



Children and Young People Scrutiny Committee

Ofsted Subgroup

School inspection outcomes: academic year 2017/18

School	Date of previous inspection report	Previous Ofsted outcome	Date of most recent inspection report	Ofsted outcome
Christ the King RC Primary School	4 March 2014	Good	17 Oct 2017	Good
St Kentigern's RC Primary School	9 Nov 2015	Requires Improvement	6 Nov 2017	Outstanding
St Andrew's CofE Primary School	7 Nov 2012	Good	13 Oct 2017	Good
Crumpsall Lane Primary School	11 Sept 2015	Requires improvement	6 Nov 2017	Requires improvement
Grange School	26 June 2014	Good	13 Dec 2017	Inadequate (SM)
St John's CofE Primary School	21 March 2013	Good	22 Nov 2017	Requires Improvement
Martenscroft Nursery School & Children's Centre	24 July 2014	Outstanding	20 Oct 2017	Outstanding
Ravensbury community School	20 Nov 2012	Good	21 Nov 2017	Outstanding
St James CofE Rusholme	27 March 2013	Good	6 Nov 2017	Good
Communications Academy (Primary)	NA	NA	15 Nov 2017	Good
New Moston Primary School	27 March 2013	Good	15 Nov 2017	Good
St Edmund's RC Primary School	27 June 2013	Good	16 Nov 2017	Good
The East Manchester Academy	NA	NA	9 Nov 2017	Requires Improvement
St Anne's RC Primary School Crumpsall	24 May 2013	Good	20 Nov 2017	Good
Broadhurst Primary School	27 March 2017	Good	23 Nov 2017	Good
Button Lane Primary	14 Dec 2012	Good	21 Nov 2017	Good
Medlock Primary School	20 Nov 2012	Good	7 Dec 2017	Requires Improvement
Pike Fold Primary School	17 June 2013	Good	12 Dec 2017	Good
Trinity CofE High School	6 Feb 2014	Outstanding	14 Nov 2017	Outstanding

School report



Grange School

Matthews Lane, Gorton, Manchester M12 4GR

Inspection dates

28–29 September 2017

Overall effectiveness	Inadequate
Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Inadequate
Personal development, behaviour and welfare	Good
Outcomes for pupils	Inadequate
16 to 19 study programmes	Requires improvement
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is an inadequate school

- Leaders' and managers' weak leadership has contributed to the sharp decline in standards of education since the last inspection.
- Leaders have an overly generalised and optimistic view of how well they and the school are doing.
- Planning for school improvement is not sharp enough. Plans do not aim to address areas of glaring weakness and do not contain measurable targets.
- Leaders' evaluations of the quality of teaching are overgenerous and this has prevented them from taking decisive action to stem the decline in standards of teaching.
- The quality of teaching is too inconsistent across the school. Teachers do not plan effectively to meet pupils' diverse needs. As such, pupils find the work too easy or too hard and they do not make the progress that they should.
- Teachers' expectations of what pupils can achieve are too low. Teachers do not challenge the most able pupils enough.
- Teachers do not carefully assess what pupils can and cannot do.
- The teaching of reading and writing is not prioritised and pupils make weak progress in these areas.
- Teaching assistants do not help pupils to make consistent progress in their learning.
- The school's system for tracking pupils' progress is weak. Leaders are unclear how much progress pupils have made over time and they do not track the progress of key groups such as disadvantaged pupils.
- Leaders do not have appropriate plans in place for spending the Year 7 literacy and numeracy catch-up premium and the physical education (PE) and sport premium.
- Leaders' plans for a new curriculum lack detail and do not demonstrate that a broad and balanced curriculum is in place.
- Governors do not have the skills and understanding to hold leaders to account. They have not challenged leaders effectively during a period of declining standards.

The school has the following strengths

- Leaders have created a culture of safeguarding and they work effectively with parents to ensure that pupils are safe and well looked after.
- The school's work to support the behaviour of pupils is good.
- Systems for developing pupils' personal development and welfare are effective.



Full report

In accordance with section 44(1) 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 in the school.

What does the school need to do to improve further?

- Urgently improve the quality of teaching so that pupils' progress is accelerated, by ensuring that:
 - teachers have high expectations of what pupils can achieve and provide pupils of different abilities with work that challenges them to make rapid progress from their different starting points
 - teachers carefully assess what pupils can do and use this information to inform future teaching
 - the most able pupils are challenged to make consistently strong progress
 - teaching assistants focus their efforts on supporting pupils to make consistent gains in their learning
 - the teaching of reading and writing across the school is strengthened.
- Improve the quality of leadership and management by ensuring that:
 - leaders develop their monitoring and evaluation of the school's work to gain a deeper and more accurate view of the school's effectiveness
 - plans to improve the school are broad and ambitious and contain specific and measurable targets
 - evaluations of the quality of teaching are more accurate
 - the tracking of pupils' progress is improved, including careful tracking of groups such as disadvantaged pupils
 - leaders have appropriate plans in place for spending the Year 7 literacy and numeracy catch-up premium and the PE and sport premium
 - plans for the new curriculum are more detailed to make sure that pupils have access to a broad and balanced curriculum
 - governors have the skills and understanding needed to fulfil all of their statutory duties and to hold leaders to account for the quality of education being provided.

An external review of governance should be undertaken in order to assess how this specific aspect of leadership and management may be improved.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.



