust and effective management systems have been established to enable leaders and managers at all levels to drive improvement.

Information about the school

This is an average-sized primary school. Slightly more than a third of pupils come from a wide range of minority ethnic backgrounds and numbers are steadily increasing. Nearly a quarter of all pupils are known to be eligible for free school meals. A lower-than-average proportion of pupils is assessed as having special educational needs and/or disabilities. Since the previous inspection, there has been a high turnover of teaching staff and significant turbulence and changes in the senior leadership. The school does not have a substantive headteacher. During the autumn term 2009, the school was led by the deputy headteacher and two leading headteachers from within the local authority. A temporary, part-time executive headteacher was appointed at the end of February 2010. The governing body was replaced by an interim executive board, who took up their appointment in April 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?

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 significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to the effectiveness of leadership and management at all levels, including governance, and the school's capacity to secure sustained improvement. However, the school is providing an acceptable standard of education.

The executive headteacher provides very determined leadership and in a short space of time is already bringing about change. She has established a wide range of essential management systems and routines and so the school runs smoothly on a day-to-day basis. A realistic, short-term improvement plan has been drawn up to address key areas of weakness. Rigorous arrangements have been put in place to track pupils' progress, but these are not yet fully embedded. Robust procedures to monitor and record absence have been introduced. As a result, attendance has improved considerably and is now satisfactory. Senior and middle leadership are ineffective. Teamwork is not strong and as a result, there is no shared, clear vision for the school. Monitoring, evaluation and review activities lack rigour and findings are not always formally recorded or addressed with sufficient speed. As a result, self-evaluation and long-term improvement planning are weak. The school has not tackled the concerns raised at the previous inspection. The promotion of community cohesion is inadequate. The interim executive board has started a rigorous programme of monitoring and evaluation, but it has not been in place long enough to secure significant improvements. As a result of the weaknesses in leadership and management, the school's capacity for sustained improvement is inadequate.

Despite these difficulties, the outcomes for pupils are satisfactory. Children get a satisfactory start to their education in the Early Years Foundation Stage. Inside, the learning areas are bright and attractive. However, the outdoor area is uninspiring and under-resourced which limits the breadth of children's learning. Overall, pupils' achievement in Key Stages 1 and 2 is satisfactory. By the end of Year 6, attainment is broadly average in mathematics and English, but well below average in science. Fewer pupils than average attain higher levels because they are not always given work that is sufficiently well matched to their ability. Attainment in reading is a strength in all classes because reading skills are taught well. However, pupils' writing skills are not as strong because they do not have enough opportunities to write in subjects other than English. The quality of teaching is satisfactory. In some lessons teachers have high expectations of what pupils can achieve, but this is not consistent across the school. As a

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consequence, pupils' learning and progress are uneven. Secure and friendly relationships exist and pupils are confident there is an adult to turn to if required. Behaviour is good and pupils are kind and considerate towards each other. Almost all pupils say they feel safe, enjoy school and learning. They appreciate the recent improvements in the range of activities they can take part in beyond lessons.

What does the school need to do to improve further?

- By 31 December 2010 secure the stability and improve the effectiveness of leadership and management at all levels by ensuring that:
 - - in partnership with the local authority and the diocese, a substantive headteacher is appointed at the earliest opportunity
 - - senior and middle leadership teams are established who have a clear understanding of their roles and responsibilities and share a commitment to secure the school's capacity for sustained improvement
 - - monitoring and evaluation arrangements are rigorous, outcomes are clearly recorded and rapidly addressed with clear links made to the implementation of robust improvement planning
 - - the interim executive board contributes effectively to setting the school's strategic direction and ensures statutory responsibilities are met, including the promotion of community cohesion.
- Raise attainment in writing and science by ensuring that:
 - - activities are provided to increase pupils' eagerness to write in all subjects
 - - there are regular planned opportunities for pupils to take part in practical investigations
 - - pupils have plentiful opportunities to discuss their tasks, research information and then record their work independently.
- By 31 March 2011 improve the quality of teaching so that 80% is good or better by ensuring that;
 - - teachers have high expectations of what pupils can achieve in all lessons
 - - assessment information is consistently used to adjust lesson planning and teaching so that work is precisely tailored to pupils' needs and abilities, in particular the more-able
 - - marking clearly indicates to pupils how to improve their work.
- Make greater use of the Early Years Foundation Stage outdoor area by ensuring that;
 - - it is used continuously each day
 - - sufficient resources are available so that children can choose activities for themselves in all areas of learning.

Outcomes for individuals and groups of pupils

3

Almost all pupils have positive attitudes to their lessons and enjoy learning. Occasionally, where tasks are mundane and fail to gain pupils' full attention, they

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

become restless and their learning is more limited. Many pupils are well motivated, keen to help and support each other and try their best at all times. When given the opportunity they work cooperatively with a partner or in groups and readily share ideas and this helps them to become more confident learners. The vast majority of pupils enter Year 1 with skills that are typical for their age. Throughout Key Stages 1 and 2, pupils' progress is satisfactory but uneven because the quality of teaching varies. Achievement is satisfactory overall. By the end of Year 6, standards in English and mathematics are broadly average. Attainment in mathematics has fallen since the last inspection. The school recognised this and, with the support of the local authority, put in place initiatives to boost pupils' progress. These have had marked success; the decline has halted and pupils' attainment is rising strongly. The decline in science has not been addressed and attainment has fallen and are well below average. Fewer pupils than average attain higher levels because they are not always given sufficiently challenging work to enable them to reach their full potential. Pupils with special educational needs and/or disabilities make satisfactory progress because of the generally well-targeted support they receive from the teaching assistants in lessons.

