



Beaver Road Primary School

Inspection report

Unique Reference Number	131939
Local authority	Manchester
Inspection number	381428
Inspection dates	20–21 September 2011
Reporting inspector	Steven Hill

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	680
Appropriate authority	The governing body
Chair	Natalie Marshall
Headteacher	David How
Date of previous school inspection	7 March 2007
School address	Beaver Road Didsbury Manchester M20 6SX
Telephone number	0161 4459337
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Email address	admin@beaverroad-pri.manchester.sch.uk

Age group	3–11
Inspection date(s)	20–21 September 2011
Inspection number	381428

Inspection report: Beaver Road Primary School, 20–21 September 2011

Introduction

This inspection was carried out by four additional inspectors. Inspectors observed 36 lessons taught by 34 teachers. Meetings were held with staff, groups of pupils, representatives of the governing body, and with the School Improvement Partner. Inspectors observed the school's work and examined a range of documentation, particularly that related to the safeguarding of pupils and the progress of individuals and groups. Case studies were examined of pupils who have particular needs. Samples of pupils' work were studied and questionnaires were analysed from staff, pupils in Key Stage 2, and from 260 parents and carers.

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

- How well does the school's evaluation of its own effectiveness promote improvements in standards and provision?
- Has the school dealt effectively with shortcomings in provision in the Early Years Foundation Stage since the previous inspection?
- Has the progress of pupils in Key Stage 2 recovered, after an apparent downturn shown by national assessments in 2010?

Information about the school

This is a very large primary school, with nursery provision, in a suburban area of a large city. Just over half the pupils are White British, with the remainder coming from a wide variety of minority-ethnic backgrounds. About a quarter of pupils speak English as an additional language, a high proportion. The proportion of pupils who are known to be eligible for free school meals is a little below average and is falling. The proportion of pupils who have special educational needs and/or disabilities is below average.

There is a private nursery provision on the school site, as well as a before- and after-school club. Both of these are managed independently of the school and are inspected and reported upon separately.

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

Inspection judgements

Overall effectiveness: how good is the school?

1

The school's capacity for sustained improvement

1

Main findings

The school has made major improvements since the previous inspection and now provides an outstanding education for its pupils. As a result pupils' achievement is excellent. Attainment is high and has been significantly above average in English and mathematics for several years. Pupils make outstanding progress in class because of excellent teaching and an innovative and exciting curriculum that engages their interest and enthusiasm. They make exceptionally good progress in reading and in mathematics. The school has accurately identified that progress in writing, whilst good, has not been as consistently strong and has introduced changes to the curriculum to address this issue.

Pupils' concentration and behaviour are outstanding as they work very hard to fulfil their teachers' high expectations. They enjoy school greatly and feel very safe and secure, having great confidence in the support they know they will receive from adults. Pupils' spiritual, moral, social and cultural development is outstanding. Boys and girls from different backgrounds have excellent relationships, collaborate extremely well in class and play together happily outdoors. The high levels of pastoral care for all are complemented by excellent provision to support pupils who have particular needs, ensuring that everyone is included in the life of the school, academically and socially.

Driving the many improvements have been outstanding leadership and management from a strongly cohesive senior management team, who receive excellent direction and support from the headteacher and governing body. High-quality self-evaluation ensures that issues are identified, shared and tackled. In particular, the rigorous tracking of pupils' progress, improved in the past year by a sophisticated, computer-based system, means that any individual who falls behind is identified quickly and appropriate support is provided. The monitoring of lessons by senior staff has enabled feedback and support to colleagues, helping them improve their practice and greatly improving the quality of teaching and learning. A tremendous improvement has been made in the Nursery and Reception classes, a weakness at the last inspection. Provision is now outstanding, giving young children an extremely good start to their education. The good track record shows that the school has an excellent capacity to build on its success.

What does the school need to do to improve further?

- Improve progress in writing to match that in reading and mathematics by consolidating the recently introduced changes to the curriculum, in particular by:
 - linking work in writing more tightly to the work done in reading
 - extending pupils’ opportunities to use drama and discussion to sort out their ideas and to make writing more exciting and interesting.



Manley Park Primary School

Inspection report

Unique Reference Number	105472
Local authority	Manchester
Inspection number	377250
Inspection dates	5–6 October 2011
Reporting inspector	Andrée Keddle

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	477
Appropriate authority	The governing body
Chair	Maria Boylan
Headteacher	Gary Handforth
Date of previous school inspection	8 January 2008
School address	College Road Whalley Range Manchester M16 0AA
Telephone number	0161 8813808
Fax number	0161 8810390
Email address	head@manleypark.manchester.sch.uk

Age group	3–11
Inspection date(s)	5–6 October 2011
Inspection number	377250

Inspection report: Manley Park Primary School, 5–6 October 2011

Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 21 lessons taught by 20 teachers and held meetings with groups of pupils, members of the governing body and staff. They observed the school's work, and looked at documentation including safeguarding records, school policies, the school development plan, assessment data, pupils' work, teachers' planning, and questionnaires returned from staff, pupils and 126 parents and carers.

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

- Whether the achievement of all groups is good enough, especially in mathematics.
- How effectively the quality of teaching determines whether assessment information is used well and whether learning activities are challenging enough.
- Whether the effectiveness of target-setting procedures ensures that pupils make good or better progress.
- Whether leaders' systems are rigorous enough to evaluate the school's performance in order to bring about improvement.

Information about the school

This is larger than the average-sized primary school. Most pupils are from minority ethnic groups and three quarters of all pupils speak English as an additional language. The percentage of pupils known to be eligible for free school meals is average. The percentage of pupils with special educational needs and/or disabilities supported at school action is above average and the proportion of those having a statement of special educational needs is below average. The school has achieved Healthy School status and the Eco Bronze 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?

1

The school's capacity for sustained improvement

1

Main findings

Pupils are very proud to belong to this outstanding school and demonstrate this through their enthusiasm for school life and their above-average attendance. Outstanding care, guidance and support ensure that pupils are cared for exceptionally well. Excellent relationships exist between teachers and pupils and between pupils. Good teaching and an exciting and outstanding curriculum inspire pupils and, as a result, they have a love of learning. In lessons they are highly motivated and interested. They show a high degree of cooperation and willingness to learn together in pairs and small groups. In lessons and around school pupils' behaviour is outstanding.

