



Victoria Avenue Community Primary School

Inspection report

Unique Reference Number	105460
Local Authority	Manchester
Inspection number	355778
Inspection dates	1–2 December 2010
Reporting inspector	Clare Henderson

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	307
Appropriate authority	The governing body
Chair	Mr Adebisi Olawayi
Headteacher	Ms Davina Semp
Date of previous school inspection	18 March 2008
School address	Victoria Avenue Blackley Manchester M9 0RD
Telephone number	0161 7402185
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Age group	3–11
Inspection dates	1–2 December 2010
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Introduction

This inspection was carried out by three additional inspectors. The inspectors observed 12 lessons taught by 10 different teachers. The inspectors held meetings with members of the governing body, staff, representatives of the local authority and pupils. They observed the school's work and looked at documents relating to safeguarding, pupils' attainment and progress, the curriculum, the school's development plan and the way in which the school evaluates its own performance. Inspectors considered the views of staff and pupils and analysed 22 questionnaires from parents and carers.

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

- the progress pupils make in English and mathematics between Years 1 to 6
- the quality of teaching, assessment and the curriculum and the contribution they make to pupils' achievement
- whether rates of attendance and the quality of care, guidance and support have improved
- whether leaders and managers, including governors, have secured the school's capacity for further improvement since the last inspection.

Information about the school

This school is larger than most primary schools. The proportion of pupils known to be eligible for free school meals is high. The percentage of pupils with special educational needs and/or disabilities is above average. Most pupils are White British. A few pupils are from minority ethnic groups. The school has gained Healthy School status. A breakfast club, managed by school staff, is available each morning.

The headteacher and deputy headteacher have been absent for most of the autumn term. A local authority school effectiveness officer was seconded to the school in October 2010 as associate headteacher. The teaching staff comprise eight newly or recently qualified teachers, two supply and four experienced teachers. Two of the experienced teachers were appointed as assistant headteachers in September 2010

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

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

Inspection judgements

Overall effectiveness: how good is the school?

4

The school's capacity for sustained improvement

4

Main findings

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

Significant and constant staff changes, limited appropriate training in early years' practice and insecure assessment systems result in children making inadequate progress in the Early Years Foundation Stage. This inadequate rate of progress continues from Year 1 to Year 6 for all groups of pupils, including those with special educational needs and/or disabilities. The pace of learning is too slow, particularly for boys, assessment procedures are not secure and the quality of teaching is inadequate. Consequently, attainment in English and mathematics is low for all groups of pupils at the end of Year 6 and their achievement is inadequate.

A significant minority of pupils say they do not feel safe in school and that poor behaviour in lessons stops them learning. The curriculum is inadequate because resources are of poor quality and pupils are not provided with sufficiently challenging and interesting opportunities to learn. There is a limited range of school clubs available. For instance, the early morning 'wake and shake' and breakfast club is well attended. However, the adoption of healthy lifestyles and general care and respect for one another is not evident in pupils' behaviour beyond the club. Despite a recent improvement in attendance, it has remained low since the last inspection.

Care, support and guidance for pupils are inadequate because not enough attention is paid, through purposeful partnerships, to ensure pupils' welfare and safety are secure. Pupils' spiritual, social, moral and cultural development is inadequate. The poor behaviour of a minority of pupils shows that they do not fully understand the difference between right and wrong. Furthermore, they have too few opportunities to develop consideration for others by meeting pupils from different religions and cultures to their own, or by studying them.

A poor track record of improvement since the last inspection and inadequate safeguarding procedures reflect a lack of ambition and drive for improvement. The governing body is ineffective in meeting its statutory duties and in holding the school to account for its performance. The school has not been accurate in identifying its strengths and areas for development and has not taken the necessary action to ensure improvement. The school has inadequate capacity to improve further.

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

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

What does the school need to do to improve further?

- Raise pupils' attainment, improve achievement and behaviour and eradicate inadequate teaching by:
 - - developing consistent and effective classroom and behaviour management procedures
 - - ensuring teachers are secure in the assessment of pupils' learning
 - - ensuring teachers plan lessons which meet and challenge the individual learning needs and interests of all groups of pupils and especially boys
 - - ensuring marking consistently helps pupils to improve their work
 - - providing pupils with opportunities to develop respect for others through meeting pupils from different religions and cultures to their own, or by studying them
 - - further improving attendance.
- Improve the quality of the curriculum by:
 - - ensuring the Early Years Foundation Stage curriculum meets the needs of children of this age and, in particular, boys
 - - providing pupils in Years 1 to 6 with the challenging and interesting opportunities they need in order to become more motivated by and involved in learning
 - - improving the quality of resources and teaching materials in order to engage pupils more effectively.
- Improve the effectiveness of leadership and management by:
 - - developing the skills of leaders in evaluating and improving the quality of teaching and learning
 - - providing targeted and appropriate training and support for all staff
 - - developing educational partnerships which secure sustainable improvements to pupils' welfare and safety.
- Improve the effectiveness of the governing body by:
 - - ensuring governors fulfil their statutory duties, especially in relation to safeguarding requirements
 - - ensuring governors receive appropriate training in order to fulfil their roles.

Outcomes for individuals and groups of pupils

4

In the majority of lessons observed, pupils were poorly motivated and not engaged in learning. Poor and, at times, unsafe behaviour is often left unchallenged, reflecting low staff expectations and lack of effective behaviour management. Consequently, pupils' achievement and their enjoyment of learning are inadequate. Children begin the Early Years Foundation Stage with skills which are generally low. The rate of progress pupils make from Nursery to Year 6 is inadequate. Despite the slight rise in attainment in 2009, the overall trend of improvement since the previous inspection in English and mathematics is low, particularly for boys.

A minority of pupils say they are concerned that bullying is a problem. Pupils show insufficient awareness of key factors affecting their health. While pupils show some knowledge of healthy eating, they show very little awareness of other important issues

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such as the dangers, for instance, of drug or alcohol abuse. Pupils have very limited opportunities to contribute to the life of the school. The school council is not effective because other pupils do not know who their representatives are or how they help the school to improve. Pupils' basic skills are poor and they have limited opportunities to develop life skills such as problem solving or teamwork. Consequently, they are not well prepared academically or personally for the next stage of their education.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	4
Taking into account:	
Pupils' attainment ¹	4
The quality of pupils' learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	4
The extent to which pupils feel safe	4
Pupils' behaviour	4
The extent to which pupils adopt healthy lifestyles	4
The extent to which pupils contribute to the school and wider community	4
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	4
Taking into account:	
Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	4

How effective is the provision?

In the majority of lessons, teachers do not have an accurate knowledge and understanding of pupils' abilities. In addition, they do not know how to challenge and engage pupils fully in their learning. Assessment information does not inform lesson planning, nor is it used by teachers in their marking to give pupils clear, helpful suggestions for improving their work. In the occasional lesson where the quality of teaching is satisfactory or good, behaviour is well managed and the pace of learning is satisfactory.

Pupils have too few opportunities to develop basic skills well because the curriculum

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

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is not matched to meet the learning needs of all groups, particularly boys and those pupils in mixed-aged classes. The range of after-school activities on offer are not available to all pupils and have limited impact on their personal development and well-being.

A small minority of parents say they are not given enough information about how well their children are doing in their learning. The recent attention given to working with the families of pupils who are persistently absent is beginning to have a positive effect. However, despite a rise in attendance rates this term, it remains low overall.

These are the grades for the quality of provision

The quality of teaching	4
Taking into account: The use of assessment to support learning	4
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	4
The effectiveness of care, guidance and support	4

How effective are leadership and management?

The management of teaching and learning and the drive for improvement are inadequate and this is reflected in pupils' poor achievement. The two assistant headteachers have a clear desire and willingness to make improvements but they have limited management experience. The majority of teachers are either newly qualified or recently qualified and they have not had time to develop subject leadership roles.

There are a few vacancies on the governing body. Governors do not attend meetings regularly and generally show a lack of commitment or knowledge of how to effect school improvement. Although all adults are suitably vetted to work with the pupils, members of the governing body do not fulfil their statutory duties to ensure that all safeguarding and child protection requirements are securely in place. Similarly, they do not ensure that all groups of pupils have equal opportunities to learn and succeed while being free from bullying and harassment. The promotion of community cohesion is inadequate. The school has not developed partnerships with organisations well to provide opportunities for pupils to extend their knowledge, understanding and respect for others in the wider world. Links with parents and carers are insufficient and a small minority say they are unhappy with the education provided for their children. Measures taken to secure a welcoming learning environment have been largely ineffective and some areas of the school are dirty and in a poor state of repair. Value for money is inadequate.

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

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

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

Early Years Foundation Stage

The quality of the learning environment is poor with limited opportunities for children to develop independence or to play outdoors. The curriculum is overly directed by adults with children having too few opportunities to make choices for themselves. Adults miss opportunities to extend children's knowledge and understanding of the world. For instance, while playing with snow, opportunities to probe and extend children's scientific knowledge were missed. A lack of good quality resources to develop meaningful play, especially for boys, results in children losing interest, misbehaving and making slow progress in all areas of learning. The quality of resources is poor and there is a lack of attention to ensuring that the toys are well kept and meet health and safety requirements.