Pupils' behaviour is good. They show good self-discipline when they play outside on the very small school yard. Pupils' spiritual, moral, social and cultural awareness is satisfactory. Pupils make a good contribution to the parish community, but their involvement in the local community is more limited. Their awareness of diversity in British society and wider global issues is underdeveloped. The vast majority of pupils have a satisfactory knowledge of how to live healthy and safe lifestyles.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	3
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	3

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: St Anne's RC Primary School Crumpsall Manchester, 18–19 May 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 develop workplace and other skills that will contribute to their future economic well-being Taking into account: Pupils' attendance ¹	3 3
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

In the best lessons teachers have good expectations of what pupils can achieve, the pace is lively and visual resources are used to good effect. Questioning is effective and develops pupils' skills and knowledge well. The use of information and communication technology (ICT) engages pupils' interest, but this is not a consistent feature in all lessons. Sometimes, good opportunities are provided for pupils to talk in pairs which successfully promote speaking and listening. For the most part, teachers' subject knowledge is good, but where it is less secure, key concepts are not explained clearly enough and sometimes too many new ideas are introduced. In all classes there is often an over-reliance on the use of commercially-produced worksheets, especially in science. Work is sometimes copied from the whiteboard or textbooks. As a result, pupils do not have enough opportunities to record, research or investigate independently. Teachers are starting to make more use of assessment information to adjust lesson planning, but this is at an early stage of development. As a result, work is not always tightly matched to the needs of individual pupils, especially the more-able. In the best practice, marking is helpful and provides constructive comments to help pupils improve, but this is not so in all classes.

Pupils have satisfactory opportunities to practise their numeracy and ICT skills in other subjects, this makes a positive contribution to the standards attained. However, there are too few exciting opportunities for pupils to practise their writing skills. Recently introduced intervention programmes to boost pupils' progress in literacy and numeracy have been successful and progress is accelerating and attainment rising for those pupils involved. The range of activities available beyond lessons is satisfactory but the breadth of the visits and visitors to enrich learning is limited.

Teachers know pupils well and overall care is satisfactory. There is growing support for individuals and potentially vulnerable groups, which has led to noticeable improvements in their attendance or self-esteem. Arrangements to help pupils move from year group to year group and then on to secondary school are satisfactory.

These are the grades for the quality of provision

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

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

How effective are leadership and management?

Prior to the recent appointment of the executive headteacher the school lacked strategic leadership. Her appointment, although temporary, has brought much needed stability to the school. She has set out clear short-term priorities for improvement, vigorously introduced or revised many management systems and put in place a clear staffing structure. However, these arrangements have not yet had time to become fully embedded in all aspects of the school's work and many priorities remain to be tackled. Nevertheless, success is already evident. The rigorous focus on pupils' attendance, for example, has brought about rapid improvements and the rate of attendance is now average. A new robust system to track pupils' progress is being used to identify and tackle any underachievement and to set challenging targets. Inspection evidence shows that pupils in Year 6 are on track to exceed their targets in English and mathematics this year.

Despite these recent improvements, the school's capacity for sustained improvement is fragile. The direction provided by senior and middle leaders is inadequate. They do not work cohesively as a team so there is no clear drive to bring about improvement, for instance to secure improvements in teaching or to tackle weaknesses in writing and science. Best practice is not routinely shared. Monitoring, evaluation and review arrangements are not robust or systematic; as a result, middle leaders do not have a clear grasp of standards in their areas of responsibility.

The new interim executive board has quickly gained a clear view of the school's strengths and weaknesses. It is determined to secure improvements for the school, but realises that there is still much more work to be done. The school complies with current statutory requirements for safeguarding, health and safety, and child protection. However, the school does not meet its statutory responsibilities to promote community cohesion. No audit has been carried out and there is no policy or plan to promote all aspects. Satisfactory arrangements are in place to promote equal opportunity and tackle discrimination. Inspection evidence shows that the executive headteacher and interim executive board have improved relationships with most parents and carers. Communication is stronger and their involvement in their children's learning and in the life of the school is growing.

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	4
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

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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 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	3
The effectiveness with which the school promotes community cohesion	4
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Good links with parents and carers ensure children settle quickly to school routines. Most children enter Nursery with skills expected for their age, but this varies from year to year. As a result of satisfactory teaching and learning, children make sound progress, overall. By the time they enter Year 1, the majority of children are working within the expected levels for their age, with a few working beyond. Many make better progress in aspects of language and communication, mathematical and personal and social development because of the strong emphasis on these areas. Children behave well, play happily together and enjoy learning. Satisfactory welfare arrangements ensure that children are safe and cared for well. Indoors, planned activities have a good balance between those children can choose for themselves and those led by an adult. However, children, including those in the mixed Reception and Year 1 class, do not have the opportunity to use the outdoor area continuously throughout the day. This inhibits their opportunity to make choices for themselves and become more independent. The outdoor area is under-resourced which limits the breadth of children's learning. The leadership and management of the Early Years Foundation Stage are satisfactory. Careful assessments of children's progress and achievements are made. Records of individual progress are kept which include samples of work but these are not completed consistently in all classes and this reduces their effectiveness in planning the next steps in children's learning.

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

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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

Inspectors received questionnaire responses from approximately one fifth of parents and carers. An analysis of responses indicates that most parents and carers are happy with their children's experience at school. The large majority indicate that their children enjoy school and feel the school keeps their children safe. Inspectors endorse these positive views. While most parents and carers indicate a positive view, a minority expressed concerns about their children's progress and that teaching was not good. Inspectors judge that pupils do not make as much progress as they should in writing and science and that teaching could be better. A minority also expressed concern about the effectiveness of leadership and management of the school. Inspection evidence supports these views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Anne's RC Primary School Crumpsall Manchester 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 49 completed questionnaires by the end of the on-site inspection. In total, there are 263 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	33	60	18	33	3	5	0	0
The school keeps my child safe	31	56	23	42	1	2	0	0
The school informs me about my child's progress	21	38	28	51	5	9	0	0
My child is making enough progress at this school	24	44	21	38	9	16	1	2
The teaching is good at this school	21	38	24	44	7	13	1	2
The school helps me to support my child's learning	20	36	29	53	4	7	0	0
The school helps my child to have a healthy lifestyle	24	44	27	49	4	7	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	18	33	27	49	4	7	3	5
The school meets my child's particular needs	19	35	26	47	6	11	1	2
The school deals effectively with unacceptable behaviour	12	22	39	71	3	5	0	0
The school takes account of my suggestions and concerns	17	31	25	45	7	13	2	4
The school is led and managed effectively	11	20	26	47	8	15	5	9
Overall, I am happy with my child's experience at this school	23	42	22	40	2	4	3	5

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.