Pupils have an excellent understanding of what is needed to live a healthy life and make informed choices about their own health, such as participating well in physical education lessons and in extra-curricular sporting activities after school. The extent to which pupils contribute to the school and wider community is outstanding. Pupils take their jobs and responsibilities in school very seriously and the playground buddies and mediators are very effective. The extent of pupils' spiritual, moral, social and cultural development is outstanding. The school community is diverse and all groups of pupils get on extremely well with each other and enjoy learning about those with a different faith or cultural background. For example, pupils take great advantage of the opportunities that the school provides to help them to reflect on human values, such as the idea of brotherhood/sisterhood, as part of their work on 'Black History' month.

From starting points that are well below those expected for their age, pupils make good progress throughout their time in school and reach broadly average attainment by the time they leave at the end of Year 6. Pupils with special educational needs and/or disabilities are well supported and make good progress in learning. In the Early Years Foundation Stage children's progress is outstanding as the result of excellent provision and leadership. During the inspection, all the teaching observed was good and about a fifth was outstanding. The good teaching across the school ensures that pupils make good progress, but the proportion of consistently outstanding teaching is not yet great enough to raise attainment to an above-average level. This is because pupils do not always have sufficient opportunity to assess their work to check it is of the highest standard, particularly in mathematics. At times, higher-attaining pupils do not always apply their skills and knowledge to sufficiently challenging activities.

Inspection report: Manley Park Primary School, 5–6 October 2011

The headteacher and senior leadership team provide a highly effective vision for improvement and this is fully understood by staff at all levels. The school's performance is carefully evaluated and pupils' progress is monitored rigorously against challenging targets. The leadership and management of teaching and learning are excellent. Recent developments in teaching have been very successful in increasing the proportion of outstanding teaching and standards are rising. The capacity for sustained improvement is outstanding. School leaders ensure that the promotion of community cohesion is outstanding through a detailed knowledge of the school and wider community and outstanding relationships with local partners and parents and carers. The use of resources is excellent in ensuring value for money and outstanding outcomes for pupils.

What does the school need to do to improve further?

- Raise attainment further in English and mathematics by increasing the proportion of outstanding teaching in all key stages by:
 - identifying the features of an excellent piece of work and helping pupils to use these in assessing their own work, particularly in mathematics
 - ensuring that all pupils, and particularly the higher-attaining pupils, apply their skills and knowledge to sufficiently challenging activities.



Stanley Grove Community Primary School

Inspection report

Unique Reference Number	131543
Local Authority	Manchester
Inspection number	360288
Inspection dates	13–14 July 2011
Reporting inspector	John Heap

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	525
Appropriate authority	The governing body
Chair	Mr Edward Smith
Headteacher	Mr J Constant
Date of previous school inspection	21 November 2007
School address	Stanley Grove Rushford Street, Longsight Manchester M12 4NL
Telephone number	0161 2249495
Fax number	0161 2563184
Email address	admin@stanleygrove.manchester.sch.uk

Age group	3–11
Inspection dates	13–14 July 2011
Inspection number	360288

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Introduction

This inspection was carried out by four additional inspectors. Nineteen lessons were observed and 14 teachers. Meetings were held with parents and carers, groups of pupils, representatives of the governing body and staff. They observed the school's work, and looked at action plans; minutes of meetings of the governing body; budget details; the tracking of pupils' achievements; and documentation about the care and protection of pupils (safeguarding). The questionnaire returns from 149 parents and carers were analysed.

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

- The progress of children in the Early Years Foundation Stage and the pupils in both key stages.
- The progress of groups of pupils and whether they benefit from equality of opportunity.
- Whether basic skills are being used well in other subjects, most particularly writing, numeracy and information and communication technology skills (ICT).
- The improvements made in teaching quality and assessment since the previous inspection.
- The pace of improvement since the previous inspection.

Information about the school

This school is much larger than the average primary school and more pupils move in and out part way through their schooling than is usual. It serves a diverse population and has a wide range of groups from minority ethnic heritages. The main groups are: Pakistani; Bangladeshi; African Caribbean; Arab; Eastern European and Somali. The proportion of pupils known to be eligible for free school meals is well above average. A

small proportion of pupils are looked after by the local authority. Around half the pupils speak English as an additional language. A well above average proportion has special educational needs and/or disabilities. The school has successfully achieved Healthy School status and the Sports Active Work award. The school operates a before school breakfast club.

The school is part of the Greater Manchester Challenge initiative. Plans are advanced for the school to become an Academy from January 2012.

There have been some wide-ranging changes to the school since the previous inspection. These include: changes to staffing, including senior staff; changes to the management structure, such as removal of the position of deputy headteacher replaced by three assistant headteachers; changes to the premises, including the current large building project.

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. The main strengths of the school are the good Early Years Foundation Stage and pupils' strong spiritual, moral, social and cultural development. Teaching is satisfactory overall and there are examples of good and outstanding practice. In the better lessons, pupils' learning moves on at a good pace. Pupils' behaviour in lessons and around the school is good and has a positive effect on their learning. Pupils' adoption of healthy lifestyles and the way they feel safe in school are

strong outcomes. Parents and carers who sent in questionnaires generally agree with these findings and are positive about school.

There have been sound improvements since the previous inspection. However, many of these have been recent, most particularly in the raising of attainment and in the way assessment is used to check on pupils' progress. Leaders and managers have sought and received support from outside agencies and partners and this is leading to better progress on identified issues. Moreover, self-evaluation is mostly accurate. Consequently, the capacity to improve is satisfactory.

Overall, achievement is satisfactory and securely improving. Pupils enjoy lessons and they are adequately prepared for the future. Attainment on entry to the Early Years Foundation Stage is very low. By the end of Key Stage 2, attainment which has been consistently low is now improving rapidly, albeit recently, in reading, writing and mathematics.

While teaching is satisfactory overall, marking does not always help pupils to understand how to improve their work and so reach their targets. Pupils' targets do not always give them enough motivation to try their hardest because the targets are not precise enough. The curriculum promotes personal development well. However, there are not enough opportunities for pupils to use their reading, writing and mathematical skills across the curriculum.