Inspection judgements

Effectiveness of leadership and management

Inadequate

- The effectiveness of teaching has declined rapidly and senior leaders have failed to take effective action to address this deterioration. The school's unique ambition 'to provide the autism community of Manchester and beyond with an outstanding education service' is not realised because too many pupils fail to reach their potential as a result of weak teaching.
- Leaders' evaluations of teaching are overgenerous. Leaders' expectations for the quality of teaching are too low. As a result, they have been oblivious to the decline in standards of teaching since the previous inspection.
- Leaders have extended the range of training opportunities for teachers. For example, teachers have observed teaching in mainstream primary schools. However, this work has not prevented the emergence of pronounced inconsistencies in the quality of teaching.
- Systems for tracking the progress made by pupils are not fit for purpose. Leaders are unable to evaluate how much progress pupils have made over time. They do not track the progress of key groups of pupils, such as those pupils who are disadvantaged. Consequently, leaders have no understanding of how well these groups are learning.
- Leaders do not have a deep and comprehensive understanding of the school's effectiveness. They are unaware of the school's strengths and weaknesses. This has prevented leaders from taking appropriate actions to secure improvements where the need has been greatest.
- The school's improvement plan is too narrow and it does not aim to tackle areas of obvious weakness. Plans do not contain specific and measurable targets. As a result, leaders and governors are unable to evaluate how much progress is being made towards the fulfilment of these plans.
- There is no effective oversight of different areas of the school's work. It is unclear who has overall responsibility for the quality of teaching, the design and implementation of the curriculum and pupils' achievement. Consequently, there is a lack of accountability in these important areas.
- Leaders' use of the pupil premium is weak. Leaders have not identified the potential barriers to achievement typically faced by disadvantaged pupils at the school. Consequently, they have not ensured that pupil premium funding is used to address these potential barriers. Although leaders have evaluated the effectiveness of different pupil premium strategies clearly, they are unaware what impact the pupil premium is having on the achievement of disadvantaged pupils as a group.
- The school's special educational needs (SEN) funding is allocated appropriately. Despite this, its impact on the rate of academic progress made by pupils is undermined by weak teaching.
- Leaders currently have no plans in place for the spending of the Year 7 literacy and numeracy catch-up premium or the PE and sport premium.
- Leaders have recently started to overhaul the curriculum. They have introduced a



'pathways' model where pupils are placed in classes according to their needs rather than on the basis of age. Leaders' plans for this new curriculum lack the detail necessary to confirm that pupils benefit from a broad and balanced curriculum.

- Leaders have extended the range of courses that pupils study in key stage 4. For example, pupils now study catering and horticulture. Despite this, pupils do not have a choice in what courses they study. Furthermore, the school does not currently teach any level 2 qualifications. As a result, the most able pupils are not able to study courses that would enable them to fulfil their potential.
- The formal curriculum is well supported by opportunities for enrichment. Pupils benefit from extensive opportunities to develop skills associated with independent living. There are also many opportunities for pupils to be active and healthy. For example, pupils regularly go swimming and older pupils are encouraged to participate in the Duke of Edinburgh's Award scheme.
- The school's work to develop the spiritual, moral, social and cultural development of pupils is strong. Staff ensure that pupils' social development is given a high priority. Many pupils undertake regular visits to shops to enhance their ability to engage with others in a functional and friendly manner. Pupils also benefit from innovative strategies to develop their cultural awareness. For example, pupils are currently undertaking a project with Manchester Museum to make the museum more autism-friendly.
- It is strongly recommended that the school does not appoint newly qualified teachers.

Governance of the school

- The actions of governors have not prevented the failure to provide an acceptable standard of education. Governors have been too accepting of leaders' overgenerous judgements of the school's effectiveness. They have been too reliant on information provided by leaders and they have not held leaders to account for the school's work.
- The governing body has been over-reliant on a small number of committed governors. These governors, although passionate about the school's work, do not have the skills and experience to challenge leaders with conviction. Some governors ask appropriate questions to challenge leaders, but they have not been tenacious enough in following up when improvements have not materialised.
- Governors have failed to fulfil all of their statutory duties. There are significant gaps in the information published on the school's website, and plans and checks on the spending of some external funding are inadequate.

Safeguarding

- The arrangements for safeguarding are effective because leaders attach a high priority to the school's work in this area. They have implemented broad and robust measures to ensure that pupils feel safe and are equipped with the knowledge and understanding to make sensible decisions about their own safety away from school.
- The designated safeguarding lead manages a core safeguarding team effectively. His team has ensured that staff at the school share a sophisticated and nuanced understanding of the safeguarding risks that are more prevalent among members of



the autism community. They liaise effectively with parents to share information and to enlist their support in keeping children safe outside of school hours.

- Leaders use external audits to help them to understand the strengths and relative weaknesses of their safeguarding practice. After a recent review of safeguarding, for example, leaders extended the scope of their work around e-safety.
- Staff receive effective training on different aspects of safeguarding. They understand the school's safeguarding procedures. They know the pupils exceptionally well and they are extremely vigilant to any changes in their mood or presentation.
- Leaders work effectively with a range of external agencies to ensure that pupils are well looked after.

Quality of teaching, learning and assessment

Inadequate

- Teachers do not plan effectively to meet the diverse needs of pupils. Pupils find much of the work too easy or too difficult. As a result, pupils make inadequate progress.
- Teachers' expectations of what pupils can achieve are fundamentally too low. They do not provide pupils with interesting and demanding work that challenges them to make strong progress from their different starting points.
- Teachers' expectations of what the most able pupils can achieve are particularly low. The work that is provided for these pupils often fails to capture their interest because they find it too easy.
- Teachers and teaching assistants do not assess what pupils can do effectively. There is little ongoing assessment of what pupils can and cannot do. As a result, teachers are not utilising precise information about pupils' prior attainment when they plan future learning.
- Teaching assistants are not deployed effectively in lessons. Their work is focused on securing compliant behaviour rather than facilitating progress in learning.
- The teaching of reading and writing is particularly weak across the school. Pupils are not encouraged to read widely and often. Pupils read books that are poorly matched to their interests and abilities. Teachers do not use questioning to help pupils develop higher-order reading skills, such as the ability to make inferences from text.
- Teachers' expectations of pupils' writing are too low and not enough attention is given to helping pupils to develop the quality and accuracy of their written work.
- There are pockets of more effective teaching where pupils are motivated because work is better matched to their needs and abilities. Teaching on the 'first steps' pathway (key stage 1) is a strength because systems for assessing and tracking pupils' progress are effective. On this pathway, teachers and teaching assistants use resources imaginatively to capture pupils' interest. They provide pupils with a broad and challenging range of activities that help them to make good progress in different areas.
- Teachers and other adults consistently manage pupils' behaviour well. They build strong relationships with pupils and utilise a range of strategies to refocus pupils on their work. Too often, however, weak teaching fails to capitalise on the excellent work that is undertaken to get pupils ready to learn.



Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils told inspectors that they feel extremely safe in school. They say that bullying is rare and they are fully confident that, should it happen, members of staff would deal with it effectively. Pupils say that they would be happy telling any adult at the school if they were upset or had a problem.
- The school's work to support pupils to maintain their physical health is effective. Pupils regularly take part in catering lessons, where they learn important lessons about safety, hygiene and what constitutes a healthy diet. Staff enthusiastically promote the benefits of regular exercise and the curriculum is infused with rich opportunities for pupils to exercise in different ways. For example, great importance is attached to regular swimming sessions and many pupils enjoy taking advantage of the indoor and outdoor gym equipment that is provided for their use.
- Teachers and other adults build open and positive relationships with pupils, which have an extremely positive influence on pupils' emotional health and well-being. Where pupils experience issues with their mental health, the school works very well with external agencies, such as the child and adolescent mental health service, to ensure that pupils receive timely and effective support.
- Older pupils receive good careers advice which helps to ensure that the transition to the next stage of their education or training is as smooth as possible.

Behaviour

- The behaviour of pupils is good.
- Members of staff have created an extremely calm and supportive environment that very effectively helps pupils to behave in a sensible and mature manner.
- An increasing number of pupils who join the school have struggled to regulate their behaviour in other settings. Members of staff adopt highly nurturing strategies to secure significant and sustained improvements in the behaviour of these pupils.
- Teachers and other adults are highly skilled at de-escalating poor behaviour in lessons. They use their understanding of pupils' needs to intervene when behaviour becomes challenging. For example, teachers and other adults engage pupils in physical activities such as playing on trampolines or exercising on gym equipment to re-establish the right frame of mind to learn. These strategies help ensure that poor behaviour is rarely a barrier to learning.
- Pupils' behaviour around the school site is calm and purposeful. Pupils treat each other with respect and they are very friendly towards members of staff and visitors. Pupils are polite, inquisitive and keen to get to know others.
- Pupils have largely positive attitudes to learning. They do their best and typically try hard, even when teaching is not matched to their needs. However, there are occasions when pupils are not engaged by their learning, and this sometimes leads to pupils



drifting off-task.

- Since the last inspection, the proportion of pupils who are regularly absent from school has declined. This is because leaders have implemented a broad range of strategies to improve the attendance of pupils who have suffered from regular absence in the past. The school's family liaison officer prioritises attendance in her work with parents and leaders' systems for tracking absence are thorough and precise.

Outcomes for pupils

Inadequate

- The quality of teaching over time and of pupils' work confirms that, across most year groups, current pupils are not making sufficient progress. In particular, teachers' poor planning and low expectations frequently limit pupils' progress.
- Leaders do not carefully track the amount of progress made by pupils. Leaders have used a number of different systems to measure the amount of progress made by pupils in recent years. However, due to the lack of comparability between these different systems, leaders are unaware of how much progress pupils have made over time.
- Leaders do not track the progress made by groups of pupils such as disadvantaged pupils. Consequently, they do not know how much progress these groups are making. Moreover, they cannot demonstrate what impact the pupil premium is having on rates of achievement among disadvantaged pupils.
- Leaders' expectations of what constitutes good progress are too low, particularly for the most able. Even by leaders' own definition of what constitutes good progress, many pupils made inadequate progress during the last academic year, particularly in key stage 2 and key stage 3.
- Leaders' records indicate that pupils make weaker progress in reading and writing compared to mathematics. Leaders do not track pupils' progress in subjects beyond English and mathematics.
- Pupils in Year 11 gain accreditation in a range of entry-level qualifications such as English, mathematics, science and personal and social education. However, pupils do not have the opportunity to study level 2 qualifications if they demonstrate the interest and ability to do so. Consequently, the most able pupils do not achieve a suite of qualifications that are appropriate for their ability and prior attainment.

16 to 19 study programmes

Requires improvement

- This is a small sixth form. The majority of pupils transfer to mainstream colleges at the end of Year 11. Those students who remain at the school for their post-16 education typically lack the independence to access a mainstream setting.
- The sixth form requires improvement because leaders cannot yet demonstrate that the new sixth-form curriculum is leading to good outcomes. Leaders overhauled the sixth-form curriculum because it was failing to engage students. In turn, this was leading to weak outcomes for students. Although there are signs that students are beginning to make faster progress on this new curriculum, it is too early to conclude that outcomes are now good.



- Leaders identified that provision in the sixth form was not fit for purpose. They have a sound rationale for the changes they are implementing and evidence from students' work and observations of teaching indicate that pupils are starting to make better progress. As yet, leaders do not have any information on students' progress that would help them to evaluate the effectiveness of the changes they have made to the curriculum. As a result, leaders do not have a clear understanding of the strengths and weaknesses of the new provision.
- As part of the new curriculum, there is less explicit focus on the development of academic literacy and numeracy skills. However, students benefit from a range of regular opportunities to improve their functional literacy and numeracy skills as part of their project-based work. For example, students learn to follow written instructions and calculate the value of different items in a shopping basket. Consequently, students are supported well to develop the practical skills they will need when they leave the sixth form.
- The quality of teaching in the sixth form is variable. Some teaching is poorly matched to students' needs and abilities. However, work in students' folders indicates that teachers are becoming more adept at challenging students from their different starting points. Students' work also indicates that students are more engaged in the new curriculum.
- Students benefit from an extensive range of opportunities that enhance their personal development. For example, most students complete the Duke of Edinburgh's Award and students benefit from highly individualised opportunities for work experience.
- All students complete their studies in the sixth form, with the majority staying until the end of Year 14. All students advance to an appropriate range of destinations, with most continuing to access specialist provision. Students benefit from effective arrangements that ease the transition to their next destination. Questionnaires completed by former students indicate that the majority feel happy, safe and well looked after in their new settings.