Assessment outcomes are insecure because the staff are new to working in the Early Years Foundation Stage and have limited training in undertaking observations of children's learning. As a result, by the time the children move to Year 1, they have made inadequate progress from their starting points. Leadership is inadequate overall. The Early Years Foundation Stage leader has worked hard to develop an action plan and improve assessment and observation procedures. However, because the staff are inexperienced and have yet to receive training on the early years curriculum, they are not yet secure in identifying rates of children's progress or understanding how learning can be extended.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	4
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	4
The quality of provision in the Early Years Foundation Stage	4
The effectiveness of leadership and management of the Early Years Foundation Stage	4

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

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

Views of parents and carers

A much lower than average percentage of parents and carers completed the inspection questionnaire. While those who took part in the survey feel that their children enjoy school, a few expressed concerns about most aspects of their children's education. Inspectors investigated these matters.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Victoria Avenue Community 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 22 completed questionnaires by the end of the on-site inspection. In total, there are 307 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	11	50	11	50	0	0	0	0
The school keeps my child safe	9	41	12	55	1	5	0	0
The school informs me about my child's progress	9	41	9	41	4	18	0	0
My child is making enough progress at this school	9	41	7	32	3	14	2	9
The teaching is good at this school	9	41	7	32	4	18	1	5
The school helps me to support my child's learning	8	36	9	41	3	14	1	5
The school helps my child to have a healthy lifestyle	9	41	11	50	2	9	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)	7	32	8	36	3	14	1	5
The school meets my child's particular needs	7	32	8	36	3	14	1	5
The school deals effectively with unacceptable behaviour	7	32	6	27	4	18	3	14
The school takes account of my suggestions and concerns	7	32	8	36	2	9	1	5
The school is led and managed effectively	8	36	6	27	4	18	2	9
Overall, I am happy with my child's experience at this school	9	41	7	32	4	18	1	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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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.



3 December 2010

Dear Pupils

Inspection of Victoria Avenue Community Primary School, Manchester,
M9 0RD

You may remember that, recently, inspectors came to inspect your school. We enjoyed seeing you in lessons and at play, talking about your school with you and your teachers, and looking at your work. We judged that your school needs 'special measures'. This means that there are many important things that need to be improved quickly so that you can all learn better. In the future, inspectors will visit the school regularly to check how well things are improving.

Some of you told us that you are not happy with the behaviour of some pupils. Many of you also feel you do not get enough information about how well you are doing in your learning or what you need to do to improve further. Although you say you enjoy breakfast club and the daily 'wake up, shake up' sessions, you would like to have more after-school clubs.

We have asked the governors and the staff to make improvements in the following areas: These include:

- making sure that you all make better progress in English and mathematics
- ensuring that you are all safe and well cared for at all times
- making sure that the teachers tell you what you are expected to learn in lessons and that you all receive the help and support you need
- organising the curriculum so that you have opportunities to develop your interests and talents in all subjects.

There are things you can all do to help, including behaving well in lessons and around the school, attending school regularly, working hard and always doing your best.

Yours sincerely

Mrs Clare Henderson

Lead inspector

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Buglawton Hall School

Inspection report

Unique Reference Number	105604
Local Authority	Manchester
Inspection number	355803
Inspection dates	19–20 January 2011
Reporting inspector	Honoree Gordon HMI

This inspection of the school was carried out under section 5 of the Education Act 2005.
The inspection of social care was carried out under the Care Standards Act 2000.

Type of school	Special
School category	Community special
Age range of pupils	7–16
Gender of pupils	Boys
Number of pupils on the school roll	20
Appropriate authority	The governing body
Chair	Mrs Janice Triska
Headteacher	Mrs A Schofield/ Mrs L Edwards
Date of previous school inspection	7 October 2008
School address	Buxton Road Congleton Cheshire CW12 3PQ
Telephone number	01260 274492
Fax number	01260 288313
Email address	a.schofield@manchester.gov.uk

Age group	7–16
Inspection dates	19–20 January 2011
Inspection number	355803

Inspection report: Buglawton Hall School, 19–20 January 2011

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Boarding provision	Buglawton Hall Residential Special School
Social care Unique Reference Number	SC041918
Social care inspector	Michelle Moss

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Introduction

This inspection was carried out by one of Her Majesty's Inspectors, an additional inspector and a social care regulatory inspector. The inspection of education and social care was integrated. Inspectors observed 10 lessons, seeing six teachers. Inspectors held meetings with teaching staff and with care staff. They also interviewed the headteacher and senior leaders, and held meetings with the Executive Principal of the federation, the chair of the interim executive board, and a representative from the local authority. Inspectors talked to staff and to groups of pupils. They telephoned 16 parents to gain their views and read questionnaires completed by staff and pupils. They observed the school's work, and looked at pupils' records, including data on their attendance, progress and care. They scrutinised documentation, including the self-review submitted by the school's leaders; minutes of meetings of the governing body; and the school's plans for improvement.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The school's capacity to improve, to see whether this had been built up sufficiently since the previous inspection, and the impact of actions taken.
- The systems for tracking pupils' progress, to see how effectively these operate.
- The impact of the school's strategies to promote pupils' attendance.
- The overall effectiveness of the boarding provision and whether the school meets the national minimum standards for care in residential special schools.
- The quality of teaching, to see whether pupils are making sufficient progress.
- The provision for improving pupils' literacy skills.

Information about the school

Buglawton Hall is a small residential special school for boys aged 7 to 16 situated in a rural setting to the South West of Manchester. All the pupils have educational, social or behavioural difficulties and have a statement of special educational needs specifying the provision that must be made for them. The school is registered for up to 40 pupils. There are currently 20 pupils on roll, aged 9 to 16, all of whom board on a weekly basis at the school. Three pupils are in the care of the local authority.

The school is part of a federation of three special schools; the other two schools are day schools located some distance away. The federation is led by an executive principal. A head of centre (headteacher) is responsible for the day-to-day running of each school.

At its previous inspection in October 2008 the school's overall effectiveness was judged to be inadequate and the school was placed into a category of concern, requiring special measures in order to improve. The school is governed by an interim executive board.

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

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Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

Buglawton Hall has made good improvement since its previous inspection so that its overall effectiveness is now satisfactory. Pupils' achievement and enjoyment are satisfactory. Much has improved: teaching is good and so pupils are now making satisfactory progress overall. In many lessons observed, pupils' progress was good. Lessons more closely meet their needs. However, pupils' basic skills in English and mathematics remain very weak, reflecting gaps in their previous learning. Developing pupils' literacy has become a priority for the whole school to address. Behaviour is good; pupils show interest in learning and generally try hard to improve. This positive attitude to learning, and skills in working cooperatively together, stand pupils in good stead for their future.

The care, guidance and support provided for pupils have improved and are now satisfactory. The boarding section of the school is satisfactory. The school meets more of the national minimum standards for care for residential special schools than it did before, although a number of regulations are still not met.

The curriculum is satisfactory. The school has begun to explore how it might better promote pupils' independence in learning and living, and is seeking to extend the range of qualifications on offer.

The school's leaders and managers show satisfactory capacity to sustain improvement. Staffing instability has settled down of late. Newly-appointed leaders show good vision and are successfully harnessing the staff's energies behind them. Leaders' and managers' skills in self-evaluation have grown and they have determined suitable priorities for the future. Systems have been set up to track pupils' progress in meeting the individual targets set for them, though these systems are newly established and need more time to run.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Develop the curriculum to meet pupils' individual needs even better and prepare them well for the next stage in their life by:
 - extending the range of accreditation pupils can receive for their learning
 - fostering pupils' skills for independent living and learning.

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

- Raise attainment in English and mathematics by:
 - developing pupils' skills over time to enable them to catch up to where they should be
 - identifying further opportunities across all subjects for pupils to apply their basic skills in English and mathematics, so that their literacy skills, in particular, can be reinforced
 - exploring further ways in which care staff and the residential setting can contribute to pupils' progress in literacy.
- Make more extensive use of the systems that have been set up for tracking pupils' progress over a longer period of time, so that leaders and managers can identify whether a pupil is making sufficient progress, or whether he is falling below the school's expectations, and be able to intervene promptly to support him to improve.
- The school must ensure that it meets the National Minimum Standards for boarding which have not been met.

Outcomes for individuals and groups of pupils

3

Pupils' achievement and enjoyment are satisfactory, although their attainment is low, especially in English. Pupils' attainment on entry to the school is low. This is because pupils have typically had disrupted education owing to their poor behaviour, and this has held back their learning. As a result, pupils have gaps in their basic skills and knowledge and are behind where they should be for their age. Pupils' attainment in mathematics is also low, but shows some recent improvement. Pupils' skills in information and communication technology (ICT) are stronger than for literacy and mathematics. They have opportunities to use and develop their ICT skills in a number of different subjects. Teachers are increasingly giving specific attention to literacy skills in lessons other than English.