Leadership and management are satisfactory. More rigour by senior leaders has been brought to the monitoring of attainment, teaching and learning and attendance. Middle leaders and managers are beginning to be held to account for monitoring and evaluating the work of their subject areas, although their effectiveness is diluted by a lack of time to carry out their responsibilities rigorously. While governance is satisfactory, the governing body is not sufficiently independent in its monitoring and evaluation of the school's work.

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

What does the school need to do to improve further?

- Continue to improve attainment in reading, writing and mathematics by:
 - eradicating inconsistencies in the way that academic targets are set for pupils
 - eradicating inconsistencies in the quality of marking

- increasing the use and development of reading, writing and mathematical skills across the curriculum.
- Improve the quality and impact of leaders and managers by:
 - providing all subject leaders with the time and resources to rigorously monitor, evaluate and report on their subject areas
 - ensuring that the governing body develops rigour and independence in the way it monitors and evaluates the school's work and the way it checks that its policies are put into practice.

3

Outcomes for individuals and groups of pupils

Over several years, pupils' attainment on entry to Year 1 has been low. However, because of the improved provision in the Early Years Foundation Stage, current levels of attainment on entry to Year 1 are higher and closer to national expectations, but this improvement will take time to work through the school. Progress for pupils in Key Stage 1 and 2, as shown in the school's data and pupils' work, is at least satisfactory and pupils are now making much better progress in reading, writing and mathematics. Overall, pupils' achievement is satisfactory. Results in national tests at the end of Key Stages 1 and 2 have been low but early indications of the 2011 non-validated test results show good improvement. Pupils with special educational needs and/or disabilities receive sound support and make satisfactory progress, as do those who speak English as an additional language. There is little difference in the progress of the various minority ethnic groups represented in the school.

Pupils enjoy lessons, show good levels of confidence and contribute to their own and other pupils' learning. These strengths were shown well in a good Year 4 mathematics lesson. In an excellent Year 2 English lesson about planning a chronological report, pupils assessed their own learning and this led to greater understanding of conventions. Moreover, it led to well-directed support for pupils with special educational needs and/or disabilities and enabled these pupils to make rapid progress. Where learning is at its best, pupils' excellent learning was promoted by high quality support from teaching assistants and very effective use of information and communication technology (ICT). From a young age, pupils show confidence and skill when using their good ICT knowledge and understanding. When pupils are not engaged fully or do not understand how to move forward with their work they make limited progress. Basic skills, such as learning the sounds of letters are now developing at an increasing rate, particularly in Year 1 and 2 lessons.

Pupils' behaviour around school and in lessons is good and makes a strong contribution to pupils' learning. Pupils are polite, helpful and readily engage in conversation with adults. Pupils learn about other faiths and cultures. They have opportunities to engage

with those from different minority ethnic, religious and other backgrounds. The school's commitment to developing pupils' positive attitudes towards a healthy lifestyle has been recognised by the achievement of awards. Pupils develop good 'self-care' skills through appropriate curriculum activities, for instance, an awareness of the importance of oral hygiene. Pupils are involved in the life of the school and take on a range of responsibilities such as being members of the school council. Pupils are proud of the support they give for local, national and international charities, for example, the Wood Street Mission, Comic relief and the Pakistan Flood Appeal.

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	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	2

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

How effective is the provision?

The quality of lessons seen during the inspection ranged from satisfactory to outstanding. In good and better lessons, the strengths included: the good use of questioning which challenged pupils' thinking; the effective use of teaching assistants to support those pupils with specific needs, including those who speak English as an additional language; teachers' subject knowledge; and some of the ways that teachers

matched work to pupils' needs. In less successful lessons, teachers do not always monitor pupils' learning and progress rigorously. The quality of marking is variable. Teachers do not always use comments consistently to help pupils improve their work or to inform pupils whether they have achieved their targets and what they need to do next to get better. Occasionally, inconsistencies in academic target-setting make it more difficult for the teacher to gauge the rate of pupils' progress and so help pupils make quicker progress.

Within the curriculum a key element is a strong personal, social and health programme. This promotes pupils' enjoyment, their knowledge of developing a healthy lifestyle and their feeling of safety. Provision for the various groups in the school is sound and takes into account individual needs. For example, pupils identified as gifted and/or talented are given appropriate guidance in areas such as instrumental music and sport. The school provides a wide range of activities outside lessons and these are well attended. Pupils' ICT skills are used well in several subjects. However, opportunities are missed to provide pupils with ways to use basic skills in the full range of subjects, particularly in reading, writing and mathematics.

Care, guidance and support have strengths in the pastoral care of pupils. For example, the procedures for inducting new pupils and those who are in circumstances that make them more vulnerable are effective. A key factor is the good links with outside agencies, such as therapeutic support services. Recent improvements in attendance are fostered well by the school's robust approach. The breakfast club, although not having many members, is well run and provides parents and carers with a valuable resource.

These are the grades for the quality of provision

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

How effective are leadership and management?

Leaders and managers have a satisfactory vision for the school, and the ambition to succeed is growing amongst the staff. There have been good, effective strategies for

improving the engagement of parents and carers in their children's learning. There has also been an improved focus on action planning and the monitoring of identified priorities. However, there remain inconsistencies in monitoring and evaluation practice. For example, lesson observations focus too much on teachers' performance, rather than pupils' learning and progress. Subject leaders are not provided with sufficient time to monitor and evaluate the quality of teaching and learning or to carry out scrutiny of pupils' work rigorously enough. Governance is satisfactory and supportive; the governing body is developing expertise and has good procedures for obtaining value for money. However, members of the governing body are often too reliant on other senior leaders for monitoring and evaluating the work of the school.

Procedures to safeguard pupils are satisfactory. Parents and carers and pupils judge the school to be safe. Pupils know who to turn to if they have a problem. Although governors fulfil their statutory duties, they do not always take a rigorous approach to monitoring the premises and policy-making.