School details

Unique reference number	105622
Local authority	Manchester
Inspection number	10032447

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Special
School category	Community special
Age range of pupils	4 to 19
Gender of pupils	Mixed
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the school roll	171
Of which, number on roll in 16 to 19 study programmes	10
Appropriate authority	The governing body
Chair	Laura Rhodes
Headteacher	Keith Cox
Telephone number	0161 231 2590
Website	www.grange.manchester.sch.uk
Email address	admin@grange.manchester.sch.uk
Date of previous inspection	4-5 June 2014

Information about this school

- The school does not meet requirements on the publication of information on its website about the curriculum, preventing bullying, use of the pupil premium, Year 7 literacy and numeracy catch-up premium and PE and sport premium, and SEN and/or disabilities provision.
- All pupils have autistic spectrum disorder. An increasing proportion of pupils also have either additional behavioural difficulties or complex needs.



- All pupils have an education, health and care plan or a statement of special educational needs.
- The majority of pupils are boys.
- The proportion of pupils from minority ethnic groups is well above the national average, as is the proportion of pupils who speak English as an additional language.
- The proportion of pupils eligible for the pupil premium is well above average.
- Pupils join the school at different stages of their primary and secondary education.
- There are currently no pupils in the early years.
- The school does not use any alternative providers.



Information about this inspection

- Inspectors observed lessons jointly with senior leaders. Lessons were seen on most pathways in the different key stages.
- Inspectors looked at work in pupils' books within lessons. Additionally, a sample of work was scrutinised, including folders that recorded evidence of pupils' achievements.
- Meetings were held with the headteacher and other senior leaders. Meetings were also held with a representative from the local authority and members of the governing body. The lead inspector also spoke with the school's quality assurance partner.
- Inspectors met with a group of teachers and teaching assistants, as well as other members of staff.
- Inspectors spoke formally with pupils from the primary and secondary phases. They also spoke informally with pupils during lessons and at breaktimes and lunchtimes.
- Inspectors observed pupils arriving at school and spoke to parents as they dropped off their children. Inspectors observed pupils' behaviour outside of formal lessons.
- Inspectors reviewed a range of documentation relating to the school, including the school's development plan and self-evaluation, performance information for all year groups and records on behaviour, exclusions and pupils' safety and welfare.
- Inspectors considered 39 responses from members of staff to the inspection questionnaire. There were no responses to the pupil questionnaire and only five responses to Parent View, Ofsted's questionnaire for parents. Inspectors considered three comments that were made by parents on Ofsted's freetext service.

Inspection team

Will Smith, lead inspector	Her Majesty's Inspector
Doreen Davenport	Ofsted Inspector
Cole Andrew	Ofsted Inspector



Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2017

School report



Medlock Primary School

Wadeson Road, Chorlton-on-Medlock, Manchester, Greater Manchester M13 9UJ

Inspection dates

7–8 November 2017

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a school that requires improvement

- Although provisional data for 2017 is more positive than in the previous year, especially in mathematics, the progress that pupils make in key stage 2 is not as good as it should be.
- The standards reached by pupils, including those of disadvantaged pupils, at the end of key stage 2 remain below average.
- Pupils in key stage 2 are making stronger progress than in the past. However, there is still a legacy of underachievement for many due to weaker teaching over time.
- The amount of progress that pupils make in key stage 2 in writing has declined, as teachers do not always ensure that their expectations, based on what pupils can already do, are high enough.
- Inconsistently secure subject knowledge in key stage 2 limits the progress that some pupils make.
- The standard of teaching has not always been strong enough to enable pupils to make the progress that they should. While there are signs of improvement in teaching across the school, it is still not good enough in key stage 2.
- The most able pupils are not challenged sufficiently to make the progress they are capable of, particularly in writing and mathematics.
- Some pupils in key stage 2 have gaps in their basic skills in writing.

The school has the following strengths

- Leaders demonstrate ambition for their pupils to succeed well. They have taken decisive action to improve the standard of teaching.
- Standards have risen in key stage 1 and in the early years, including those reached by disadvantaged pupils.
- Outcomes in the early years are good. This is because teaching is consistently effective and, as a result, children make good progress from their starting points.
- A rich curriculum and wide range of after-school clubs enthuse pupils and encourage their positive attitudes to learning. Pupils' spiritual, moral, social and cultural development is well promoted.
- Relationships are strong. Pupils are respectful towards each other and adults. Pupils carry out a wide range of roles of responsibility very well.
- The learning environment is bright and vibrant. Cultural diversity is embraced and celebrated.



Full report

What does the school need to do to improve further?

- Improve the quality of teaching and learning, especially in key stage 2, by:
 - ensuring that teachers have secure subject knowledge so that they can support pupils in their learning across different subjects
 - raising teachers' expectations so that they plan activities which stretch and challenge the most able pupils, especially in mathematics
 - continuing to build on the currently developing practice of enabling teachers to monitor, evaluate and improve their own and other teachers' skills.
- Improve pupils' progress, including that of those who are disadvantaged, so that a greater proportion reach the standards that they should by the end of key stage 2, by:
 - ensuring that pupils develop the understanding and skills they need in sentence structure and grammar in their writing
 - continuing to develop pupils' understanding of a range of vocabulary through encouraging them to read widely and often.