A structured programme to address pupils' low literacy levels is now in place and is encouraging more interest in reading. Boarding staff help with a 'catch up' programme at the end of the school day. In lessons observed during the inspection, pupils' progress was satisfactory, and often good, because the quality of teaching has improved in many subjects. Consequently, pupils' current progress is faster than before.

As pupils enjoy school more, their attendance has risen and is now broadly average. The school checks attendance closely. As a result, there are far fewer pupils who persistently do not attend school. This is helping to ensure continuity in learning. Pupils generally show good attitudes to learning. Staff manage behaviour effectively, encouraging and supporting pupils to take responsibility for how they behave.

The development of pupils' social skills is good. The school regards this as a high priority. In this respect, pupils leave the school with positive attitudes and better prepared for life than when they arrived. Links between the boarding and educational aspects are strengthening, so that both aspects work together to promote pupils' development. This is noticeable in the good opportunities for pupils to take exercise and keep healthy. Pupils' learning about diverse cultures is satisfactory. Provision for this has

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improved since the previous inspection. Information about other cultures is now a more routine feature in lessons.

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	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	3
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

Teaching has improved since the previous inspection and meets pupils' needs well. Teachers use a good range of methods and strategies to capture and retain pupils' interest, including good use of ICT to add relevance to lessons. For example, in a vocational studies lesson in Key Stage 3 when learning about materials for car parts, pupils watched first a short video clip of simulated car crashes in old and new vehicles. In a Key Stage 4 GCSE art lesson on tattoos, pupils used internet resources to research and prepare a presentation and then listened in to a popular website to people who have had tattoos explain the significance for their culture.

Importantly, teachers are increasingly seeking ways to encourage pupils to take on more responsibility for their own learning and to behave responsibly. In an outstanding Key Stage 4 science lesson, pupils were trusted and enabled to safely conduct a chemistry experiment using hazardous substances and bunsen burners. They rose to the

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

challenge, gaining a good understanding of the chemical changes involved. Lessons with a good balance of theoretical and hands-on practical activities, such as these, are promoting a faster pace in learning. So, too, was this evident in a teacher's highly effective use of games in mathematics to check learning.

Teachers and assistants set out the tasks and learning outcomes expected from individual pupils very clearly at the outset of each lesson. They are aware of each pupil's stage of learning. Consequently, lessons are tailored well to move learning on. However, systems for recording pupils' progress over time are only recently established. As yet, they show that pupils are making satisfactory overall from their various starting points. Nevertheless, this represents good improvement since the previous inspection. Pupils are steadily filling in the gaps in their knowledge to begin to catch up to where they should be.

The curriculum enables pupils to develop skills they will need for the future, notably more appropriate attitudes to learning and to working cooperatively with others. A good programme of extra-curricular activities helps pupils to enjoy school and to develop interests, social skills and self-esteem.

There are suitable opportunities for pupils to gain accreditation for their learning, including, if capable, at GCSE level. The school's leaders are actively exploring how to extend the range of qualifications pupils can gain, for example, by introducing a greater range of vocational courses. At the same time, the school is conscious of the need to foster pupils' independence more to better equip them for life and learning when they leave.

Due emphasis is given to improving pupils' basic skills in English and mathematics as key to promoting their achievement overall. A structured programme for developing literacy is now in place. Increasingly, teachers in all subjects and within the residential setting are seeking ways in which to improve pupils' literacy skills. Some opportunities have been identified though, as yet, these are few.

The care, guidance and support for pupils are better than at the time of the previous inspection. The management of this important aspect of school life is stronger, reflected in greater compliance with the regulations that set out the minimum standards for pupils' care. Relationships between staff and pupils are based on mutual respect, encouraging cooperation and promoting a safe environment.

These are the grades for the quality of provision

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

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate
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How effective are leadership and management?

Partnership working, through the federation, has helped the school to build up satisfactory capacity in leadership and management. The school's leaders and managers have ensured that their vision for improvement is shared and understood by all staff. In this they are very ably supported and guided by the Executive Principal and the Chair of the Governing Bodies, who both bring much relevant expertise in strategic planning. A new 'shadow' governing body is ready to take over the running of the school, getting more directly involved with the school's leaders and staff. Opportunities have been taken, across the federation, to share good practice in teaching and learning.

Further links operate with another school whose children have educational needs of a different nature, and with pupils' home communities, as means to promote further cohesion between the different communities to which the pupils belong. This is raising pupils' awareness of other people's needs. The promotion of equality and diversity is good across all aspects of the school's work: staff expect that activities, such as outdoor education, will be open to all, and that pupils will demonstrate that they can approach these in a sensible, mature way.

Safeguarding procedures and practice are satisfactory, representing an improvement since the previous inspection.

These are the grades for leadership and management

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

Boarding provision

The school meets a good number of the national minimum standards, although there

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

are areas of weakness, especially in the management of medication; the assessment of pupils' needs; and in the stability of staffing levels. As a result, the overall effectiveness of the boarding provision is satisfactory.

There has been good improvement since the last inspection. The headteacher and head of care have ensured that staff are increasingly ambitious to secure improvement and to play their full part in promoting care. Significant improvements in training and supervision have increased the staff skill in caring for pupils. However, there are still some re-emerging shortfalls, for example, in notifying concerns to official authorities, and in systems for recording information.

The school has a good approach to equality of opportunity and tackling discrimination. This is at the heart of the care and support that is provided for pupils and ensures that they make a positive contribution towards their life in school. This includes making suggestions for the future of the residential provision.

Engaging in active lifestyles at school helps the pupils to stay healthy. For example, pupils take part in a broad range of physical activities on the school site and within the wider community. They can pursue interests that positively challenge their development and keep them healthy. The care staff work alongside pupils to develop a health plan, although this does not capture well aspects of pupils' emotional well-being.

Nevertheless, the school is ensuring that pupils have access to practical support from mental health services. Pupils use this additional support to help them explore their feelings and behaviour, and to understand how these impact on their learning.

Care and education staff work closely together to secure a shared understanding of pupils' needs and are working towards a consistent approach to managing behaviour. The school plans admissions to the boarding units effectively, but is slower at assessing the risk of individual pupils, after joining the school.

Care staff ensure that every pupil receives individualised support and care to meet their needs and personal circumstances. However, sometimes this is hindered by staff shortages. These restrict the levels of staffing and, consequently, how effectively staff can fully respond to pupils' needs whilst having to cover all the residential units. Pupils are able to complain about the standard of care they receive without fear of becoming victims because they have made a complaint. The procedure for parents and carers is not as well established. This hinders parents and carers from having the same level of confidence about how their concerns will be addressed.

The school provides pupils with a safe and nurturing environment. Staff respect pupils' personal dignity and their rights. They handle information about pupils confidentially and securely, but do not always keep appropriate records of the medication administered to pupils. Staff recognise the importance of helping pupils to receive a balanced diet, but areas of dietary concern are not always followed up and then closely monitored.

The recruitment of staff is meticulous. Written safeguarding policies are, however, insufficiently updated. Nevertheless, pupils are appropriately protected from hazards associated with fire, water and electrical safety, and from going missing. The vast majority of pupils report feeling safe and have built up trusting relationships with staff.

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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

Staff recognise the importance of building up this trust and of respecting pupils. Pupils have good opportunities to talk to staff about personal difficulties. This helps pupils feel reassured.

Staff appreciate the serious implications of bullying and its potential harm to pupils' well-being. They provide clear direction about acceptable behaviour and only use physical intervention as a last resort. Where used, this takes into account the pupil's age and the seriousness of the situation. Nevertheless, care staff are, at times, inconsistent in how they apply the school's agreed behaviour management strategies.

The school has established procedures for ensuring that significant events are notified to the required authority. However, these procedures are not always followed to ensure correct reporting take place.

The governing body plays a strong role in promoting the care of pupils. The quality of the leadership for boarding is good. The leadership team's skills are effective in helping pupils to benefit from 24-hour curriculum support that opens up increased opportunities for them in which to thrive. However, pupils' levels of independence and preparation for adulthood are not yet being sufficiently well developed.

National Minimum Standards (NMS) to be met to improve social care

Make sure the health plan clearly covers the emotional and mental health needs of pupils. This must include how the elements of a pupil's health will be monitored (NMS 14. 2, 14.6).

Make sure a clear written record is kept for all medications administered and that it is regularly monitored by an appropriately designated senior member of staff (NMS 14.20).

Make sure families are provided with information on how to raise a complaint (NMS 4.2).

Make sure the school promptly informs Ofsted of any serious incidents within the school including where it is necessary to call out the police (NMS 7.6).

Make sure all sanction logs provide clear records about the effectiveness of the sanction, and ensure sanctions are not excessively used (NMS 10.6, 10.9).

Make sure risk assessments are particular to individual pupils (NMS 26.3).

Make sure the school provides opportunities for pupils to develop their knowledge and the skills they will need for their likely future living arrangements (NMS 21.2).

Ensure staffing cover arrangements for staff sickness and absence enables the level of staffing set out in the school's staffing policy to be maintained; and ensure the level of staffing is adequate to meet the school's statement of purpose (NMS 28.2, 28.11).