The promotion of community cohesion is satisfactory. The school has developed an adequate plan for development, which is based on sound knowledge and understanding of community needs. There are adequate procedures in place and relevant information is provided for the governing body and the local authority. The school promotes equality of opportunity satisfactorily. For example, there is specific support for identified groups, such as musical and sporting tuition for the gifted and talented. The school does not tolerate discrimination of any kind.

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

Early Years Foundation Stage

When children enter the nursery their skills and development are well below those typical of children of this age. The particular weaknesses are in communication, language and literacy development and calculation. Most children make good progress in all the areas of learning. By the end of reception, attainment has risen to a mark close to national expectations and achievement is good. A key component in this good progress is the involvement of the children in designing their learning experiences and playing a full part in reviewing their learning. Consequently, children happily develop independence in the caring atmosphere.

Practitioners in all five classes have good knowledge and understanding of learning and development of young children. All welfare requirements are met. The learning environment is interesting, stimulating and welcoming. There is a good balance between child-initiated activities and those led by adults. Policies, procedures and planning are of good quality. Assessment is used well to check the rate of progress and point the way to the next steps in children's learning, such as the learning journey processes.

Leaders and managers are effective. As a result, children are able to make good progress. Induction procedures are strong and help to ensure that children settle quickly and happily. Home visits play a large part in this and are much appreciated by parents. High priority is given to children's welfare and well-being. Transition to Year 1 is good and this ensures that children do not regress at this important juncture.

These are the grades for the Early Years Foundation Stage

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

Views of parents and carers

The vast majority of parent and carer respondents are supportive about the school's work. A very small proportion of parents and carers are concerned about: whether their child is making enough progress; the quality of their child's preparation for the future; whether the school meets their child's needs and how well the school deals with concerns and/or suggestions. The inspection looked closely at these issues and found that the school's approaches to these matters are, at least, satisfactory.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Stanley Grove 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 149 completed questionnaires by the end of the on-site inspection. In total, there are 525 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	76	51	70	47	1	1	1	1
The school keeps my child safe	83	56	61	41	3	2	0	0
My school informs me about my child's progress	64	43	76	51	5	3	1	1
My child is making enough progress at this school	60	40	75	50	8	5	2	1
The teaching is good at this school	78	52	62	42	2	1	1	1
The school helps me to support my child's learning	66	44	67	45	5	3	4	3
The school helps my child to have a healthy lifestyle	80	54	66	44	1	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	52	35	78	52	13	9	1	1
The school meets my child's particular needs	53	36	82	55	11	7	1	1

The school deals effectively with unacceptable behaviour	60	40	79	53	6	4	1	1
The school takes account of my suggestions and concerns	53	36	81	54	11	7	0	0
The school is led and managed effectively	58	39	83	56	3	2	2	1
Overall, I am happy with my child's experience at this school	75	50	64	43	4	3	3	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 all 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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 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 2010/11 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: 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.

- 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 pupils' 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.



15 July 2011

Dear Pupils

Inspection of Stanley Grove Community Primary School, Manchester, M12 4NL

On behalf of the inspection team may I thank you for your warm welcome and courtesy. The help you provided during my visit is much appreciated. This letter is to let you know what I found. I think that your school provides you all with a satisfactory education.

Here are some of the things that I found out about your school:

- children in the Nursery and Reception classes make good progress
- you are now making better progress in your reading, writing and mathematics
- you behave well and you develop good relationships with each other and the staff
- you make a sound contribution to the school and wider community, particularly the older pupils who give help to the younger children
- you have a good knowledge and understanding of how to keep safe and healthy
- the way that those who run the school are developing successful relationships with your parents and carers.

To help your school become good or better, I have asked the headteacher and the other people who run the school to:

- ensure that you make even faster progress with your reading, writing and mathematics
- always know how well you and your teachers are performing and to check all aspects of the school's work.

Yours sincerely,

John Heap

Lead Inspector

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Oswald Road Primary School

Inspection report

Unique Reference Number	131030
Local authority	Manchester
Inspection number	381293
Inspection dates	3–4 October 2011
Reporting inspector	Yvonne Mills-Clare

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	460
Appropriate authority	The governing body
Chair	Peter Attfield
Headteacher	Sharon Campbell
Date of previous school inspection	22 April 2009
School address	Oswald Road Chorlton-Cum-Hardy Manchester M21 9PL
Telephone number	0161 8814266
Fax number	0161 8814319
Email address	head@oswaldroad.manchester.sch.uk

Age group	3–11
Inspection date(s)	03–04 October 2011
Inspection number	381293

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Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 17 lessons and observed 17 teachers. Meetings were held with governors, staff and groups of pupils. Inspectors observed the school's work, and looked at pupils' workbooks, assessment information about pupils' progress, records of the school's reviews of its actions for improvement, the current school development plan and updates of progress towards meeting priorities. They also considered questionnaire responses from 99 pupils, 37 members of staff and 129 parents and carers.

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

- How well teaching at all stages impacts on learning and enables all pupils to achieve as well as they should.
- Whether the use of teacher assessment is ensuring that all groups of pupils achieve as well as they can.
- To what extent leaders and managers at all levels are driving whole-school improvement.

Information about the school

This is a significantly larger-than-average primary school. Just over half the pupils are drawn from minority-ethnic heritages, mainly Pakistani. A very high proportion of pupils attending the school speak English as an additional language. The proportion of pupils known to be eligible for free school meals is below average. The number of pupils with special educational needs and/or disabilities is below average. The school has received several awards including the Leading Parent Partnership and the International Schools Award. It holds Investor in People and Healthy Schools status.

Before- and after-school care is provided on-site by a private provider. This provision is inspected and reported on separately.

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

Oswald Road Primary School provides a satisfactory standard of education. Warm and caring relationships in the school and a bright learning environment with good-quality art displays in classrooms and public areas mean that pupils are very happy to come to school. Parents and carers appreciate the school's commitment to the well-being and personal development of its pupils. Consequently, pupils feel very safe and have positive attitudes to learning. They have a good understanding of healthy lifestyles. The school works effectively with outside agencies to ensure that all pupils, including those whose circumstances make them potentially vulnerable, are well cared for. During lessons pupils are willing learners, behave well and respond positively to their learning.