Inspection judgements

Effectiveness of leadership and management

Good

- The quality of education has declined at Medlock Primary since the previous inspection. It is no longer good. Over time, the quality of teaching, especially in key stage 2, has been too weak to ensure that pupils make the progress that they should. Consequently, too few pupils have been well equipped for their transition into secondary school. Considerable turbulence in staffing, particularly in key stage 2, is the key reason that current pupils continue to live with a legacy of underachievement.
- Despite this decline, leadership remains good. This is because leaders have been relentless in their drive to improve the quality of teaching. However, the constant changes in staff mean that the good-quality and appropriate training provided by leaders has not had the desired impact. Throughout a period of change, leaders have remained resolute, maintaining high expectations and taking decisive action to weed out weak teaching. This has taken time, but leaders are now seeing the fruits of their labour. Staffing is stable, teaching is improving and pupils are making stronger progress than in the past.
- Leaders at Medlock Primary School have a very clear understanding of the community the school serves. They know how to support its pupils to flourish in the best way they can. They have ensured that pupils feel safe in and enjoy coming to school each day. They are developing a real sense of aspiration and empowerment in pupils to help them to make a positive contribution to their school and wider community, reflecting a strong focus on developing fundamental British values.
- Leaders are clear about where weaknesses remain in the progress made by pupils in key stage 2, especially in reading and writing. They have clear and detailed plans to address both these areas. Their work is already making a difference. For example, a recent strategy to increase pupils' desire to read, alongside developing their comprehension skills, has gone a long way towards improving fluency and a love of books.
- Leaders manage staff performance well, ensuring that appraisal systems are sharply focused on raising standards. Leaders demonstrate resilience in 'rooting out' practice that does not enable pupils to make the progress they should.
- They ensure that all who work in the school receive intensive and effective training in order to meet the needs of the pupils in their care. Staff respond well to these opportunities. They reflect on their own practice and take responsibility for improving their own teaching and that of their colleagues.
- Through this positive approach to improving teaching, leaders are developing a learning community which includes pupils and staff. There is a clear love of learning developing, evident across the school.
- The school is a calm and well-ordered environment. Effective use is made of the many positive images and written phrases displayed around the school. This encourages pupils to be ambitious in their aspirations and have positive attitudes to learning.
- Very good links with local initial teacher education providers enable newly qualified teachers to be well supported in their roles as new teachers. The induction and support



they receive set them up well to be successful teachers in the school.

- Leaders are clear that there is still a considerable amount of work to do. They have put suitable support in place to help key stage 2 pupils who are still not working at the standard they should be to catch up quickly. Leaders are able to assess how well these plans are impacting on outcomes for pupils and adapt and refine them to make them more effective as needed.
- Leaders are outward looking. They make good use of external support available to improve the school.
- A good example of this is the work the school is currently doing to improve standards of reading. Following some collaborative work with other schools, new resources have recently been introduced to encourage pupils to read more frequently and more widely. This is already having a positive impact. Pupils have increased the amount of time they spend reading. They are improving their comprehension skills and speak very enthusiastically about how they have quickly moved on to higher-level reading books.
- Leaders, including middle leaders, demonstrate passion and enthusiasm in seeking out interesting and exciting learning activities. These provide a good focus on a broad range of subjects. These activities capture pupils' enthusiasm for learning and help them gain the skills and knowledge they need across a wide range of subjects.
- A good example of this is work seen during the inspection, using the story of 'The billy goats gruff' to develop language and geography skills.
- Leaders celebrate and embrace the rich diversity of the cultures and languages that pupils and their families bring to the school community. They are developing a curriculum that exploits opportunities well to use literacy skills in subjects other than English and mathematics.
- Activities that pupils access during the school day and in after-school clubs make a positive contribution to their personal, spiritual, moral, social and cultural development and their well-being. Pupils enjoy their learning and develop a wide range of talents, such as sport, music and academic skills.
- Leaders value sport highly and recognise that pupils enjoy and benefit from being active, especially outdoors, as much as possible. Good use of the sports premium funding has widened the sporting opportunities that pupils have access to and are keen to participate in.
- Effective use of the funding available for disadvantaged pupils ensures that these pupils are achieving increasingly well compared to other pupils nationally, especially those in key stage 1.
- Good use is also made of the additional funding for pupils who have special educational needs (SEN) and/or disabilities. These pupils are well supported to make the best progress they can. They access additional support, including therapeutic teaching, where needed.
- Most parents and carers said that they would recommend the school to others. Those who spoke to inspectors had only positive things to say about the school.
- Evidence collected during the inspection shows that the school has turned a corner. The stronger performance in key stage 1 and the early years demonstrates the capacity of the strong leadership team to address any remaining weaknesses.



Aspirations are high for the future, and there are well-thought-out plans in place to help the school to meet them.

Governance of the school

- Governors have a clear view of the strengths of and areas for development for the school.
- They demonstrate the same high aspirations for all groups of pupils in the school as senior leaders do.
- They are able to describe how plans discussed in meetings translate into real changes in the school. Furthermore, they can comment, with insight, on the differences that these changes make to pupils.
- Governors ask pertinent questions about teaching and pupils' achievement. They use well the high-quality information they receive from the headteacher to gain an accurate understanding of the school's current effectiveness. They hold the headteacher to account with focused performance management targets, which are closely linked to current school priorities.
- Governors have supported the headteacher while she has had to make difficult decisions about weaknesses in teaching.
- Governors carry out their statutory duties diligently, including ensuring that additional funding is spent appropriately.
- Governors have carried out an audit of their skills and are aware of areas where new governors could contribute. They make good use of their collective skills. One governor takes an active role in monitoring the work that leaders do to ensure that safeguarding procedures are effectively supporting the most vulnerable pupils.

Safeguarding

- The arrangements for safeguarding are effective.
- Staff and governors are trained appropriately to carry out their respective roles in keeping children safe.
- Staff are aware of local safeguarding issues. They are vigilant in monitoring pupils in the school for signs of risk from these.
- Frequent updates and checks on staff members' understanding of current safeguarding guidance ensure that staff are confident about knowing how to spot signs of danger and how to report their concerns about a pupil.
- Policies, procedures and records are up to date and fit for purpose, including risk assessments and accident logs.
- Records show that families who need additional support are referred to other agencies, when needed. Referrals are followed up and monitored stringently.