Make sure the needs of pupils are identified in their placement plan, including how all needs are to be met. This includes pupils' dietary needs and the level of surveillance required (NMS 17.2, 17.5).

Make sure all policies, including all safeguarding policies and procedures are kept up to date and accessible to staff (NMS 30.7).

This is the grade for the boarding provision

The effectiveness of the boarding provision	3
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Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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Views of parents and carers

The inspectors contacted parents and carers by telephone to conduct the questionnaire and the response rate was high. Parents and carers are very pleased with the education and care provided for their children.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Buglawton Hall 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 16 completed questionnaires by the end of the on-site inspection. In total, there are 20 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	5	31	9	56	1	6	0	0
The school keeps my child safe	8	50	7	44	1	6	0	0
The school informs me about my child's progress	11	69	3	19	1	6	1	6
My child is making enough progress at this school	6	38	9	56	0	0	1	6
The teaching is good at this school	8	50	7	44	0	0	0	0
The school helps me to support my child's learning	8	50	6	38	0	0	1	6
The school helps my child to have a healthy lifestyle	10	63	3	19	1	6	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)	7	44	6	38	0	0	0	0
The school meets my child's particular needs	10	63	4	25	1	6	1	6
The school deals effectively with unacceptable behaviour	9	56	7	44	0	0	0	0
The school takes account of my suggestions and concerns	9	56	4	25	1	6	0	0
The school is led and managed effectively	9	56	5	31	0	0	0	0
Overall, I am happy with my child's experience at this school	11	69	5	31	0	0	0	0

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

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.



21 January 2011

Dear Pupils

Inspection of Buglawton Hall School, Congleton, CW12 3PQ

I am writing to thank you for your help when I visited your school recently with Mrs Moss and Mr Ellwood, and to tell you what we found.

I am very pleased to tell you that we judge your school has made good improvement since its last full inspection. It no longer requires special measures. This is because:

- your school is now satisfactory overall
- you are making satisfactory progress in your learning
- the boarding aspect of life at school is satisfactory
- attendance has improved and is satisfactory, with far fewer pupils staying off school regularly
- teaching is good
- your behaviour is good: we were pleased to see you taking an active part in your lessons
- the range of subjects you do is satisfactory and there is a good activities programme for you after school and in the evening
- the care, guidance and support the staff provide for you are satisfactory
- the headteacher and senior leaders have clear ideas for how to improve the school further. We feel they have shown over the last two years that they are able to lead the school forward so that it continues to improve.

We have asked the headteacher to ensure that:

- you get better at English. This is a very important skill for all that you have to do. Mathematics is important, too
- you grow more independent in your learning, and in developing the skills you will need for life when you leave school
- the systems for tracking your progress develop further, so that the school can check whether you are making sufficient progress and help you if you fall behind
- all the regulations for the boarding section of the school are met. These include things like how the staff keep records, but also that there are always the right numbers of staff on duty.

Yours sincerely

Inspection report: Buglawton Hall School, 19–20 January 2011

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Mrs Honoree Gordon
Her Majesty's Inspector

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Charlestown Community Primary School

Inspection report

Unique Reference Number	105405
Local Authority	Manchester
Inspection number	355771
Inspection dates	13–14 January 2011
Reporting inspector	Jim Kidd

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	294
Appropriate authority	The governing body
Chair	Mr Ken Power
Headteacher	Mrs Sarah Starkey
Date of previous school inspection	22 January 2008
School address	Pilkington Road Blackley Manchester M9 7BX
Telephone number	0161 740 3529
Fax number	0161 795 6151
Email address	starkey.s@stmonline.co.uk

Age group	3–11
Inspection dates	13–14 January 2011
Inspection number	355771

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Introduction

This inspection was carried out by three additional inspectors. They observed 14 lessons and each of the 12 teachers was seen at least once in their classrooms. Meetings were held with teaching and support staff, pupils, parents, two members of the governing body and a representative of the local authority. Inspectors observed the school's work and looked at a range of documentation, including school improvement planning, safeguarding and child protection policies, pupil progress monitoring data and pupils' workbooks. They also analysed 89 questionnaires returned by parents and carers, 33 completed by staff and 97 returned by pupils in Key Stage 2.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Whether the school's view that pupils' progress, learning and achievement are satisfactory is justified.
- How and with what impact the school is attempting to improve attendance.
- Challenge in teaching and whether it is good enough to accelerate progress, particularly of more-able pupils.
- The impact of subject leaders on promoting improvement.
- The effectiveness of the school's support for the significant number of relatively inexperienced staff.

Information about the school

This primary school is larger than average. The proportion of pupils known to be eligible for free school meals is well above that usually found. There is a below average number of pupils from minority ethnic groups and few pupils at early stages of learning English. The percentage of pupils with special educational needs and/or disabilities is broadly average. Charlestown Community Primary is an accredited Healthy School, holds the Eco School (Bronze) award, has the Manchester Inclusion Standard and received Activemark for its work in physical education. It is also a 'Barrier Free' institution and welcomes pupils with physical disabilities who are supported by a local special school.

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

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

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

2

Main findings

This is an improving school, which provides a satisfactory quality of education for its pupils. They feel safe, have an accurate understanding of e-safety, behave well in lessons and around school and willingly take on a wide range of responsibilities to support their classmates and other pupils. Parents and carers have a high regard for most aspects of the school's work and comment, 'Our children enjoy school and come back home excited to tell us what they have learned.' Care, guidance and support are good and support staff place equal emphasis on fostering pupils' progress in both personal and academic terms. The curriculum places an adequate emphasis on the development of pupils' skills in English and mathematics but also provides a good range of enrichment activities.

Pupils' achievement is satisfactory across the school and is beginning to accelerate. There is now greater consistency in progress across all years and, although attainment by the end of Year 6 remains below average, it is improving. Pupils do better in English than in mathematics and more-able pupils do not always reach the National Curriculum levels their abilities warrant.

A wide variety of successful strategies has been established to encourage pupils to come to school regularly. As a result, attendance has improved by 3% since the previous inspection. It is now broadly average and is rising further. Pupils speak highly of their school and, when asked what their favourite aspect of school life is, they reply, 'We like all the people in it because they help us and look after us.'

Teaching is satisfactory overall but pupils do not always receive sufficient opportunities to take responsibility for their own learning and progress in lessons. The school has placed considerable emphasis on improving assessment and marking and, as a result, pupils are now more aware of what they need to do to improve their work. The school recognises, however, that parents and carers are not always fully aware of the progress of their children and opportunities remain for them to be more involved in their children's learning.

Senior leaders drive improvement well and support the relatively inexperienced staff effectively. They are aware, however, that the impact of subject leaders across the curriculum, to advise staff on how they can build on pupils' prior knowledge is underdeveloped. They recognise, too, the importance of ensuring that the governing body further develops its understanding of whole-school performance. Charlestown provides satisfactory value for money. However, rising attainment, marked improvements in behaviour, assessment, marking and attendance demonstrate that the school has good capacity to improve further.

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

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Up to 40% of schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Further accelerate pupils' academic progress and achievement by:
 - providing greater challenge in lessons for more-able pupils to motivate them to reach the higher National Curriculum levels
 - giving pupils more responsibility in class for their own learning and progress
 - embedding the recently-introduced calculation policy to foster higher levels of achievement in mathematics
 - building upon the improvements in assessment to ensure parents and carers are more aware of how their children are doing and thus enable them to become more involved in their learning
- Enhance the impact of leadership of management by
 - improving the knowledge of members of the governing body of the school's performance in all areas of its life
 - developing the leadership skills of subject coordinators so that they can offer staff more advice on how they can build on pupils' prior learning increasingly effectively in all subject-areas.

Outcomes for individuals and groups of pupils

3

Pupils generally look forward to their lessons and in the majority are keen to learn. When given the opportunity, they enjoy working in pairs and groups. Many show confidence when offering their opinions for the benefit of their classmates, such as when using the internet to research the weather in different countries. They enter the Early Years Foundation Stage with skills which are well below age-related expectations and they make satisfactory progress across the school to reach below average, but improving, attainment by the time they leave at the end of Year 6. The 'Big Write' lessons are popular among pupils and are having a most positive effect on their literacy skills. As a result of improvements in teaching, progress and achievement are becoming more consistent across all years but pupils' attainment in mathematics continues to lag behind that in English. Good support from teaching assistants ensures that pupils with special educational needs and/or disabilities make the same satisfactory progress as their peers.