Progress is satisfactory in most years and better towards the end of Key Stage 2. Effective support in some year groups and classes help to ensure that pupils with special educational needs and/or disabilities and those learning English as an additional language make similar progress to their peers. Although teaching is satisfactory overall, inconsistencies in the quality mean that for some pupils their progress is not always steady. By the end of Key Stage 2 attainment in English is above average. However, in mathematics it is not as high. There are examples of some good and outstanding teaching. However, across Key Stage 1 and much of Key Stage 2 too much is satisfactory and pupils only begin to make greater progress in Years 5 and 6.

Leaders and managers accurately evaluate priorities to improve the school. A drive to target pupils' absence has successfully resulted in above average attendance. Many strategies to raise attainment and achievement for different groups have been put in place. The good curriculum, enriched well by visits and visitors, is being skilfully used to narrow the gap in attainment between different groups of pupils. Although there is more to be done, evidence of improvement, especially in English, is apparent. This, coupled with an accurate self-evaluation, demonstrates the school's satisfactory capacity to improve further. Middle leaders and managers, however, are not yet fully effective in supporting the drive for improvement. The school monitors and evaluates strategies for improvement; however, it does not always use the outcomes of this monitoring effectively to identify the steps needed for further improvement.

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

What does the school need to do to improve further?

- Improve the consistency of teaching to ensure good progress and raise attainment by:
 - making more effective use of assessment information when matching work to the needs and abilities of all groups of pupils
 - ensuring more effective use of lesson evaluations in informing day-to-day activities to provide consistent challenge for all groups of pupils
 - using targets and marking consistently to better inform pupils of how well they are doing and what they need to do to improve.

- Ensure that monitoring and evaluation activities by school leaders at all levels impact as fully as possible on provision and pupils' outcomes by:
 - developing the monitoring and evaluation role of subject and phase leaders so that they play a greater role in whole school improvement
 - monitoring and evaluating the impact of the school's actions more rigorously and systematically in order to provide next steps in the cycle of improvement.

Outcomes for individuals and groups of pupils

3

Pupils work hard and are keen to learn. Their good behaviour and attitudes to work underpin their learning. Teaching in some lessons is too teacher led and lacking in pace with the result that the pace of learning for pupils slows. However, where teaching is brisk and the level of challenge is high, pupils make much more rapid progress. Where teaching assistants are effectively deployed to support the learning of pupils with special educational needs and/or disabilities, pupils make similar progress to their peers. However, this is not consistent across all classes and year groups. A majority of children enter the Early Years Foundation Stage with skills which are expected for their age. As a result of the many curriculum initiatives and the range of provision on offer, progress is good and a large majority of children enter Year 1 with skills above those expected, except in writing and creative development. Progress in Key Stages 1 and 2 is satisfactory overall, although it accelerates towards the end of Key Stage 2. Overall attainment by the end of Key Stage 2 is above average, because a successful focus on English has produced a significant increase in attainment. However, despite some improvement, attainment in mathematics has not kept pace with improvements in English.

Pupils understand the wisdom of eating healthily and keeping themselves fit. The school council provides a forum for pupils' views but other responsibilities in the school are limited largely to older pupils. Pupils apply their basic skills securely, particularly in English, but lessons do not always capitalise on existing skills pupils' have; through meaningful discussions and collaborative learning opportunities. Pupils

are not always aware of the next steps they need to take to improve their work. In these respects, the skills they are developing prepare them soundly for later life.

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

How effective is the provision?

Generally, teaching promotes good relationships, resulting in adults and pupils working together in a calm and positive climate for learning. Some teaching is good or better. In these lessons, teachers use their knowledge of their pupils to plan activities that challenge and motivate them. Here expectations are high: for example, in a Year 6 lesson, through meaningful discussion, 'The Caged Bird' poem was effectively used to encourage pupils to explore its deeper meaning and develop empathy and thinking skills. Teachers focus on and evaluate learning. They adapt future tasks so that pupils' skills and knowledge are built upon. Pupils are given guidance on how to improve their work, and targets are meaningful and well used. However, this is the exception rather than the rule and the quality of experiences the pupils receive is inconsistent. Because teachers' expectations are sometimes not high enough and tasks are too easy. In some lessons, teachers talk for too long and do not provide enough time for pupils to practise the skills they are learning. Teaching assistants are generally effectively deployed to support the learning of pupils with special educational needs and/or disabilities. This ensures that they make similar progress to their classmates.

The curriculum is good and has a clear focus on the development of numeracy and literacy. It promotes pupils' personal development well. A recent focus on mathematics has improved the number of pupils attaining expected levels, but the subject still lags behind English at the higher levels. Through effective links with the high school, pupils enjoy the performing arts. A range of after-school activities, visits and visitors enhance the curriculum.

Well organised arrangements for care, targeted support and a wide range of support programmes ensure pupils feel they are well looked after and trust in the staff in

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

school. A range of workshops for parents in their home language encourages parents to play an increasing role in their child’s learning, while effective links with outside agencies provide support for pupils whose circumstances make them vulnerable. Arrangements for children moving from the Reception classes into Year 1 are effective, resulting in a seamless transition where pupils settle quickly and securely.

These are the grades for the quality of provision

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

How effective are leadership and management?

Generally, senior leaders evaluate the school’s effectiveness accurately. Senior leaders and managers use the outcomes effectively to identify where the school could and should be doing better and plan strategies to tackle them. However, middle leaders and managers are not yet fully effective in supporting and driving improvement. The school monitors and evaluates its strategies for improvement regularly; however, it does not always use the outcomes effectively to identify the next steps needed to bring about further improvement. Governors are increasingly involved in the school through clearly structured committees. They are well informed, but currently have little involvement in closely monitoring improvements first-hand.

The leadership and management of the school have been successful in establishing a safe and caring learning environment by putting in place good safeguarding procedures, including regular risk assessments and good quality training for staff in child protection. The promotion of equality of opportunity is satisfactory, with strengths in the way the school cares for its pupils. However, variations in the level of challenge mean there are inconsistencies in the rate of pupils' progress. Community cohesion is well promoted on a local, national and global level. Good links have been forged with schools in different circumstances, both nationally and abroad. Contacts with other local schools, organisations and community groups promote good awareness of multicultural issues among the pupils.