20 May 2010

Dear Pupils

Inspection of St Anne's RC Primary School, Crumpsall, Manchester, M8 5AB

Thank you for helping with the inspection. There are many satisfactory things about your school, but its work overall is not good enough. Your school is not improving quickly enough so it has been given a 'notice to improve'. This means that inspectors will visit again to make sure that improvements are being made.

- You told us that pupils behave well and look after each other and we agree.
- Many of you said that you enjoy most of your lessons, but not all of them. We agree that some lessons could be better and have asked your school to make sure teaching is always at least good and to ensure work is always just at the right level to help you learn more quickly.
- Although you make satisfactory progress in reading and mathematics, your progress is not quite as strong in writing and science. We have asked your school to give you lots of exciting chances to practise writing as well as more opportunities to carry out experiments and investigations, and to let you record your own work in your books so that you can attain higher standards in these subjects. If you always work hard in your lessons, this will help too.
- The children in the Nursery and Reception classes have lots of equipment to choose from inside. There is not much to choose from outside and so we have asked your school to provide more equipment and to use the area all the time.
- Although Mrs Gordon is the headteacher of your school for part of each week, we have asked the people who work in the local authority to appoint a headteacher who will work in the school all of the time, and to do this as soon as they can.
- We have also asked the people who lead your school to check the school's work more often, so they can take quicker action to improve matters if they find that something is not quite right.

Thank you all for being so helpful and friendly

Yours sincerely

Denise Shields

Lead inspector

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Chorlton Park Primary School

Inspection report

Unique Reference Number	131620
Local Authority	Manchester
Inspection number	341177
Inspection dates	25–26 November 2009
Reporting inspector	Kathleen McArthur

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	669
Appropriate authority	The governing body
Chair	Mrs Amanada Edwards
Headteacher	Mr David Watson
Date of previous school inspection	10 January 2007
School address	Barlow Moor Road Chorlton-Cum-Hardy Manchester M21 7HH
Telephone number	0161 8811621
Fax number	0161 8817081
Email address	dwatson@chorltonpark.manchester.sch.uk

Age group	3–11
Inspection dates	25–26 November 2009
Inspection number	341177

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Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 23 lessons, and held meetings with governors, staff, groups of pupils and parents. They observed the school's work, and looked at pupils' books, assessment data and records, safeguarding arrangements and school documents. Inspectors also considered the responses in the 101 questionnaires returned by parents and carers and those from pupils.

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

- what is being done to sustain the rising trend in English, particularly in writing
- how senior leaders ensure their vision and aspirations are put into practice
- the consistency of teaching and learning and the use of assessment
- the strengths in the curriculum, particularly in information and communication technology.

Information about the school

Chorlton Park is very much larger than most schools. Just over one third of the pupils are of White British heritage, others come from a diverse range of cultural backgrounds with Pakistani pupils as the largest group. About twenty two languages are represented and over a third of the pupils speak English in addition to their home language. The proportion of pupils receiving free school meals is above the national average. A lower than average proportion has special educational needs and/or disabilities. The Early Years Foundation Stage provision consists of a Nursery and Reception classes

The school holds many national awards covering health, sports and the curriculum.

Before and after-school care is provided on-site by a private company and is subject to a separate inspection by Ofsted.

Inspection report: Chorlton Park Primary School, 25–26 November 2009

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

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

Inspection judgements

Overall effectiveness: how good is the school?

1

The school's capacity for sustained improvement

1

Main findings

This outstanding school is an extremely happy, harmonious learning community successfully providing education and care of the highest quality for every pupil. It makes every effort to reach out to engage and support parents, several of whom commented on the 'family' ethos. Pupils are exceptionally well cared for in the welcoming environment. Each one is known and valued as an individual so they feel secure and radiate pleasure in all they do. The inspectors agreed with the school's evaluation of its effectiveness, and value for money is excellent.

Achievement is outstanding. Pupils attain above average standards by the time they leave Year 6. Children enter the Early Years Foundation Stage with skills well below those typical for their age, especially in language and communication, and an increasing proportion of those admitted to older year groups have significant barriers to learning. Outstanding teaching that really captures pupils' interests and actively engages them in learning them ensures that they make excellent progress. Children get off to a flying start in the Early Years Foundation Stage and progress rapidly, particularly in their language skills. The school has successfully raised standards in English, but writing skills do not yet match those in reading. A national award recognises innovation in the high quality, enriched curriculum. Imaginative use of information and communication technology (ICT) is a real strength of the school; for example, pupils made a film, 'Don't judge a book by its cover' showing the danger of judging people by their appearance.

Pupils' enjoyment of school is clear for all to see, and is a major factor in their outstanding achievement. Their behaviour is exemplary, they say they feel entirely safe in school and are very aware of personal safety. The Healthy School and Activemark awards acknowledge pupils' excellent understanding of health issues. Pupils speak articulately of their contribution to the school and wider communities, are proud to act as peer mediators and councillors and willing to help in any way they can. Their personal and academic skills are very strong foundations for their future lives.