Quality of teaching, learning and assessment

Requires improvement



- Over time, teaching, particularly in key stage 2, has not been good enough to help pupils make the most of their time in Medlock Primary. Weak teaching in the past has resulted in older pupils leaving with gaps in their learning. Teaching since the previous inspection has failed to prepare pupils for the next stage of their education.
- High staff morale and greater stability within the workforce demonstrate that leaders' work to improve teaching is having an impact. Pupils' books and the information that leaders hold on pupils' achievement show an improving picture across the school. Pupils are benefiting from much stronger provision in most classrooms. This is especially true for those children in the early years and those pupils in key stage 1.
- Teaching in key stage 2, although stronger, is still too variable. It is not sufficiently strong to help eradicate gaps in pupils' learning. This means that pupils across the school are not always exposed to the same vibrant and exciting activities that are commonplace in some classrooms.
- Teachers' expectations of pupils are not high enough. At times, teachers do not make good use of the information they have about what pupils already know and can do. Consequently, the challenge on offer to pupils is not consistently at the right level.
- This is most noticeable for the most able pupils. Teachers do not expect enough from this group. This is particularly true in mathematics. These pupils are often not provided with well-matched activities that challenge them sufficiently to make the rapid progress of which they are capable. The support that leaders have put in place to develop teacher confidence in supporting these pupils in mathematics is in the early stages and, as a result, this is not consistently secure in key stage 2.
- The teaching of writing does not consistently ensure that pupils make enough progress, as teachers do not take enough notice of what pupils can already do. Teaching to develop pupils' use of grammar and confidence in sentence structure is not consistently secure. Despite this, pupils value and respond well to the useful feedback they receive from teachers about their writing and have a clear understanding of the improvements needed. Older pupils use this information well to assess their own progress.
- The teaching of reading is becoming increasingly effective. Leaders have identified that pupils do not have a strong enough understanding of a wide range of vocabulary and do not read widely or often enough. Although the impact of this is not evident in recently published results, other evidence gathered during the inspection shows that recently adapted reading methods and new resources are already having a positive impact on reading standards.
- The development of the teaching of mathematics has been a major focus for the school. The work that has been done to ensure that pupils are working at the expected standard for their age is clear in published results and in the work in pupils' books.
- Teaching in key stage 1 consistently demonstrates skilful and confident delivery of a range of subjects, particularly writing. However, in key stage 2, the effectiveness of some teaching is limited by teachers' insecure subject knowledge about how quickly to move pupils on.
- Pupils' learning across subjects beyond English and mathematics is much stronger. Teachers carefully plan activities that develop a wide range of skills, link subjects together well and enthuse pupils.



- Pupils who have SEN and/or disabilities and other pupils who are struggling in English and mathematics are, overall, well supported by confident and capable teaching assistants. They know how to adapt activities to ensure that the needs of most of these pupils are met.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. This is a strength of the school. The wide range of extra-curricular clubs on offer are well attended, and pupils described these as one of the many things they enjoy at school.
- Staff have pupils' emotional well-being as a high priority. This is appreciated by pupils and parents. Pupils are well supported. They make use of a 'worry box' to share their concerns with a trained counsellor, who also works with identified pupils who need additional emotional support.
- Pupils demonstrate very positive attitudes to all aspects of school life. They love to work. They display respect, resilience and good levels of self-motivation when asked to engage in paired work or discussion. Even the youngest pupils show that they can work with focus and good engagement in tasks that challenge them.
- Pupils demonstrate clear aspiration to be chosen to take up roles of responsibility in the school, such as members of the eco-council, peer mediators, play leaders or members of the highly esteemed Rights and Responsibilities of the School (RRS) group. They carry out their duties with pride and enthusiasm, contributing well to the smooth running of the school.
- Relationships are strong. This is evident in the way in which pupils relate to each other and adults. Pupils and adults greet each other warmly as they pass in the school. Genuine, nurturing behaviour is shown by older pupils to younger ones as they play and chat together around school and in the breakfast and after-school clubs.
- Pupils have access to healthy and nutritious food at lunchtime and in the breakfast and after-school clubs. They are able to self-serve sensibly.
- Pupils have a good understanding of how they are kept safe in school and of their own role in this, including when they are online.
- All of the parents and pupils spoken to by inspectors agreed that pupils are kept safe at school. Pupils and most of their parents agreed that, although rare, any incidents of bullying are quickly and effectively dealt with.

Behaviour

- The behaviour of pupils is good. Pupils display good manners and orderly conduct in lessons, in the dining room, at play and as they move around the school.
- Staff and peer mediators, who are trained to support their peers, make effective and consistent use of positive strategies to encourage good behaviour. Pupils who need additional support to manage their behaviour have access to this where needed.



- Pupils enjoy being at school and their good attendance reflects this. All groups of pupils attend well. Any pupils who have falling rates of attendance are quickly identified by leaders, and their families are supported to ensure that they attend school regularly.
- Pupils and their parents said that everyone is welcome at Medlock Primary School.
- School logs show that incidents of behaviour, including reported incidents of bullying behaviour, are recorded, dealt with and monitored appropriately.

Outcomes for pupils

Requires improvement

- Since the previous inspection, children's achievement by the end of Reception and pupils' progress across key stage 1 have strengthened. In contrast, pupils' progress from Year 3 to Year 6 has declined. Pupils' progress was especially low in 2016 in reading and mathematics. These pupils were unable to build on their average starting points. Consequently, the standards they reached in reading, writing and mathematics were low.
- The 2017 results showed a marked improvement against the outcomes in the previous year, especially in mathematics. Nonetheless, progress in reading and writing was still too slow, and the proportion of pupils reaching the expected standards in these subjects continued to lag behind the national average. This is a direct result of historical weaker teaching.
- The work in pupils' books and the assessment information collected by the school show an improving picture of pupils' progress. Pupils currently at the school, across different classes, are making better progress in reading, writing and mathematics. Nonetheless, this is still not rapid enough for some older pupils, especially those in Years 5 and 6, to make up for their considerable underachievement in the past.
- The improvement in standards is clearer in key stage 1. The most recent results and other evidence gathered during the inspection demonstrate that pupils are now achieving standards that are at least as good as those of other pupils across the country in all areas, including in subjects other than English and mathematics. These pupils are making swift progress. The proportion of pupils who achieve greater depth also increased in 2017 in key stage 1, as shown by provisional data, although this remains below the national average.
- In the Year 1 phonics check, pupils attained better than other pupils nationally. This supports other evidence gathered from the inspection, as pupils who read and spoke to inspectors, from both key stage 1 and key stage 2, demonstrated confident use of phonic strategies. They also talked enthusiastically about positive reading habits and the recent progress they are making in reading, following the recently refined focus on developing reading across the school.
- The achievement of disadvantaged pupils at the end of key stage 1 and in phonics in Year 1 reflects the same improving picture, as these pupils achieve at least as well as other pupils nationally. In key stage 2, the achievement of disadvantaged pupils reflects that of others in the school. Current school data shows that this is improving, but published data for the end of key stage 2 remained below that of other pupils nationally.