Links with parents are good. Most parents and carers are positive about the school and feel communication has improved. Regular events, consultation groups and workshops are held to ensure parents and carers feel involved in their child’s learning. Good professional relationships through external partnerships add much to pupils' development.

These are the grades for the leadership and management

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

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

Early Years Foundation Stage

Children have a very positive start to their school life because relationships between staff and parents and carers are good, and teachers ensure that the children feel safe and secure in their new surroundings. Adults interact well with children, joining in their play while asking questions and facilitating learning. Children learn to cooperate well. These features, together with good teaching and organisation and the correct balance between adult- and child-initiated activities, help children to achieve well. Their 'to do' activities, with an expectation of three to be done in the day, and a wide choice of activities, encourage them to become independent learners. Their enjoyment of learning is tangible and activities stem from their interests. Indeed two of the children were having great fun using face paints to make themselves into Shrek. They understand how to stay safe and how important it is to be healthy. Resources, both indoors and outside, are stimulating and engaging. Activities give children opportunities to learn across all areas.

Good welfare arrangements ensure children are well cared for. Parents and carers are appreciative of the way they are encouraged to become involved in their child's learning, with workshops provided in Urdu to engage Pakistani parents. The setting is well led and managed. Good communication and teamwork ensures staff know their children well and opportunities for formal and informal assessments ensure activities support and challenge children's learning day-to-day. The Early Years Foundation Stage leader is currently developing a wider overview of starting points and progress and across the whole setting.

These are the grades for the Early Years Foundation Stage

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

Views of parents and carers

There was a 28% return of questionnaires, which is slightly lower than the national average return for primary schools. A large majority of the number of parents and carers who returned the questionnaire are happy with the school. Parents were most pleased that their children enjoy school, that the school keeps them safe and helps them to lead a healthy lifestyle. A small minority of parents and carers disagreed that the school was led effectively, whilst a few parents and carers felt that their child did not make enough progress. A few also felt that school does not always take account of their suggestions and concerns or meet the needs of their child. Inspectors concluded, after discussions with pupils, staff and members of the governing body and scrutiny of recorded contacts with parents and carers that procedures are in place to deal effectively with these concerns. However, inspectors did find that some pupils could make more progress and in those cases, pupils' needs could be better met.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Oswald Road 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 129 completed questionnaires by the end of the on-site inspection. In total, there are 460 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	79	61	43	33	2	2	2	2
The school keeps my child safe	59	46	62	48	6	5	0	0
The school informs me about my child's progress	36	28	78	60	11	9	0	0
My child is making enough progress at this school	40	31	65	50	14	11	2	2
The teaching is good at this school	49	38	62	48	4	3	0	0
The school helps me to support my child's learning	46	36	63	49	8	6	1	1
The school helps my child to have a healthy lifestyle	46	36	69	53	4	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	41	32	72	56	4	3	0	0
The school meets my child's particular needs	43	33	60	47	10	8	2	2
The school deals effectively with unacceptable behaviour	40	31	59	46	8	6	2	2
The school takes account of my suggestions and concerns	37	29	52	40	18	14	0	0
The school is led and managed effectively	26	20	62	48	21	16	4	3
Overall, I am happy with my child's experience at this school	54	42	60	47	6	5	2	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 all 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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September 2010 to 08 April 2011 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 2010/11 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 pupils' 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 October 2011

Dear Pupils

Inspection of Oswald Road Primary School, Manchester, M21 9PL

I am writing on behalf of the inspection team to thank you for making us welcome when we visited your school. We enjoyed our time with you, talking to you and hearing what you had to say. You enjoy coming to school and make the most of it.

The school provides you with a satisfactory education. First of all, here are some of the good things about your school: you feel very safe at school and say how well you all get on together; your behaviour is good and you look after each other; you take plenty of exercise and know all about keeping healthy; and the school takes good care of you.

To improve your school further we are asking your teachers to do the following things: make sure that your lessons are always exciting; make sure that what you are asked to do is always hard enough; and make sure that marking shows you how to improve your work. In addition, we are also asking some leaders and managers to be more effective in helping the school improve more quickly, especially in the progress you make in mathematics.

You can help by coming to school, on time, every day and keeping up your good attendance levels.

I wish you all well for the future.

Yours sincerely

Yvonne Mills-Clare
Lead inspector

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Chorlton High School

Inspection report

Unique Reference Number	105569
Local authority	Manchester
Inspection number	377266
Inspection dates	20–21 September 2011
Reporting inspector	John Peckham HMI

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

Type of school	Secondary
School category	Community
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	1,480
Appropriate authority	The governing body
Chair	Aneez Esmail
Headteacher	Andy Park
Date of previous school inspection	12 November 2008
School address	Nell Lane Chorlton-Cum-Hardy Manchester M21 7SL
Telephone number	0161 882 1150
Fax number	0161 861 8753
Email address	admin@chorltonhigh.manchester.sch.uk

Age group	11–16
Inspection date(s)	20–21 September 2011
Inspection number	377266

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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and five additional inspectors. Teaching and learning were observed in a total of 46 lessons taught by 46 teachers, and inspectors spoke with groups of students, governors and staff. Inspectors observed the school's daily routines including assembly, break and lunch times and changeover between lessons. They looked at school policies including those relating to safeguarding, records of assessment and case studies of support offered to students over the last three years. They also considered the questionnaire responses from 242 parents and carers and those from students and staff.

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

- The extent to which teaching and learning in the school have improved since the previous inspection.
- The effectiveness of the school's systems to assess the learning and progress of students.
- The quality of students' written work and presentation.
- The quality of leadership and management at all levels in the school.

Information about the school

Chorlton High School is a larger than average mixed comprehensive school. It is a specialist performing arts college and training school with many more boys than girls. The school is situated in a relatively affluent part of Manchester, although students are drawn from a wide range of socio-economic backgrounds from around the city. The proportion of students known to be eligible for free school meals is well above the national average. Just over half the students have minority ethnic heritage, a significant proportion of whom speak English as an additional language. The proportion of students with learning difficulties and/or disabilities, including those with a statement of special educational needs, is slightly above the national average. The number of students who join or leave during the year is slightly below the national average. The school has gained a number of awards including Artsmark Gold and the International Schools 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?