Dedicated and inspirational leadership, not content to rest on previous success, constantly seeks to improve provision to benefit every pupil. This has successfully moved the school forward, and deservedly gained local and national recognition. Very clear leadership roles help to successfully transmit the senior leaders' exceptionally high aspirations, which are seen in the commitment of staff, governors and pupils to achieve ambitious targets. This school knows itself extremely well, shown in tightly focused development plans. Sustained improvement in standards and the quality of the leadership team and staff give the school outstanding capacity for further improvement.

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?

- Sustain the improving trend in English by;
 - embedding recently introduced strategies for writing so that pupils develop a wider vocabulary and structure their work more effectively.

Outcomes for individuals and groups of pupils

1

All groups of pupils make excellent progress as they move through the school. Their books, work in lessons and discussions show a clear understanding of their own progress. They are enthusiastic and ambitious to aim higher, listen carefully in lessons, cooperate with their teachers and with each other. 'Never settle for less than your best' was a typical pupil's comment. Consequently, pupils' attainment is above average in English, mathematics and science. Very well focused and targeted support enables pupils from a wide range of cultural groups and those with special educational needs and/or disabilities to make excellent progress and perform better than their counterparts nationally.

National and school data show a clear trend of improvement over time in both Key Stages, sustained despite the fact that the school now welcomes many more pupils with significant barriers to their learning. Throughout the school, reading skills are stronger than in writing. The 'reading habit' project really captured pupils' enthusiasm. The focus now is to improve writing skills to match reading and sustain the improving trend in English. Early signs of improvement are seen, for example, in Year 6 pupils' well-considered and mature writing about Ann Frank. However, it will take time to really embed and consolidate pupils' skills, such as using more interesting vocabulary and organising their ideas more effectively.

Outstanding spiritual, moral, social and cultural development offers pupils varied opportunities to reflect on emotions and experiences; each class has a 'LEAF' chill out zone where pupils can sort out any problems. Pupils of all backgrounds form friendships and mix happily together, and respect the diverse beliefs, customs and lifestyles represented in school. They are considerate, show a keen sense of right and wrong and clearly understand that their actions have consequences. 'Think safe' is the school motto and pupils move round the extensive buildings with careful regard for their own and others' safety. They say bullying is not a problem and know staff will always help. In-school 'work experience' and additional responsibilities raise pupils' aspirations, and give them greater independence so they move to the next stage of their education with confidence. Attendance is satisfactory and punctuality first-rate. Everything possible is done to help the small number of families who find regular school attendance difficult. There are clear signs that these actions are resulting in rapid improvement.

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

How effective is the provision?

Every member of staff demonstrates very high expectations for their pupils, who know this and rise to the challenge, saying teachers are helpful and make them work hard. Different teaching styles, secure subject knowledge and highly effective questioning techniques stimulate pupils' thinking and reasoning skills, really involving them in their learning and promoting excellent progress. Extremely precise tracking of pupils' progress and understanding ensures activities are very well matched to different abilities and additional support is carefully targeted where needed. Skilled teaching assistants make a strong contribution. Work is thoroughly marked, pupils are sure of their targets and they are very confident about what they must do to improve their work; as one said, 'Teachers put comments that tell us what they want us to work on'.

The rich curriculum provides high quality opportunities for pupils to develop basic skills, an excellent programme for personal development and is very effectively adapted for pupils with additional needs. The 'Big Question' discussions link subjects imaginatively, so pupils want to find out more, whilst acquiring skills and knowledge. For example, in Year 1 the 'Big Question' on light drew together cultural festivals, celebrations, literacy and science. High quality ICT is used extremely well across the curriculum, and some pupils are trialling the use of electronic notebooks at home to extend their learning. Carefully considered actions intended to boost writing include 'Talk for writing' to help pupils organise their ideas, drama and using writing across the curriculum. Pupils spoke highly of the very wide range of enrichment activities, particularly visits and the popular after-school clubs. Extended partnerships provide specialist teaching and opportunities the school alone cannot provide, for example, additional activities for gifted and talented

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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 or the chance to learn a musical instrument.

Excellent care procedures show that each pupil really matters as an individual; staff know pupils and their families well. The parent support advisors really 'go the extra mile' to reach those who find it hard to be involved with their children's learning or need help with matters relating to attendance. Very good induction and transition arrangements ensure starting school or moving to the next stage of education are confident, happy experiences. Specific, high quality support and pastoral care very effectively target pupils with special educational needs and/or disabilities, those learning English and those who need additional challenge so they all develop and progress equally well. Parents value the range of information provided about their child's progress, activities and school events and the school works hard to incorporate their views.

These are the grades for the quality of provision

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

Leaders' aspirations and ambition to provide equal opportunities and eliminate discrimination are at the heart of the school and shared by all members of the school community. They successfully achieve their aim of giving every pupil the best possible opportunities in all aspects of school life. Leaders and managers at levels monitor teaching and learning rigorously. They complete action plans focused firmly on raising standards and improving provision in their areas of responsibility. Excellent governance brings high levels of challenge based on training, skills and knowledge gained from very well organised systems for evaluating the work of the school.