- Pupils who have SEN and/or disabilities make good progress because of the effective support they receive.
- Due to weaknesses in teaching, pupils do not achieve as well as they should in key stage 2 in writing, as they are not confident about sentence structure or grammar. The additional challenge of increased expectation from the new curriculum and higher age-related expectation has compounded the apparent gap between how well pupils do at the school and how well other pupils perform nationally.
- This decline in progress in writing has also been a direct result of lack of teacher subject knowledge about how to move pupils on. This is particularly true for the most able pupils. In some cases, but not all, writing in pupils' workbooks in subjects other than English does not maintain the same standard as that seen in their English work.
- Current school data shows that, because progress has been slow in key stage 2, pupils in the current Year 5 and particularly the Year 6 groups are behind where they should be.
- Some pupils, including many who speak English as an additional language, struggle to reach the higher expectations of the new national curriculum in reading. In particular, they find it difficult to interpret the wide range of vocabulary and intention of the author, as defined by the new age-related expectations.
- The impact of improvements in teaching is now beginning to be seen. In provisional data from 2017, the progress of key stage 2 pupils made from their starting points improved in mathematics when compared to 2016.
- For the most able pupils, including those who are disadvantaged, mathematics remains a shortcoming. Leaders are particularly aware that in mathematics these pupils do not make as much progress as they should. This is a result of a lack of teacher confidence in supporting pupils to make greater progress.

Early years provision

Good

- The vibrant and well-ordered indoor and outdoor learning environments in the early years ensure that all children have access to a wide range of well-planned and enticing activities.
- The effective use of staff and resources, in the indoor and outdoor areas, ensures that children quickly develop early mathematical and writing skills, alongside all other areas of learning. As a result, children are well prepared for their move into key stage 1. They leave the early years with a good range of skills and positive attitudes to learning.
- Children accessing the high-quality provision for two-year olds are well supported by adults who have a good understanding of their needs. They make good progress as a result of this and are well prepared for Nursery and Reception.
- The early years leader has a clear view of standards across the early years provision. She ensures that the detailed plans for improvement are delivered and evaluated. These plans are based on accurate and thorough analysis of the needs of the children. For example, she is able to demonstrate that recent work to improve the outdoor environment has had a positive impact on the outcomes that children achieve, especially in their physical development, understanding of the world and



communication and language.

- Parents are encouraged to take an active role in their children's learning. Leaders offer parents training in how to support their children's learning at home, especially in language development. Many parents take up this offer and subsequently help out at school, developing their confidence in supporting their children in their learning.
- Children collaborate well and demonstrate focus and resilience in a good range of open-ended problem-solving activities. They show the same focus and engagement whether they are working individually on focused tasks with adults or with other children.
- Behaviour is good. Staff ensure that children work or play with purpose, making good use of time throughout the day. This was exemplified well as children were observed developing social and reading skills, sharing a book with an adult while enjoying snack time together.
- All welfare requirements are met. Children are kept safe by rigorous risk assessments and diligence in following safeguarding procedures. Hygiene practices are good. Children are able to access the toilets and wash their hands independently.
- When children enter Nursery, most of them have skills and knowledge which are lower than those typical for their age. They make good progress. The proportion of children reaching a good level of development is increasing over time, although it remains below average.
- Additional funding for disadvantaged children is used well, as the difference between their progress and that of other children has diminished. The difference between how well boys and girls do has also diminished.
- Children who have SEN and/or disabilities are well supported to achieve well. Additional funding is used effectively for these children to provide appropriate additional support to enable them to progress well. Children who have recently arrived from other countries also make good progress from their starting points.



School details

Unique reference number	105483
Local authority	Manchester
Inspection number	10037752

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	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	492
Appropriate authority	The governing body
Chair	Lindsay Gilbert
Headteacher	Joanne Herbert
Telephone number	01612 731830
Website	www.medlock.manchester.sch.uk
Email address	jl.herbert@medlock.manchester.sch.uk
Date of previous inspection	October 2012

Information about this school

- The school meets requirements on the publication of specified information on its website.
- There has been a high turnover of staff historically due to short-term work visas. A number of staff have also left the school, particularly those in key stage 2. At times, agency staff have been needed to cover the vacancies in the short term.
- The local authority provided some additional support to the school following the 2016 results.
- The school met the government floor standards in 2016, which set the minimum standards for pupils' progress and attainment.
- The school is larger than the average-sized primary school.
- Pupils are from a variety of ethnic backgrounds, and the proportion of pupils whose first language is not English is high compared to that of other schools.
- The proportion of pupils known to be eligible for free school meals is well above the



national average.

- Pupil mobility is high, as there are many families who arrive from and leave to live in other countries throughout the academic year.
- The proportion of pupils who have SEN and/or disabilities is similar to the national average, as is the proportion of pupils with education, health and care plans.
- The school operates breakfast and after-school clubs to support families. These are run by the governing body and were part of the inspection. It also runs a holiday club.
- A provision for two-year olds operates alongside the early years area and is part of the school.