Pupils' behaviour and engagement in lessons and around school have improved since the previous inspection and they are now good. They get on well with others and value the relationships they have with those pupils who attend the school as a result of the 'Barrier Free' initiative. They willingly take on a variety of responsibilities, for example as school councillors, junior wardens and zone park players. They display an enviable social conscience and support a range of local, national and global charities. They also talk

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openly about how the school teaches them to be kind and considerate to others and to respect cultures and religions which are different from their own. Older pupils support younger ones well and even make sure the dining room is ready for the children in nursery and reception when they enter at lunchtime. Spiritual, moral, social and cultural development is good: pupils have a keen sense of right and wrong, enjoy the annual school productions, the instrumental music tuition and are delighted to tell visitors about their links with a school in Sierra Leone.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	3
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	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The school has worked hard, and with success, to improve the quality of teaching since the previous inspection. The quality of teaching is now satisfactory overall but there are examples of good practice in all key stages. Relationships are good and teachers' expectations of what pupils can achieve are rising. This is a result of better assessment and of the senior leaders' emphasis on checking pupils' progress more closely against national norms. The best practice, in a Year 6 literacy lesson for example, comprises paired work and opportunities for pupils to gauge the progress and attainment of their

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peers. In lessons such as these, pupils are fully engaged and are quite desperate to learn. On occasions, teachers direct learning too much and pupils are not given sufficient opportunities to take responsibility for their own progress. Similarly, in a minority of lessons, challenge for more-able pupils is not high enough and does not motivate or enable them to reach for the standards their abilities warrant. Marking has improved since the previous inspection and pupils themselves say they now receive more advice on how they can improve their work.

The curriculum places an adequate emphasis on the development of pupils' skills in literacy and numeracy but the recently-introduced calculation policy is not completely embedded and it is too early to see its full impact. The curriculum is under continuous review and themed and topic activities are enabling pupils to see the links between subjects more clearly. Subject coordinators have a developing leadership role but do not provide enough advice to other staff to ensure planning builds effectively on pupils' prior learning. There is a good range of enrichment activities, including educational trips and visitors, and these also do much to develop pupils' personal, social and emotional skills. There is a strong assembly programme and the celebration session each Friday is very well received, gives pupils credit for their efforts and encourages all pupils to feel proud of the achievements of their peers.

Care, guidance and support are good and the sterling work of the committed teaching assistants, the excellent learning mentors and the highly regarded family support worker ensures that all groups of pupils can take full advantage of what the school has to offer. The school reaches out to parents and carers but recognises that there is more to be done if they are to have a greater understanding of the progress of their children and become even more involved in their learning. Pupils with special educational needs and/or disabilities and those identified as vulnerable receive good support from both adults and other pupils; induction procedures enable youngsters new to the school to settle down quickly and there are effective strategies to facilitate pupils' transition to their next stage of education.

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	2

How effective are leadership and management?

The perceptive and industrious headteacher, ably supported by her talented senior leadership team, continues to be successful in ensuring ongoing improvement and in embedding ambition among both teaching and non-teaching staff. Relatively

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inexperienced staff, who make up half of the teaching force, receive bespoke support from, in their words, 'An approachable senior leadership team, which wants the best for our pupils and our staff and which ensures that everyone is valued equally.'

The governing body offers sound support for the school and is beginning to challenge the leadership with increasing rigour. It recognises that further development of its understanding of school performance is of the essence if its impact is to be seen fully.

There is a range of partnerships with other institutions, but their effect on pupils' attainment and achievement are only beginning to become apparent. The strong partnership with a local special school demonstrates a two-way impact: pupils can take full advantage of the primary school's facilities and pupils at Charlestown benefit from engagement with those who have disabilities.

The school promotes equality of opportunity and tackles discrimination satisfactorily overall, but more-able pupils do not always reach the standards of which they capable. Safeguarding and child protection procedures are good and relevant training for all staff is fully up to date.

The promotion of community cohesion is satisfactory. Pupils are proud of their links with their partner school in Sierra Leone. There are close contacts with local schools, too, but staff recognise that links with schools whose pupil populations are economically and culturally different are underdeveloped.

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	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

This is a satisfactory and improving setting. Children enter the nursery with well below

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

average skills for their age, particularly in communication, language and literacy and also in their personal, social and emotional development. There has been much focus since the previous inspection on improving the quality of teaching and on developing the large outdoor area as an additional learning resource. As a result, provision in both year groups is now good and children are making satisfactory progress. Their enjoyment in learning, both indoors and outdoors, is increasing apace. Safeguarding and welfare practice are good and impressive induction procedures ensure that children settle down quickly into their new surroundings. They play happily with their peers and also enjoy the support they receive from older pupils, the zone park players, for example.

Activities provide a good balance between adult-led and child-initiated sessions: children are learning to make choices, take their turn and share with each other. Their engagement in lessons is good and relationships between children and between children and adults are strong. They behave well in the dining hall at lunchtimes and cooperate with each other willingly. There are effective relationships with parents and carers, who speak highly of the setting. In their words, 'The teachers really make our children feel welcome and they are very happy as a result.' Leadership and management are satisfactory overall but improving. Some staff are relatively inexperienced, but there is already an overriding desire, shared by all, to foster further improvement and to raise children's academic and personal progress.

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	2
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

An overwhelming majority of parents and carers believes that the school meets their children's particular needs and most are entirely satisfied with their children's experiences at Charlestown. Similarly, almost all are of the view that the school keeps their children safe. For example, one parent spoke for many with the comment, 'The family support worker is excellent, is bringing my daughter on and helps us a lot at home too.' A small minority of parents and carers believes that the school does not deal effectively with unacceptable behaviour. The inspection team observed pupils' behaviour in lessons and also around school at breaks and lunchtimes. They judge pupils' conduct to be good overall and, in some cases, outstanding.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Charlestown Community 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 89 completed questionnaires by the end of the on-site inspection. In total, there are 294 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	41	46	46	52	2	2	0	0
The school keeps my child safe	40	45	48	54	0	0	1	1
The school informs me about my child's progress	36	40	50	56	1	1	2	2
My child is making enough progress at this school	36	40	48	54	4	4	0	0
The teaching is good at this school	33	37	54	61	0	0	1	1
The school helps me to support my child's learning	29	33	52	58	6	7	0	0
The school helps my child to have a healthy lifestyle	26	29	58	65	5	6	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)	26	29	58	65	3	3	0	0
The school meets my child's particular needs	24	27	62	70	2	2	0	0
The school deals effectively with unacceptable behaviour	19	21	50	56	12	13	6	7
The school takes account of my suggestions and concerns	21	24	54	61	6	7	5	6
The school is led and managed effectively	28	31	55	62	1	1	4	4
Overall, I am happy with my child's experience at this school	36	40	48	54	4	4	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.



17 January 2010

Dear Pupils

Inspection of Charlestown Community Primary School, Manchester, M9 7BX

Thank you so much for the really warm welcome you gave us when we came to inspect your school recently. We are particularly grateful to those of you who came to talk to us at lunchtime on Thursday. You told us how much you like Charlestown and how much you value those children who are supported by Lancastrian Special School staff. I promised I would tell you what we found about your school. Here is my 'Big Write'!

Charlestown provides you with a satisfactory education and it is improving all the time. The grown-ups take good care of you and they plan many educational trips for you. The teaching you receive is satisfactory and you make satisfactory progress but I think you could do better in mathematics. You feel safe in school, behave well and take on so many jobs to support your classmates and younger children. Your attendance has improved a lot over the past three years and most of you are punctual to school in the morning.

Your headteacher and all the other staff want to make Charlestown better and better for you. I have asked them to help you make even more progress by giving you more chances to take responsibility for your own learning and by challenging those of you who often find the work easy to reach even higher levels. I have also asked them to make sure that your parents and carers know exactly how well you are doing and to encourage them to become more involved in your schoolwork. I also think it would be a good idea if those teachers who lead different subjects help your other teachers to plan activities which build on what you have already learned.

Thank you once more for being so kind and polite to us. Please keep working hard, looking after each other and enjoying school.

Yours sincerely

Jim Kidd

Lead inspector

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Burnage Media Arts College

Inspection report

Unique Reference Number	105557
Local Authority	Manchester
Inspection number	336518
Inspection dates	3–4 March 2010
Reporting inspector	Janet Palmer HMI

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

Type of school	Secondary
School category	Community
Age range of pupils	11–16
Gender of pupils	Boys
Number of pupils on the school roll	878
Appropriate authority	The governing body
Chair	Mr Colin Collinson
Headteacher	Mr I Fenn
Date of previous school inspection	6 November 2006
School address	Burnage Lane Burnage Manchester M19 1ER
Telephone number	0161 432 1527
Fax number	0161 442 2366
Email address	office@burnage.manchester.sch.uk

Age group	11–16
Inspection dates	3–4 March 2010
Inspection number	336518

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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and four additional inspectors. The inspectors observed 35 part lessons, and held meetings with governors, staff, groups of students and the School Improvement Partner. They observed the college's work, and looked at a range of documentation including questionnaires from 368 parents and carers, 147 students and 70 members of staff. Approximately half of inspection time was spent looking at learning.

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

- students' achievement at Key Stage 4, particularly in mathematics and science
- the progress of particular groups of students
- attendance and punctuality
- the quality and consistency of teaching and learning across subjects
- the effectiveness of support systems and intervention strategies.