2

The school's capacity for sustained improvement

1

Main findings

Since the school's previous inspection significant improvements have taken place. Outstanding leadership from the headteacher and the senior team has enabled a transformation in teaching and learning, in curriculum opportunities and in the quality of care, guidance and support available to students. Despite its large size, this is a learning environment where students feel very much a part of the community and often show admirable care and consideration for each other. A relentless drive from the staff to ensure achievement for all provides outstanding equality of opportunity. Relationships between staff and students and across religious and ethnic differences are harmonious and supportive. This is a genuinely cohesive community.

Leaders and managers have ensured that the school's specialisms, as a training school and in the performing arts, have worked together to drive up standards of teaching and learning. The school's work with other organisations to promote the health and well-being of students, to enrich the curriculum and to support the arts is exemplary. A focus on teaching quality has increased the proportion of good and outstanding teaching, although in some lessons students do not have sufficient opportunities to develop the independent learning skills that would help them to pursue their studies in greater depth.

The school has developed an innovative and flexible curriculum that enables most students to achieve well. Not all students, however, have the opportunity to obtain a qualification in information and communication technology. There is rigorous monitoring of progress and a rapid response to identify and intervene when students fall behind. This raises aspirations and drives up attainment. Students leaving Year 11 in 2011 gained GCSE results around the national average, despite many of these students starting secondary school with attainment below average. In the words of a Year 8 student when asked about her impressions of the new school year, 'It's challenging, but that's good because it helps you achieve your targets.'

The behaviour of students in lessons is exceptionally good; teachers ensure that students have appropriate activities and that learning proceeds at a good pace. Outside lessons, however, the movement of students around the school and their behaviour at break and lunchtime is less well managed by the school. Students, on the whole, feel safe in school and report very few incidents of bullying or other serious misbehaviour. They are very confident that the school can deal effectively with any concerns or problems they might experience.

The school has a very accurate picture of its own strengths and weaknesses and has some exceptional practice in the evaluation of the impact of its improvement work. As a result of this and the overall improvements, the school demonstrates outstanding capacity for further improvement.

What does the school need to do to improve further?

- Increase the proportion of outstanding learning across the school through:
 - continuing the professional development of the teaching staff by sharing the best practice
 - building on the effective strategies for developing independent learning skills evident in Key Stage 3, to ensure they are consistently applied across all subjects and age groups
 - ensuring that learning time is not lost because of late arrival to classes.

- Ensure that the outstanding behaviour evident in most lessons is extended into the corridors and at break and lunchtime through:
 - more systematic reminders about movement rules such as walking on the left
 - better management where large numbers of students are moving in and from restricted areas such as corridors, stairwells, the dining areas or when queuing for food.

- Develop the curriculum so that all students are able to access an appropriate qualification in information and communication technology by the end of Key Stage 4.

Outcomes for individuals and groups of pupils

2

The attainment of students joining the school in Year 7 is now similar to most schools in the country, but for those who left in 2011 and previously, it was lower. Attainment on leaving has risen significantly. The proportion of students gaining five GCSE subjects at grade C or above, including English and mathematics, has risen from a third in 2008 to over half in 2011. Students are attaining higher results in all the courses followed, reflecting better teaching and good support. As a result of this improved attainment, progress for all students is now good. In lessons students enjoy their learning and are keen to improve and do well. Good behaviour in lessons supports a positive climate for learning and enables most lessons to progress briskly, with teachers making regular checks to ensure understanding. Most students take care over the presentation of their work and benefit from good, regular advice from teachers' thorough marking.

If an individual or a group of students (such as from a particular ethnic heritage) falter in their progress towards their ambitious targets they are quickly identified by the school's very careful, frequent monitoring. Support is quickly targeted and in most cases improvement is rapid. As a result of this, students with free school meals and boys (who often underperform) make better progress than nationally. Students with special educational needs and/or disabilities are often fully and skilfully

integrated into normal classes and teaching assistants are guided by the teachers to tailor good support where appropriate. As a result, these students also make good progress and the school takes exceptional care to ensure they make a successful transition to college when they are 16.

Most students make healthy lifestyle choices and many have become involved in helping the school to promote this, for example, by proposing new healthy foods. Many also choose to participate in extra-curricular sport, dance and drama activities or through the Duke of Edinburgh’s Award Scheme. The curriculum at Key Stage 4, however, does not provide sufficient time for physical education for those students who have not chosen it as an examination subject. There is good provision of advice and guidance in relation to sexual health and substance misuse.

The extent to which students contribute to the school and wider community is outstanding; students are proud of their school and committed to supporting its role in the wider community. Many actively raise funds for charities and other causes, such as a linked school in Zambia. The performing arts specialism provides many opportunities for involvement and hundreds of students take advantage of these each year. The school monitors the participation of students and actively encourages all to take part. Student comments on the curriculum have also helped to shape the learning in a number of subjects, such as in the choice of topics in the Key Stage 3 science scheme of work.

Good and improving outcomes in English and mathematics, above average attendance and a range of curriculum enrichment activities, supported by effective careers guidance, ensure that students are well prepared for their future economic well-being. Punctuality to school and lessons, however, is less good. The school has been able to build upon its cultural and religious diversity to help promote the social, moral, cultural and spiritual development of students, for example, through celebrating different religious festivals. There are opportunities, particularly through the excellent drama teaching, for students to explore spiritual, social and moral issues.

These are the grades for pupils' outcomes

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

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

The extent of pupils' spiritual, moral, social and cultural development	2
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How effective is the provision?

Learning is characterised by positive relationships and a calm and purposeful atmosphere. Most teachers have good subject knowledge which inspires and excites learning in their subjects. Lessons are well planned and highly effective questioning from teachers ensures that students understand. Teachers' good knowledge of the examination requirements in each subject helps them to inspire confidence and success. Students regularly assess their own work and that of their peers. This, coupled with effective marking and assessment, helps them to be clear about how they can improve. Students are set ambitious targets which are frequently reviewed in the light of progress. The promotion of literacy and initiatives, such as 'The twelve steps to success,' helps to create a positive culture where students are proud to do well. At its best, learning takes place where teachers have planned a range of different strategies. In an outstanding Year 7 geography lesson, for example, students were given a story with missing words and used grid references to find them. These built on their literacy skills, gave a purpose to a challenging task and created excitement and enthusiasm as well as very good learning. There still exists some significant variation in the quality of teaching, however, and in some cases students are too dependent upon their teachers. The school's best practice in the development of independent and collaborative learning skills to allow greater depth of study is not used widely enough.