Relationships with parents are excellent. The school is passionate about involving them, holding Family Learning weekends with activities to appeal to everyone, including salsa dancing and ICT, literacy and numeracy information sessions. These activities and the work of parent support advisers make a strong contribution to the school's outstanding community cohesion provision, which is based on an excellent understanding of its context and local needs. Consequently, the school is a calm, harmonious environment that reaches out to support its local community, where all pupils thrive and gain respect for the different cultures and lifestyles in Britain and the wider world. Valuable partnerships with external agencies support pupils and their families, and the school leads the development of many activities for other establishments. Safeguarding procedures are excellent and meet requirements, and pupils and parents agree that the school is extremely safe. Very rigorous risk assessments cover all activities and are

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

discussed with pupils so they share equally in the collective responsibility for their safety and well-being.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Excellent provision ensures all children make outstanding progress in their learning and development. From well below average starting points, most reach the learning goals for their age by the time they move to Year 1. The children are very well cared for and supervised at all times, so they feel very secure, safe and keen to learn. Their behaviour is excellent and their enjoyment is obvious as they laugh and play happily together. Parents and children enjoy excellent warm, friendly relationships with all the adults in the setting. Every morning, parents stay for a short while, for example reading, modelling and playing games with their child; this settles the child and forges strong links between home and school. From the moment they arrive each day, the bright stimulating environment captivates the children and invites them to explore and investigate indoors and outside. They love painting the fence, digging the garden and visiting the Forest School which offers even more exciting outdoor learning activities. Outstanding teaching and carefully planned activities move learning along in small steps through challenging experiences that encourage children to think independently and solve problems. Children begin to look after themselves, enjoy their daily milk and fruit and say they must wash their hands after blowing their noses 'to keep germs away'. Exceptionally strong leadership imparts a very strong vision for future improvements. Very good use of the particular skills and knowledge of each member of staff provides learning that takes full account of each child's individual learning and cultural needs.

Inspection report: Chorlton Park Primary School, 25–26 November 2009

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Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate
 Please turn to the glossary for a description of the grades and inspection terms

These are the grades for the Early Years Foundation Stage

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

Views of parents and carers

The great majority of responses to the parental questionnaires were very positive. All agreed that their child enjoys school. They said their child makes enough progress, is kept safe, teaching is good and they feel well informed. They are very supportive of the leadership and very happy with their child's overall experience of school.

A very small number said they felt unacceptable behaviour was not effectively dealt with and others that their suggestions and concerns were not taken account of. Inspection findings did not support these views, and found that:

- behaviour is outstanding
- pupils do not think there is a problem with unacceptable behaviour and know how to get help if they have any difficulties
- the school uses a range of methods to seek and respond to the views of parents, including newsletters, surveys, the website, telephone, parents evenings, and parent support workers.

Inspection report: Chorlton Park Primary School, 25–26 November 2009

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Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Chorlton Park 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 101 completed questionnaires by the end of the on-site inspection. In total, there are 669 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	85	84	16	16	0	0	0	0
The school keeps my child safe	71	70	27	27	0	0	0	0
The school informs me about my child's progress	52	51	46	46	3	3	0	0
My child is making enough progress at this school	52	51	46	46	1	1	1	1
The teaching is good at this school	65	64	34	34	1	1	0	0
The school helps me to support my child's learning	54	53	43	43	3	3	0	0
The school helps my child to have a healthy lifestyle	59	58	35	35	3	3	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)	57	56	36	36	1	1	0	0
The school meets my child's particular needs	51	50	42	42	2	2	0	0
The school deals effectively with unacceptable behaviour	54	53	39	39	5	5	0	0
The school takes account of my suggestions and concerns	49	49	42	42	4	4	0	0
The school is led and managed effectively	67	66	32	32	0	0	0	0
Overall, I am happy with my child's experience at this school	69	68	30	30	2	2	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.



27 Nov 2009

Dear Pupils,

Inspection of Chorlton Park Primary School, Manchester, M21 7HH

Thank you for making us so welcome when we inspected your school. The inspectors really enjoyed visiting your classes and assembly, looking at the colourful displays, seeing the pictures of Year 6 in the water on their residential trip, and of course talking to you! We could tell you are very proud of your school and your parents told us they are pleased that you enjoy everything you do. We were very impressed by your excellent behaviour and the way you look out for each other.

We judge that yours is an outstanding school and found that just about everything is outstanding at Chorlton Park! This includes:

- your excellent progress and the way you work hard in all subjects so you reach high standards
- the leaders, governors and staff
- the Early Years Foundation Stage
- the way in which you are cared for, guided and supported and kept safe
- the really exciting curriculum.

We think you can do better in your writing, so we have asked the headteacher and teachers to help you do this. You have already made a good start, so keep up the good work, make sure you attend regularly and continue to enjoy life at Chorlton Park School.

We send you our very best wishes

Yours sincerely

Kathleen McArthur

Lead inspector

Inspection report: Chorlton Park Primary School, 25–26 November 2009

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St Kentigern's RC Primary

Inspection report

Unique Reference Number	105584
Local Authority	Manchester
Inspection number	336526
Inspection dates	20–21 April 2010
Reporting inspector	Colin Smith

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	481
Appropriate authority	The governing body
Chair	Rev Fr Tom Connolly
Headteacher	Mr P Jackson
Date of previous school inspection	21 March 2007
School address	Bethnall Drive Fallowfield Manchester M14 7ED
Telephone number	0161 2246842
Fax number	0161 2564946
Email address	admin@st-kentigerns.manchester.sch.uk

Age group	3–11
Inspection dates	20–21 April 2010
Inspection number	336526

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Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 17 lessons, involving 15 teachers, and held meetings with governors, staff, groups of pupils, and parents and carers. They observed the school's work, and looked at pupils' books, school assessments, planning and policies and examined 130 parents' and carers' questionnaires and also questionnaires from pupils and staff.

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

- learning and progress, particularly in the Early Years Foundation Stage and Key Stage 1, and in Key Stage 2 in mathematics
- teachers' use of assessment information in providing challenging and well-matched activities for all pupils, particularly more-able pupils
- the effectiveness of the school's monitoring systems in establishing accurate self-evaluation and identifying and remedying areas for improvement.

Information about the school

The school is larger than average in size. The proportion of pupils known to be eligible for free school meals is above average and the proportion of pupils with special educational needs and/or disabilities is broadly average. The majority of pupils are of White British heritage. There are 15 minority ethnic groups in the school but only a small number of these pupils are at an early stage of learning English as an additional language. Early Years Foundation Stage provision is made for children aged three to five in the Nursery and in two Reception classes. The school is undergoing staff changes. Three newly qualified teachers are working in Years 4 and 5, along with a supply teacher in Reception and a recently qualified teacher in Year 6. The school has gained Healthy Schools, Activemark, Basic Skills, Sports and Leading Aspect awards and is a lead school in the Greater Manchester Challenge and Partnership. The school provides childcare in the form of a breakfast and after-school club, which was evaluated in the inspection.