Information about the school

Burnage Media Arts College is a boys' comprehensive of average size situated in inner city Manchester. The college was awarded specialist status in 2007. Over 90% of students are from a range of minority ethnic groups. Over 64% are of South Asian heritage. Over half of the students speak English as an additional language and 70 students are at the early stages of learning English. At least 24 different languages are spoken within the student community. The number of students entitled to free school meals is higher than average.

The proportion of students with special educational needs and/or disabilities is twice the national average. Much higher than average numbers of students enter and leave the college at times other than the beginning of the college year. The college is a designated centre to receive unaccompanied asylum seekers and almost one fifth of the students have a refugee background.

At the time of the inspection the college was experiencing considerable disruption and lack of facilities resulting from the college's rebuilding programme; a new 'state-of-the-art' college building is due to open in September 2010. The college has achieved several awards including the International School Award, Sportsmark, Investors in People, Healthy Schools and the 2008 Specialist Schools and Academy Trust most improved school award.

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

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

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

2

Main findings

This is a satisfactory and improving college characterised by good outcomes in students' personal development; good and outstanding levels of care, guidance and support; and many effective and outstanding aspects of leadership and management. The college is held in high regard by parents and carers. Comments from parents such as, 'I am very impressed by the way the school is run – a brilliant Head and wonderful teaching staff,' are typical of the positive views expressed to inspectors.

Students' success in gaining five GCSE A* to C grades, including English and mathematics, has improved year on year. Attainment is below the national average but the gap is narrowing. Observation of work in lessons and reliable school data indicates that all groups of students, including those with special educational needs and/or disabilities, are making satisfactory progress overall, although progress in English is exceptionally good. Progress in mathematics and science is broadly satisfactory.

The quality of teaching and learning is satisfactory overall. Improvements in the quality of teaching and assessment to support learning have been driven by the college's specialist subjects and, in particular, the English department where there is good and often outstanding practice. However, these strengths are inconsistent across the college and are not sufficiently well embedded in all subjects to make a broad enough impact on the progress of students. In the best lessons teachers have high expectations, strong subject knowledge and engage students in a range of challenging tasks. Where lessons are less successful, teachers do not pay sufficient attention in their planning to the different needs of students. As a result, the most able are not stretched and for others the work is too difficult. In some lessons teaching assistants make a very positive contribution through well-guided support but this valuable resource is not always used to its full potential.

Vulnerable and disadvantaged students, including those with special educational needs and/or disabilities, receive good care, guidance and support with many aspects of this work that are outstanding. The positive impact of the high levels of care is immense with numerous examples of students re-engaging with education as a result of well-targeted and creative support programmes. The satisfactory curriculum is broad and balanced and meets statutory requirements. The recent introduction of the creative and media diploma signals a range of new academic and vocational options that the college is planning to introduce in September 2010, but which the current college facilities are unable to accommodate. A good range of enrichment and extra-curricular provision enhances the curriculum and supports students' personal development.

Students enjoy being at college. They demonstrate good attitudes to learning and

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

behave well in lessons. They have good relationships with each other and adults and are respectful of people's differences. Sometimes behaviour in corridors and around the school is boisterous, particularly where there are lower levels of adult supervision. Students make quality contributions to the college and wider community through leadership activities and a range of charitable events. Students reported that the college does not tolerate bullying; the few incidents that occur are dealt with swiftly and effectively; consequently, they feel safe and well cared for. Students have a good understanding of how to stay healthy; many enjoy the healthy lunch options and there are high levels of participation in sporting activities. Very concerted efforts by the college have resulted in attendance levels rising to meet the national average. Punctuality has improved although there is room for further improvement, particularly to lessons in the afternoon. Students show good levels of spiritual, moral, social and cultural development. A strong programme of visitors from faith and cultural groups helps students understand and respect different values and beliefs; work in drama and other lessons on issues such as racism, homophobia and violent extremism helps them to develop empathy, self-esteem and personal resilience.

Senior leaders have an ambitious vision for the college, which is communicated well to staff, parents and carers. Students frequently quoted to inspectors the headteacher's motto, 'Be the best you can be' and parents and carers overwhelmingly support the excellent leadership of the headteacher. The college has developed a range of effective partnerships to promote learning and contribute to students' well-being. The college rightly prides itself on its inclusive policies, which permeate all aspects of its work. Engagement with parents and carers, particularly those whose circumstances make them hardest to reach, is outstanding, as is the effectiveness with which the college promotes community cohesion. Developing excellence in community relations is central to the ethos of the college; much of its work exemplifies best practice; effective partnership with local religious groups, the police, support services for students, and families is having a very positive impact on outcomes for students. Senior and middle leaders have an accurate understanding of the college's strengths and areas for development. They have effectively addressed issues for improvement at the last inspection. Several strategic appointments have been made to tackle areas of identified weakness and the current governing body is very effective in challenging the leadership team; hence, capacity for further improvement is good.

What does the school need to do to improve further?

- Further increase the proportion of teaching that is good or better to raise attainment and improve progress by:
 - the consistent use of effective assessment strategies
 - ensuring that activities in lessons, and the deployment of resources, are well matched to meet the individual needs of students.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5

Inspection 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.

Outcomes for individuals and groups of pupils

3

When students arrive at the college their attainment is lower than the national average. Although progress is improving, and is good where teaching is most effective, overall it remains satisfactory because improvements in teaching and learning are not yet reflected in longer-term measures of progress. No particular groups of students significantly underachieve. Parents and carers support students' view that the college is a safe and caring environment. Students understand well the factors that impact on physical, mental and emotional health. They demonstrate good commitment to improving the college and wider community through activities such as the Junior Sports Leadership and Duke of Edinburgh Award schemes; representation of the student council on the police advisory group; drama performances and work with older people. Students' good social, moral, spiritual and cultural development is enhanced by links with a school in Palestine and through good opportunities in lessons, assemblies and tutorials to reflect on their feelings, values and the consequences of their actions. They are prepared satisfactorily for their future economic well-being, learn financial literacy and enjoy a range of work experience and enterprise activities.

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	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	3
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	3
Taking into account: Pupils' attendance ¹	3

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

Inspection report: Burnage Media Arts College, 3–4 March 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 of pupils' spiritual, moral, social and cultural development

2

How effective is the provision?

Where teaching is sharply focused on helping students to achieve individual learning objectives, they are motivated and appropriately challenged. However, in some lessons the whole class follows the same plan and higher-ability students, in particular, do not have the chance to work with the teacher on more difficult concepts or skills. In the better lessons questioning is used effectively to motivate students and ascertain their levels of understanding, good use is made of interactive whiteboard technology and opportunities for independent learning further contribute to students' enjoyment of lessons and development of study skills. However, a minority of teachers miss the chance to help students make good progress by not effectively assessing their understanding and using such information to adjust the tasks and use resources effectively to meet their needs.

The college's specialism is central to the recent improvements in the curriculum. This includes a greater range of subjects that have captured students' interest, such as photography, media studies and film. The compulsory full GCSE course in religious education is valued by students who see this as vital learning for life in a multicultural society. There is an increasing range of clubs and activities that support students' personal skills. These include the film and writing initiative with primary schools, the Radio Club and a therapeutic horticultural project to help more vulnerable students, such as asylum seekers and new arrivals, build their self-esteem. Students benefit from a vast array of visitors and visits to venues such as theatres, museums and galleries, as well as overseas visits such as the history trip to Ypres. Students, parents and carers have been consulted on the curriculum and are enthusiastic about the new range of options on offer for September 2010.

Students, parents and carers value the very effective care, guidance and support. One boy wrote, 'My school is a school which cares for the needs of each pupil,' and a parent commented: 'My child has behaviour problems, at any other school other than Burnage Media he would have been excluded. Burnage are excellent and have given my child an education.' Very effective transition arrangements ensure that students who join Year 7, or at other times, settle into the college quickly and smoothly. Case studies for vulnerable students are well documented, demonstrating the good arrangements with external agencies, and parents and carers, to support individuals' needs. Good careers advice and guidance helps students to follow their aspirations and contributes well to the very low numbers who leave the school without access to work, training or further education.

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

Inspection report: Burnage Media Arts College, 3–4 March 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 the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Excellent role models in school leadership set high expectations and aspirations resulting in well-motivated and committed staff. The college has put in place rigorous systems to support and develop current and future leaders. These aid good succession planning and develop leaders with a broad range of skills. Whole-college monitoring is effective and informs improvement planning and staff training. The governing body has a good understanding of the college's strengths and priorities. Individual roles are targeted to the specific expertise of governors. The work of the governors' safeguarding children sub-committee is a particular strength, contributing to the development of the college's outstanding policies and practices. The college's work with vulnerable students is greatly enhanced by its success in engaging parents and carers and this has led to some excellent outcomes for specific students. Parents and carers receive reports on their sons' progress five times throughout the year and regular newsletters and information posted home complement the frequently updated information on the school's website. Partnership working is central to all aspects of the college's work. Many partnerships are specifically tailored to meet the individual needs of students. Links with the local specialist language college broaden language provision for some students and local college partnerships enhance provision for students in danger of disengagement. The college's excellent work on promoting equality and tackling discrimination is exemplified by its deep understanding of its own community, the celebration of diversity and the ways in which this enriches the curriculum, for example in lessons where issues of race, culture, religion, gender and sexuality are debated and discrimination challenged. Students speak with pride of the college's zero tolerance of discriminatory language or behaviour.