The curriculum is innovative and provides exceptional opportunities for memorable experiences and success. It promotes smooth transition from primary school through the shared project on *Kensuke's Kingdom*, with its themes of journeys and new beginnings. Literacy is well promoted across the curriculum and vocational qualification routes are carefully used to good effect to enrich experience and enable early success. Opportunities beyond the formal curriculum, especially through the performing arts, are exceptional. Participation in events like the Chorlton Arts Festival and contact with world-class performers such as the Hallé Orchestra provide splendid opportunities for many. However, although two thirds of students continue studying subjects with a high content of information and communication technology, there are insufficient opportunities for students to gain a suitable external qualification to evidence their skills in college or at work. In some subjects learning has not been planned sufficiently well to make best use of double-period time allocations, which slows the pace of learning.

The care and guidance of students is characterised by a dogged determination on the part of leaders and managers to ensure that everyone succeeds, regardless of the barriers that may exist to their learning. Students feel well cared for and this shapes the way that they treat each other. In discussion one student said, 'Despite there being so many students in the school, we are quite protective of each other.' Inspectors observed some highly supportive behaviour from students in integrating a student with disabilities into a lesson. The school's partnerships with other agencies and with parents and carers emphasise its comprehensive commitment. The impact is further illustrated in the strong loyalty felt towards the school by students and their parents and carers.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher's deep commitment to the long-term improvement and success of the school has helped him to draw together a highly effective senior team who have established very clear goals and strategies. Members of staff at all levels in the school have a clear understanding of what needs to improve and a strong commitment to support the achievement of shared goals. The improvement that has taken place since the previous inspection clearly demonstrates the effectiveness of the team. Management systems and processes to ensure the quality of the school's work are well established and in some cases highly sophisticated and effective. The use of impact analysis to evaluate intervention strategies, for example, is exemplary. Senior leaders frequently and thoroughly monitor the work of the school and, as a result, there is a high degree of consistency in areas such as lesson planning and marking. The governing body provides a very high level of support and challenge. It is fortunate to have a good range of skilled and committed members. Structures for managing its business, such as the scrutiny committee, enable its functions to be carried out in a highly effective way.

The way in which leaders and managers promote equality of opportunity and tackle discrimination is evidenced in the tenacity with which the progress of every student and of all identified groups is promoted. The school's leadership has completed a detailed audit of the school and local community. Leaders and managers have a very clear understanding of the school's context and their work within the school and local community makes a very significant contribution to social cohesion. This is complemented by the school's international work. Procedures for the safeguarding of students are in many cases exemplary, particularly those concerned with child protection and the support of students with additional needs or whose circumstances create particular difficulties. There is a need, however, to improve the procedures for the movement of large numbers of students around the building.

These are the grades for the leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1

The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	2

Views of parents and carers

The majority of views expressed by parents and carers were supportive of the school and reflected gratitude for the efforts made on behalf of their children. Some parents and carers expressed a range of individual concerns and criticisms. There were some clear themes in these concerns. The most common related to the behaviour of students in the corridors, an issue which has been identified during the inspection and is covered in this report. Other concerns included insufficiently strong enforcement of uniform rules, not enough challenge for able students and insufficient homework. Inspectors did not see evidence during the inspection that would endorse these views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Chorlton High School to complete a questionnaire about their views of the school.

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

The inspection team received 242 completed questionnaires by the end of the on-site inspection. In total, there are 1,480 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	112	46	117	48	11	5	1	0
The school keeps my child safe	91	38	135	56	8	3	1	0
The school informs me about my child's progress	113	47	100	41	9	4	2	1
My child is making enough progress at this school	80	33	112	46	18	7	2	1
The teaching is good at this school	85	35	134	55	5	2	0	0
The school helps me to support my child's learning	74	31	122	50	25	10	0	0
The school helps my child to have a healthy lifestyle	55	23	153	63	21	9	1	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)	90	37	109	45	14	6	1	0
The school meets my child's particular needs	85	35	124	51	12	5	3	1
The school deals effectively with unacceptable behaviour	72	30	125	52	19	8	4	2
The school takes account of my suggestions and concerns	64	26	122	50	14	6	3	1
The school is led and managed effectively	110	45	109	45	5	2	0	0
Overall, I am happy with my child's experience at this school	121	50	102	42	10	4	1	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 all 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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September 2010 to 08 April 2011 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 2010/11 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 pupils' 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.



22 September 2011

Dear Students

Inspection of Chorlton High School, Manchester M21 7SL

Thank you for the welcome you gave to the inspection team when we visited your school recently. We are particularly grateful to the students who gave up their time to speak to us and to those of you who completed the questionnaire. We found your views especially helpful in getting a full picture of the school. Many improvements have taken place over recent years and we believe that your school now offers good opportunities for your learning and development and has a number of outstanding features. This is particularly true in the performing arts subjects and many of you take full advantage of these opportunities. Most lessons enable you to make good progress, but we believe that many of you could do more on your own or with others.

We were especially impressed with the care that the school shows in trying to make sure everyone succeeds. We were also impressed with your behaviour in lessons and the support that many of you show to each other. Outside lessons, in the corridors, stairways and social areas, however, your behaviour is less good. We have asked leaders and managers to make the following improvements to help make your school outstanding.

- Increase the proportion of outstanding learning.
- Manage the movement of students in the corridors more effectively.
- Create more opportunities for students to gain a qualification in information and communication technology by the end of Year 11.

We believe that the headteacher and other leaders and managers in the school are doing an outstanding job in encouraging you to do as well as possible and in making the school better. You too can help, particularly by cooperating with your teachers as they improve movement in the corridors and around the school.

Congratulations on being part of such a good school. Please accept my best wishes for your future success.

Yours sincerely
John Peckham
Her Majesty's Inspector

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