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

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

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

St Kentigern's is a good school. It has a number of outstanding features. Outstanding care, guidance and support lie at the heart of pupils' excellent spiritual, moral, social and cultural development, their exemplary behaviour and extremely good contribution to the school and wider community. The rich and enjoyable curriculum provided promotes good attendance and ensures that pupils acquire a clear understanding of the importance of safe and healthy lifestyles. Parents and carers, and pupils, are highly appreciative of what the school provides.

Children enter the school with knowledge and skills below the levels expected for their age. Pupils make good progress overall and, by the end of Year 6, attainment is broadly average. Children get off to a good start in the Nursery. Learning in lessons across the school is mainly good, though not consistently so. Pupils make good progress in English and science. Progress in mathematics is satisfactory overall. Weaknesses in problem solving, inconsistent challenges for more-able pupils and feedback on how to improve are factors that hold achievement in mathematics back.

Most of the teaching is good. However, the brisker pace, clarity of purpose and higher challenge in Key Stage 2 lessons promotes quicker learning and stronger progress than in Key Stage 1. The targets set are much more challenging in Key Stage 2 and the bridge between the Early Years Foundation Stage and National Curriculum in Year 1 is not sufficiently fine-tuned to guarantee continuous learning.

The key aspects of leadership and management are good. Excellent partnerships have been forged with parents and carers, and outside agencies, which ensure that pupils are safeguarded and barriers to learning are greatly reduced. The school's self-evaluation is mostly accurate. Monitoring is successful in identifying inconsistencies, though not all have been addressed. Nevertheless, many of the strengths identified during the previous inspection have been carried forward and built upon, which reflects the school's good capacity for further improvement.

What does the school need to do to improve further?

- Increase the rate of progress in mathematics by:
 - improving pupils' problem-solving skills
 - ensuring a consistently high level of challenge for more-able pupils
 - providing clearer feedback on how pupils can improve
 - checking to ensure that these improvements take place.

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

- Raise progress from satisfactory to good in Key Stage 1 by:
 - improving the clarity, pace and challenge of teaching
 - setting more demanding targets
 - adjusting the curriculum to make for smooth transition into Year 1
 - monitoring provision and outcomes to ensure improvement.

Outcomes for individuals and groups of pupils

2

Pupils enjoy learning and achieve well. In most lessons pupils are very eager to learn. They listen attentively, answer questions enthusiastically and work with good concentration. Learning is often enhanced by working together, sharing ideas and gathering information. This is starkly illustrated in the 'Brain Zone', an impressively designed learning environment, where freedom to explore and learn is helping to produce highly motivated and independent learners. Using books and computers to search for information strengthens pupils' reading skills. Their interest and proficiency in writing are surging forward in response to more dynamic teaching. As a result, attainment in English in Year 6 rose to above average levels in 2009. Effective learning and good progress in science are attributable to valuable opportunities to engage in practical investigations. Although pupils develop secure calculation skills, their limited experience of solving mathematical problems hampers their learning. Pupils with special educational needs and/or disabilities and those with language difficulties make good progress across the school because of the effective support provided by teaching assistants. More-able pupils make better progress in English and science than in mathematics. Learning and progress are stronger in Key Stage 2 than in Key Stage 1 because pupils have a clearer understanding of what is expected of them and respond enthusiastically to the greater level of demand.

The school's vibrant and supportive atmosphere and excellent personal, social and health education make a profound difference to pupils' lives. Their self-esteem and social skills flourish. Pupils show unwavering courtesy towards visitors. They relish the excellent opportunities to seize responsibility and take initiative and have a powerful voice in the life of the school. Pupils have an acute awareness of how to stay healthy and keep safe; pupils engage well in activity and have a clear understanding of a healthy diet. Priceless experiences, such as those involving astronomy and philosophy, foster a love of learning and a sense of purpose. Pupils' strong spiritual values and their mature understanding and respect for cultural diversity ensure that the school is a place of social harmony. Pupils' secure overall progress in literacy and numeracy ensures that they achieve competency in the basic skills, use computers as a tool for learning and develop a strong work ethic. These factors ensure that pupils are well prepared for the next stage in their education.

These are the grades for pupils' outcomes

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate
 Please turn to the glossary for a description of the grades and inspection terms

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Lessons are exceptionally well managed. There are no distractions and pupils give their best. Stimulating approaches, involving drama, discussion, games and practical work, appeal to pupils' different learning styles and keep them fully engaged. This was very evident in Year 5 studies of the Second World War and a lesson investigating three-dimensional shapes in Year 6. Throughout school, particularly good support is provided for pupils at an early stage of learning English as an additional language and those with special educational needs and/or disabilities. Tasks are simplified and sensitive support enables them to gain confidence and learn successfully. Lessons are carefully planned and resourced and sufficient time is provided for pupils to practise and improve their skills. Good assessment, pace, challenge and clarity of learning objectives are good features of Key Stage 2 lessons. There are occasions in mathematics, however, when teachers' over-reliance on textbooks results in more-able pupils working through easier examples before tackling demanding work. Teaching in Key Stage 1 is satisfactory with good elements. However, pupils are not always clear about the purpose of the lesson, the pace of learning sometimes slows and the level of challenge is not always sufficient to ensure quick progress. One of the key factors in improving pupils' writing is setting targets and informative marking of their work which clearly explains the next steps. This is not a consistent feature in mathematics.