The college has sound finances and is providing satisfactory value for money.

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	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2

Inspection report: Burnage Media Arts College, 3–4 March 2010

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

The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	3

Views of parents and carers

Forty-four per cent of parents and carers gave their views and a very large majority of responses were supportive of the college and its management. A very small minority did not feel that the college dealt effectively with unacceptable behaviour although inspection evidence judged students' behaviour to be good in lessons and satisfactory overall. A few of those who responded did not feel that the college took sufficient account of their suggestions and concerns or helped them enough in supporting their children's learning; however, inspectors judged engagement with parents and carers to be outstanding overall. A very large majority of parents and carers told us that their sons enjoyed their time at college and a similar proportion were happy overall with their sons' experience at college.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of students registered at Burnage Media Arts College to complete a questionnaire about their views of the school.

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

The inspection team received 368 completed questionnaires by the end of the on-site inspection. In total, there are 878 students registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	138	38	211	57	15	4	0	0
The school keeps my child safe	141	38	201	55	18	5	5	1
The school informs me about my child's progress	180	49	163	44	19	5	2	1
My child is making enough progress at this school	123	33	194	53	42	11	4	1
The teaching is good at this school	129	35	210	57	22	6	3	1
The school helps me to support my child's learning	114	31	188	51	54	15	6	2
The school helps my child to have a healthy lifestyle	107	29	210	57	40	11	6	2
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)	126	34	205	56	28	8	2	1
The school meets my child's particular needs	97	26	215	58	42	11	6	2
The school deals effectively with unacceptable behaviour	142	39	181	49	28	8	13	4
The school takes account of my suggestions and concerns	76	21	225	61	46	13	7	2
The school is led and managed effectively	135	37	207	56	17	5	4	1
Overall, I am happy with my child's experience at this school	163	44	167	45	25	7	8	2

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.



5 March 2010

Dear Students

Inspection of Burnage Media Arts College, Burnage M19 1ER

After our visit to your college, I would like to share our findings with you and thank you for your friendly welcome and for taking time to talk to us. Burnage Media Arts is a satisfactory and improving college with several good and outstanding features. It is well led by the headteacher, senior leaders and governors. Your success in gaining five good GCSE grades has improved year on year. Your attainment is below the national average but the gap is narrowing. Your progress is satisfactory overall and in English it is exceptionally good.

Many aspects of your personal development and well-being are good. You told us that as a result of the very good care, guidance and support you receive, you feel safe and secure in college. You told us that the college does not tolerate bullying and the few incidents that occur are dealt with swiftly and effectively. You have a good understanding of healthy lifestyles and we were impressed by your good behaviour in lessons and many contributions to the community. Your attendance and punctuality have improved although some of you still arrive late for lessons, particularly in the afternoon. Your teachers are enthusiastic and caring and you engage well with lessons. There are very good strategies in place to identify those who need extra help. There are now more vocational courses at Key Stage 4 and new courses will be available when you move into the new building in September.

In order that staff can help you to continue to progress well and reach higher standards we have recommended that the college undertakes the following:

increase the proportion of teaching that is good or better by:

- using effective assessment strategies consistently
- ensuring that activities in lessons and the deployment of resources are well matched to meet your individual needs.

You are rightly proud to be members of Burnage Media Arts College. I wish you all the best for the future.

Yours sincerely

Janet Palmer

Inspection report: Burnage Media Arts College, 3–4 March 2010

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Her Majesty's Inspector

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The Divine Mercy Roman Catholic Primary School

Inspection report

Unique Reference Number	135648
Local Authority	Manchester
Inspection number	360738
Inspection dates	20–21 January 2011
Reporting inspector	Stephen Wall

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	409
Appropriate authority	The governing body
Chair	Mr Glyn Young
Headteacher	Mrs Ann Walsh
Date of previous school inspection	Not previously inspected
School address	20 Blue Moon Way Manchester M14 7SH
Telephone number	0161 245 7170
Fax number	0161 226 9021
Email address	head@thedinemercy.manchester.sch.uk

Age group	3–11
Inspection dates	20–21 January 2011
Inspection number	360738

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Introduction

This inspection was carried out by four additional inspectors. Fourteen lessons were observed in Key Stages 1 and 2 taught by 11 teachers. Four separate observations were also carried out in the Early Years Foundation Stage taught by a variety of staff. The inspectors held meetings with the Chair of the Governing Body, staff and groups of pupils. The inspectors observed the school's work, and looked at monitoring of pupils' progress, the school's self-evaluation and planning for improvement and documentation relating to safeguarding. Questionnaires from 61 parents and carers were scrutinised, together with those returned by staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How well different groups of pupils make progress and achieve in the Early Years Foundation Stage, Key Stage 1 and Key Stage 2.
- How effectively teaching engages pupils in their learning and impacts on the progress pupils make and their attainment.
- How effectively leaders and managers at all levels evaluate how well the school is doing and use the outcomes to raise attainment

Information about the school

This is a much larger-than-average school which opened in September 2009 following the amalgamation of two local Roman Catholic primary schools. It is housed in new, purpose-built buildings in an inner city area close to the centre of Manchester. The proportion of pupils known to be eligible for free school meals is very high. The proportion of pupils from ethnic minorities is well above average; they come from a wide variety of backgrounds. A high proportion of pupils speak English as an additional language. Significant and increasing numbers of pupils join and leave the school at different times of the school year. Many of those who join the school speak very little or no English on arrival. The proportion of pupils in the Early Years Foundation Stage who speak little or no English is very high. An above-average proportion of pupils have special educational needs and/or disabilities, although the proportion with a statement of special educational needs is average. In September 2009 most staff transferred to the new school from the two amalgamated primary schools. However, five newly qualified teachers also joined the school at that time. The headteacher appointed to the new school in 2009 retired after being in post for one year. The new headteacher and deputy headteacher took up post in September 2010; both were internal appointments from the existing staff. From September 2009 to December 2010 an interim governing body oversaw the amalgamation of the two schools. A new governing body has been in place since January 2010.

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

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

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory school. It offers satisfactory value for money. The challenges of amalgamation, such as getting staff from two separate schools to work as a team and integrating pupils into the new school, have been successfully met. The new leaders and managers are now turning their attention successfully to raising attainment and improving the quality of teaching. Assessment data presented by the school, and confirmed by inspection evidence, show that pupils' achievement and attainment are rising securely and significantly across the school, including in the Early Years Foundation Stage. As a result, the school is demonstrating satisfactory capacity to improve.

Pupils feel very safe in school. This reflects the school's good provision for care, guidance and support. This is an inclusive school in which pupils from many ethnic backgrounds work and play harmoniously. The school's provision for supporting pupils who speak little or no English is very successful in helping them make rapid progress in language acquisition and integrating them into the life of the school. Pupils make satisfactory progress overall. Attainment in mathematics by the end of Key Stage 2 was broadly average in the 2010 national test results. In English, attainment was well below average because pupils do not have enough opportunities to develop their writing skills. However, the curriculum is now presenting an increasing variety of meaningful contexts for pupils to develop their skills more effectively, with the result that literacy skills are improving rapidly. Although teaching is satisfactory overall, the proportion that is good is growing because leaders and managers are concentrating effectively on improving its quality and impact on pupils' learning. Where teaching is satisfactory, it is characterised by : too little challenge, especially for higher attaining pupils; a lack of clear learning objectives in lessons; a lack of insistence on pupils presenting their work neatly and with pride; and marking and target setting that does not give pupils a clear enough indication of how well they are doing and what they need to do to improve their work.

Leaders, including the governing body, generally evaluate the work of the school accurately. Leadership knows what needs to be done to raise attainment. Forward planning provides the school with a clear set of priorities and actions for improvement. The monitoring of teaching and learning is regular. Leaders and managers are conducting it with increasing rigour and using the outcomes more effectively with the result that the proportion of good teaching is increasing..

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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?

- Tackle relative shortcomings in teaching and improve its quality overall to at least good in order to raise pupils' attainment across the school by:
 - – making sure that the level of challenge in lessons matches closely the needs and abilities of all groups of pupils, especially higher attaining pupils
 - – making sure that lesson objectives are clear
 - – providing pupils with more opportunities to practise and develop their extended writing skills
 - – continuing to monitor quality of teaching and learning with increasing rigour
 - – making sure that the presentation of pupils' written work in some classes, especially the quality of handwriting, is improved significantly.
- Use assessment more rigorously so that:
 - – targets are more meaningful to pupils in helping them understand what is expected of them and what they need to do to improve
 - – marking is of consistently high quality in showing pupils what they need to do to improve their work.

Outcomes for individuals and groups of pupils

3

In lessons where teaching is good, pupils behave well and are eager to learn. Sometimes, when teaching is less than good and the level of challenge does not match their needs or abilities, pupils are lethargic and generally engage in too much idle chatter. Pupils work effectively in groups and pairs where they are keen to contribute and listen attentively to others' ideas and contributions. For example, pupils worked extremely effectively in pairs on problem solving in a Year 4 information and communication technology (ICT) lesson. Overall, pupils make satisfactory and improving progress from their generally well-below-average starting points. In an increasing number of classes where teaching is good and challenging they make good progress and achieve well. Pupils with special educational needs and/or disabilities also make satisfactory progress. Pupils with English as an additional language or those who join the school with little or no English, generally make good progress in learning English because of the extensive and effective support they receive.

Pupils enjoy school. They are polite and respectful to each other, the adults working with them and to visitors. Attendance is improving. Effective measures to tackle persistent absences are starting to bite; there has been a significant decrease in incidents of persistent absence as a result. Pupils understand the importance of healthy lifestyles. They can say which foods are good for them and which foods are best enjoyed in moderation and why. Participation rates in the wide range of sporting extra-curricular activities are high. Pupils enjoy taking on responsibilities in school. The active school council seeks and represents pupils' views regularly. Pupils are active in the local community by, for example, supporting a range of local charities and initiatives. Pupils' good skills in ICT, their satisfactory attendance, good social skills and their growing levels of self-confidence and self-esteem mean that their preparation for their

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

future well-being is satisfactory. Pupils' spiritual, moral, social and cultural development is good. It is underpinned by the strong Christian values that are part and parcel of the school's daily life. Assemblies and form prayers provide many opportunities for spiritual reflection. Pupils are tolerant and understanding of cultural and religious differences; they mix together seamlessly and respectfully.

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	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	3
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	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The quality of teaching and its impact on pupils' learning and progress is inconsistent. However, it is improving overall because leaders and managers are making expectations much clearer and because monitoring is increasingly rigorous. The best teaching is lively, engaging, well-planned and clear about what it expects pupils to achieve. It matches tasks closely to the needs and abilities of different groups of pupils. Classroom procedures are tight. Expectations are high and neat and tidy presentation of written work is the norm. However, where teaching is satisfactory, it is not varied enough to keep all groups engaged in learning all the time, especially higher attaining pupils who become frustrated when the level of challenge is not high enough. Teachers mark pupils'

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

written work regularly but too often accept untidy work.

The curriculum is improving as it becomes more creative and inventive. A move to a topic-based curriculum is proving popular with pupils who speak enthusiastically and knowledgeably about the topics they are studying. It is providing pupils with many more opportunities to practise their extended writing skills and is supporting the improvement in attainment and progress, as a result. There is a good range of enrichment activities in sports and the arts. Pupils say how much they enjoy these activities because 'they are the kind of thing we enjoy most'.

Support for pupils who are vulnerable, including support for their parents and carers, is effective in helping pupils feel secure, safe and valued. The care and support for pupils who join the school with little or no English is well planned and highly effective in meeting their needs. Pupils say that adults working with them in school are very caring and approachable. Transition arrangements for children joining the Early Years Foundation Stage ensure that they settle seamlessly into school life. Effective links with secondary schools ensure that Year 6 pupils are also well placed to settle quickly into their new schools. Effective programmes to support pupils' personal development are successful in boosting pupils' self-esteem and confidence

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	2

How effective are leadership and management?

New leaders and managers are clear about what the school does well and where it could and should be doing better. A new programme of staff development and increasingly effective monitoring are bringing about rapid improvement to the quality of teaching and learning. Performance management is holding teachers to account more rigorously for improving pupils' progress and attainment. The governing body is very supportive of the school; it is on a steep learning curve to understand fully how effective the school is so that it can provide the necessary challenge and help drive up attainment. Middle leaders and managers are growing into their new roles and responsibilities. They understand and share the school's vision for improvement. The school has forged good links with parents and carers. Parents are kept regularly informed about pupils' progress. Classes for parents in, for example, ICT and parenting skills are very popular. Leaders and managers have established strong and effective links with outside agencies to support and develop pupils' personal development and welfare.

In this inclusive school, the welfare of each pupil is paramount. As a result, individual

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

needs are quickly established. This is especially effective in providing well for the most vulnerable pupils and those who join the school mid-term, often with little or no English. The school promotes respect for others very effectively. For example, pupils are very welcoming to the increasing numbers of pupils joining the school from abroad. The school evaluates the impact of its actions rigorously in this respect and there is no evidence of discrimination.

Attention to safeguarding is satisfactory. Necessary checks on adults are carried out. Risk assessments are in place although some attention to detail is missing. Training in child protection is regular and of good quality. Necessary policies relating to safeguarding are in place but evidence of their perusal and adoption by the governing body is scant. Policies, procedures and actions to support vulnerable pupils and those who may be at risk are comprehensive and effective.

The school's good promotion of community cohesion results in it being a harmonious community where pupils of all backgrounds and religions work and play together respectfully. Visits to other, less culturally diverse schools, broaden pupils' experience and understanding of multicultural issues. Events are organised to promote racial tolerance and understanding, such as a recent Indian evening that was well attended by a large number of families of different ethnic heritages. The school has established links with a school in China; this is also broadening pupils' horizons. The school evaluates in detail the impact of its actions to promote community cohesion.

These are the grades for leadership and management

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

Early Years Foundation Stage

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 large Early Years Foundation Stage comprises Nursery and Reception classes housed in one large, open-plan space. Children quickly settle into routines because transition arrangements are very effective. They are well-cared for, happy, and feel safe. Procedures to assess and track children's progress are becoming increasingly sophisticated and effective. They show that children make satisfactory progress overall. Children make best progress in developing communication, language and literacy skills because these are a sharp focus for teaching in the Early Years Foundation Stage. Teaching provides a satisfactory range of teaching and learning activities. The indoor accommodation is vibrant and welcoming. Outside, facilities are less stimulating and provide limited opportunities for children to develop physically and to explore the world around them. Dedicated and effective teaching for children who speak little or no English ensures that they make rapid progress in language acquisition. Good relationships with parents and carers have been forged. Communication with parents and carers is regular and effective in letting them know the progress their children are making. Many parents join in the 'stay and play' sessions in the morning. The Nursery Rhyme Club attracts large numbers of parents and carers from the school's multicultural community. Leadership concentrates effectively on providing an innovative vision for the success of the Early Years Foundation Stage. Teamwork is strong in pursuit of fulfilling it. Strong links have been forged with other local Early Years Foundation Stages to gather and implement good practice.

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	2

Views of parents and carers

About 15 percent of parents and carers returned the questionnaire; a below average response. A very large majority of responses were positive about all aspects of the school's work. A very few parents and carers expressed concern about the school promoting a healthy life style and the quality of leadership and management. These two aspects were looked at on inspection and the findings are included in this report.

The school is happy to consider any suggestions put forward by parents and carers.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at The Divine Mercy Roman Catholic 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 61 completed questionnaires by the end of the on-site inspection. In total, there are 409 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	48	79	13	21	0	0	0	0
The school keeps my child safe	40	66	20	33	0	0	0	0
The school informs me about my child's progress	36	59	24	39	1	2	0	0
My child is making enough progress at this school	36	59	25	41	0	0	0	0
The teaching is good at this school	35	57	26	43	0	0	0	0
The school helps me to support my child's learning	31	51	28	46	1	2	0	0
The school helps my child to have a healthy lifestyle	28	46	26	43	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)	25	41	33	54	1	2	0	0
The school meets my child's particular needs	32	52	28	46	0	0	0	0
The school deals effectively with unacceptable behaviour	28	46	30	49	0	0	1	2
The school takes account of my suggestions and concerns	30	49	25	41	4	7	1	2
The school is led and managed effectively	28	46	28	46	4	7	0	0
Overall, I am happy with my child's experience at this school	37	61	24	39	0	0	0	0

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

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 January 2011

Dear Pupils

Inspection of The Divine Mercy Roman Catholic Primary School, Manchester, M14 7SH

Thank you for your welcome during the recent inspection of your school.

Your school is providing you with a satisfactory standard of education. It was pleasing to see how smoothly your new school has settled down and how well you all get along with each other. Your school provides you with good care, guidance and support so that you feel safe in school. It was good to see how tolerant and understanding you are of pupils from different backgrounds and those who join your school speaking very little English.

In order to help you make faster progress in your learning, I am asking the school to do the following things.

Tackle relative shortcomings in teaching and improve its quality overall to at least good in order to raise your attainment by:

- making sure that the level of challenge in lessons matches closely the needs and abilities of all of you, especially those who are the fastest learners
- making sure that you know exactly what you are to do in each lesson
- providing you with more opportunities to practise and develop your writing skills
- monitoring the quality of teaching and learning more rigorously and using the outcomes more effectively to bring about rapid improvement
- making sure that the presentation of your written work is improved.

Use assessment more rigorously so that:

- targets are more meaningful and help you understand what is expected of you and what you need to do to improve
- marking is of consistently high quality in showing you how to improve.

I am confident that you will continue to work hard with your teachers to make sure that your progress and achievement improve in the coming years.

Yours sincerely

Mr Stephen Wall

Lead inspector

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