Outstanding enrichment of pupils' learning, through numerous events in and out of

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

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

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

school, nurtures their talents and promotes lifelong interest in learning. The curriculum is at the forefront of innovative design in guiding pupils to develop study skills, creativity and collaborative learning. A highly successful 'social and emotional programme' has a pronounced impact on pupils' understanding of citizenship and safe and healthy lifestyles. The curriculum is adapted very effectively for pupils who require additional language and learning support. However, the needs of more-able pupils are not sufficiently met in mathematics and pupils do not have enough opportunities to investigate and solve problems. Transition from Reception into Year 1 is receiving attention but continuity of learning for all pupils is not yet fully established.

Pastoral care is excellent. The needs of the most vulnerable pupils are paramount and everything possible is done to unite teachers, parents and carers, and health professionals in dismantling barriers to learning. A highly effective home–school liaison partnership has been established to support families facing challenging circumstances. Good induction and transition procedures enable children to move happily from home through school and on to secondary school. Childcare provision, before and after school, is of good quality. Children are safe and secure, well managed and thoughtfully provided for. Valuable records are kept on their medical and learning needs and this supplements their school experiences effectively.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher's exceptional drive, commitment and vision has attracted national recognition, particularly in the field of independent learning. The school is highly regarded by parents and carers, and the local authority. Leaders have very high expectations of pupils' personal development and learning. Challenging targets are set and often exceeded, particularly in Key Stage 2. There are well-established systems to check the work of the school. Lessons are observed and pupils' work is examined. Some inconsistencies in marking, challenge and progress have been accurately identified and staff informed, though not all have been remedied to date. Governors provide good support and play a vital part in decision making. They rightly see the next step as securing greater involvement in evaluating outcomes. Links with parents and carers are outstanding. Completing questionnaires, sharing records and home–school visits enable them to play a full and active part in their children's achievement. The school has initiated excellent partnerships with a host of institutions, in areas such as sport, the arts

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

and health, which have a huge impact on pupils' achievement and well-being. Equality is strongly promoted, which is why pupils from all of the minority ethnic groups achieve well. The school identifies pupils at risk of underachieving and intervenes to accelerate their progress, which is why more than the expected numbers of these pupils reach the academic levels expected of 11-year-olds. Good safeguarding procedures have been established to protect pupils and ensure that they know how to keep safe. The school makes a strong contribution to community cohesion by analysing the social make-up of the school and reaching out into the community, locally and globally. The impact is evident in the degree of social harmony in school and the involvement of the wider community in the school's work.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

From low starting points, children make good progress and, by the end of Reception, attainment is broadly average in all six areas of learning. Children's welfare is strongly promoted. As a result, they settle quickly, behave well and begin to understand the importance of good health and hygiene. The quality of provision, including teaching, is good overall, though stronger in Nursery than Reception, where the use of workbooks sometimes restricts children's learning in numeracy and literacy. Teaching space is well organised in all areas of learning, indoors and outside. However, the deployment of staff does not always ensure that children receive support to extend their learning. A good balance is maintained between activities led by adults and those chosen by children. For example, enjoyable and purposeful role play takes place in the pretend health clinic,

Inspection report: St Kentigern's RC Primary, 20–21 April 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

alongside learning to read and write by labelling a model rocket. Leadership and management are good. The new leader plans improvements and discusses them with the team. Assessment is much improved. Children's records are developing well and often include contributions from parents and carers. Monitoring of provision and outcomes, although informal, has rightly identified the need for smoother transition into Year 1.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Parents' and carers' views of all aspects of the school's work are extremely positive. Almost all parents and carers appreciate the school's high regard for the care and safety of their children, the quality of teaching, pupils' enjoyment of school and the extent to which they are helped to lead healthy lifestyles. The vast majority recognise how seriously the school responds to their ideas, concerns and suggestions. In all other areas the very large majority of parents and carers feel the school meets their children's needs, ensures their good progress and manages their behaviour effectively. The quality of leadership and management and pupils' preparation for the future are highly valued. Inspectors agree with parents' and carers' views in most respects. Almost all aspects of the school are judged good and some outstanding, apart from attainment which is average overall and progress in mathematics which is satisfactory. Teaching and pupils' progress are stronger in Key Stage 2 than in Key Stage 1 overall.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Kentigern's RC Primary 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 130 completed questionnaires by the end of the on-site inspection. In total, there are 481 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	100	77	25	19	3	2	1	1
The school keeps my child safe	103	79	25	19	1	1	1	1
The school informs me about my child's progress	67	52	57	44	5	4	1	1
My child is making enough progress at this school	79	61	45	35	3	2	1	1
The teaching is good at this school	90	69	36	28	1	1	0	0
The school helps me to support my child's learning	73	56	48	37	5	4	0	0
The school helps my child to have a healthy lifestyle	82	63	45	35	2	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)	71	55	45	35	3	2	1	1
The school meets my child's particular needs	71	55	50	38	5	4	1	1
The school deals effectively with unacceptable behaviour	78	60	43	33	4	3	1	1
The school takes account of my suggestions and concerns	67	52	52	40	2	2	4	3
The school is led and managed effectively	78	60	46	35	1	1	3	2
Overall, I am happy with my child's experience at this school	91	70	34	26	1	1	4	3

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
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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

	Overall effectiveness judgement (percentage of schools)			
Type of school	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.
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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.



22 April 2010

Dear Pupils

Inspection of St Kentigern's RC Primary, Manchester, M14 7ED

I greatly enjoyed my visit to your school. You were so friendly and interesting to talk to, courteous and helpful to all of the inspectors. Thank you for making us so welcome. I would like to share the inspection findings with you.

St Kentigern's is a good school with some outstanding features. School leaders, teachers and assistants take great care of you, guide you and keep you very safe. This helps you to know all about safe and healthy lifestyles. Much of your behaviour is excellent. The way you join in with school activities, take responsibility and help your teachers makes the school such a happy place to be.

Teaching is good. This helps you to make good progress, in English and science particularly, and reach the standards expected before you move on to secondary school. Some of you make good progress in mathematics, though the more able ones among you should reach higher levels, as you do in English and science. Young children get off to a good start in the Nursery and make satisfactory progress in Years 1 and 2. Leaders and teachers work very hard to provide an interesting curriculum with lots of extra activities. This is why many of you enjoy school.

School leaders do a good job. They are constantly finding ways to make the school better to increase your enjoyment of learning. They check teaching and how well you are learning regularly to help the school to continue to improve.

To help your school to improve even further I have asked staff and governors to:

- improve progress in mathematics, particularly for more-able pupils, to match the good progress in English and science
- increase the rate of learning of pupils in Years 1 and 2 to match the good learning everywhere else in school.

Yours sincerely

Mr Colin Smith

Lead Inspector

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21 April 2010

Mr M Barcroft
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M9 6GN

Dear Mr Barcroft

Ofsted monitoring of Grade 3 schools

Thank you for the help which your staff gave when my colleague and I inspected your school on 20 April 2010, for the time given to our phone discussions and for the information provided before and during our visit. Please extend particular thanks to your acting deputy headteacher for assisting in your absence. We would also like to thank the principal and members of the executive board for the discussions we had, and the pupils we met.

The school has experienced considerable upheaval since the inspection two years ago. In addition to several staff changes, an acting deputy head teacher joined the school in October 2009, and a new principal and new headteacher took up post a couple of months ago. In response to the concerns of the local authority, the governing body was disbanded and an interim executive board appointed in its place. In addition to the changes in key personnel, pupils in Key Stage 3 relocated to purpose-built accommodation three months ago. All pupils in Key Stage 4 are now educated alongside their peers from the other federation schools in a second new building on a site four miles away. Recognising that the current arrangements within the federation are not sufficient to serve the future needs of pupils with emotional, social and behavioural difficulties, the local authority has well-advanced plans for reorganisation. This has resulted in a high proportion of staff being employed on temporary or fixed term contracts.

As a result of the inspection on 13–14 May 2008, the school was asked to;

Develop assessment procedures which will enable the school to track the progress of individuals and groups of pupils over time

September 2009





Improve the quality of teaching so that more of it is good and none is inadequate

Provide pupils with the skills to enable them to be engaged as active partners in their own learning and to develop skills in self-assessment

Having considered all the evidence I am of the opinion that at this time the school has made:

inadequate progress in making improvements.

and

satisfactory progress in demonstrating a better capacity for sustained improvement.

The school has not made the expected improvement since the inspection because the new leadership team has had too much to do in a very short time. Following the inspection, the school went into a decline with the result that by the end of Year 11 in 2009, standards were exceptionally low and pupils were not achieving as well as they should. Too many pupils left the school without nationally recognised awards. Behaviour deteriorated, the exclusion rate rocketed and absence rates were at an all time low. On arrival, the new principal quickly recognised that safeguarding of pupils, the teaching, and pupils' learning and progress were areas of great concern. Some difficult staffing decisions were made. As a result, the quality of teaching is improving though remains inadequate in a very small minority of lessons. The school now meets requirements for safeguarding pupils. The curriculum is better tailored to meet the needs of individuals, so pupils have a more positive attitude to school and to their work, although some examples of inappropriate language and defiance continue to disrupt learning where teaching is less effective. Attendance rates have risen sharply from 41% at the start of the year to 72%. Similarly, the percentage of persistent absentees has reduced. Leaders know this is still not good enough and have introduced a number of strategies, especially for pupils in Key Stage 4. The number of days lost through exclusion has dropped from 19 days in the first half of the autumn term to seven days in the second half of the spring term. Furthermore, leaders have successfully relocated the school to two new premises with minimum disruption to pupils' learning. While leaders acknowledge there is still a long way to go, they have the capacity and ability to bring about and sustain the necessary changes.

Leaders and the local authority have provided training for staff which has been effective in managing behaviour and in improving their subject knowledge. As a consequence, the quality of teaching is getting better, but there is still too much inconsistency which is reflected in pupils' learning. Planning has improved. At Key Stage 4 teachers are using a common format and are clear about what each pupil will learn. This is not always the case at Key Stage 3 where teachers use their own format and planning sometimes notes the topic to be covered rather than the





knowledge and skills to be acquired. Leaders have identified that the match of tasks to pupils' capabilities is too variable. Where teaching is good, work is carefully matched to pupils' abilities, but too often the same activity is provided for all pupils so the most able become bored and the least able frustrated because the work is beyond them.

Systems to record pupils' achievements and to track the progress of individuals are being gradually introduced. While a computerised system has been set up to record attainment, this is not used to best effect. In the recent past, teachers were not accurate in their assessment of pupils' achievements. A more rigorous system has been introduced for reading, writing and mathematics and, following training, teachers are more accurate in pinpointing pupils' levels of attainment. While this identifies the progress of individual pupils and gaps in their learning, it has yet to be extended to check the progress of different groups. In other subjects, teachers have devised their own systems, but there is no coherent whole school method. This creates difficulties when comparing pupils' performance in different subjects.

Pupils are beginning to take more responsibility for their learning and self assessment. They understand their behaviour targets and this is helping them to manage and improve their attitude and behaviour. In the best lessons, adults and pupils discuss the grades for how well each individual has behaved and the learning that has taken place, but in too many lessons, these judgements are made by staff without consulting the pupils concerned. Teachers have set targets to help pupils increase their rate of progress in English and mathematics, but these are not always given to pupils. Similarly, while work in books is marked regularly and the positive comments boost pupils' confidence, there is little evidence of pupils assessing their own work, or being given guidance towards the next steps in their learning.

I hope that you have found the visit helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Katharine Halifax
Lead inspector