Information about this inspection

- Inspectors held discussions with the headteacher, the special educational needs coordinator (SENCo), leaders of the curriculum, early years and behaviour and attendance. The lead inspector also held meetings with the chair and vice-chair of the governing body and two other governors.
- Inspectors listened to pupils reading and held discussions with groups of pupils. They also talked informally with pupils around the school, in the dining room and in the playground.
- Inspectors took account of the views of parents, by reviewing 22 responses to Ofsted's online survey, Parent View, and free-text comments. Inspectors also held discussions with parents as they dropped their children off at school.
- Inspectors considered 35 responses to the staff questionnaire.
- Inspectors examined a range of documentation, including the school website, information about pupils' attainment and progress, leaders' review of current school performance, records of meetings and reports from governors. Inspectors also examined safeguarding documentation and records of attendance.

Inspection team

Claire Cropper, lead inspector	Ofsted Inspector
Ann Dimeck	Ofsted Inspector
Sheila O'Keeffe	Ofsted Inspector



Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2017

School report



Ravensbury Community School

Tartan Street, Clayton, Manchester M11 4EG

Inspection dates

10–11 October 2017

Overall effectiveness	Outstanding
Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Outstanding
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Outstanding
Early years provision	Outstanding
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is an outstanding school

- Ravensbury Community School lives up to its motto: 'We create. We explore. We care. We soar.'
- The care that staff provide for pupils is exemplary. Pupils thrive in a nurturing environment in which they are safe and happy.
- The headteacher ensures that there is a relentless focus on raising pupils' aspirations and achievement. Leaders do everything that they can to break down any barriers to learning and improve pupils' life chances.
- Pupils make outstanding progress, often from very low starting points. At the end of key stages 1 and 2, pupils attain above-average standards.
- Leaders, teachers and support staff ensure that they meet all pupils' needs to enable them to learn effectively. As a result, disadvantaged pupils, those who have special educational needs and/or disabilities and pupils who speak English as an additional language make rapid progress.
- The headteacher shows the same care for her staff as she does her pupils. She inspires and empowers her staff. Consequently, they are overwhelmingly positive about her leadership.
- This same care is shown to parents who value enormously the support that they receive from staff in school.
- Governors are highly committed and know the school well. They have relevant skills and expertise and have played a significant part in driving further improvements.
- Highly skilled teachers create a purposeful learning environment in which pupils flourish. They have strong subject knowledge. They use effective questioning to promote learning and progress.
- Pupils' attitudes to learning contribute significantly to their excellent progress. They behave well in their lessons, routinely supporting each other with their learning.
- The highly effective curriculum provides rich opportunities to deepen pupils' knowledge, skills and understanding. Leaders have planned the curriculum so that pupils can see the connections in what and how they are learning.
- Leaders are aware that the tracking and assessing of pupils' learning in other subjects is not as strong as it is in English and mathematics.
- The outstanding provision in early years means that children benefit from an excellent start to their education. An average proportion of children achieve a good level of development. Given their starting points, this represents rapid progress.



Full report

What does the school need to do to improve further?

- Strengthen further the way that leaders and teachers track and assess pupils' learning in subjects other than English and mathematics.



Inspection judgements

Effectiveness of leadership and management

Outstanding

- Ravensbury's motto absolutely captures what is so special about this school. Leaders are creative and constantly explore new ways to improve pupils' experiences in school. They model this way of working to their staff and pupils, who in turn strive to achieve their very best. The care that pupils receive is exemplary, and in this nurturing environment they thrive and make outstanding progress.
- The headteacher only took up her post in September 2017. However, she was part of the senior leadership team that has driven the improvements since the last inspection, taking the school from good to outstanding. Everything that she does puts the best interests of pupils at the absolute centre. As she states, 'Our children won't get today again.' She is determined that pupils who come to this school will have the very best education. She inspires and empowers her staff to realise this vision.
- Strong leadership at all levels is a hallmark of this school. Middle leaders demonstrate the same passion and determination as senior leaders. Leadership of English and mathematics is outstanding. Leaders of these subjects demonstrate an impressive knowledge and understanding of their respective areas. They have ensured that all staff have been trained effectively to deliver the demands of the new curriculum. This has made a significant contribution to the high outcomes in recent years. It is refreshing to see how important it is to these leaders that they foster a love of learning in their pupils.
- The concept of connectedness is very much at the heart of the school's curriculum. Leaders are able to articulate the very clear rationale for their curriculum, which is not only broad and balanced, but exciting and creative. Pupils learn history, geography, design technology, art and music through the school's bespoke 'connected curriculum'. When strong links can be made, science, computing and religious education are also taught through this programme.
- Inspection evidence shows that the 'connected curriculum' is successful in fostering pupils' love of learning and deepening their knowledge, understanding and skills. Leaders are aware that they need to develop further the way that they track and assess pupils' learning in each of the subjects covered in this programme.
- The 'connected curriculum' provides excellent opportunities for pupils' spiritual, moral, cultural and social (SMSC) development in the way that it encourages them to open their minds to possibilities through open-ended questions. One such question that pupils grapple with is 'Should we be responsible for providing clean water to other countries who do not have it?'
- Leaders are extremely adept at using assessment information to identify any areas that require improvement. Actions that they take are not 'quick fix', superficial solutions. They are not afraid to ask big questions about teaching and the curriculum. For example, following underperformance in reading two years ago, leaders made some radical changes to the way in which this was taught across the school. Their impact can be seen in all year groups in which more pupils are reaching higher levels in reading.



- The broad range of opportunities for enrichment that exists also makes a significant contribution to pupils' SMSC development. Leaders are keen to broaden all pupils' horizons. Each half-term, every class welcomes an external visitor or undertakes an off-site visit. For example, Year 5 pupils recently visited a local canal as part of their study of Victorian transport. Visiting teachers in art and music deliver lessons in school every week, which ensures that all pupils have the opportunity to really develop their skills in these areas.
- Leaders encourage pupils to have a voice in their education, and their views are sought regularly. Pupils are encouraged to put themselves forward for election to be house captains or members of the school council or eco-team.
- Everyone at Ravensbury is valued as a unique individual, and the school's diverse community is celebrated. Relationships are based on mutual respect. Pupils were keen to tell the inspector that, 'There is no racism in this school.' The headteacher recently attended training on the aspect of diversity related to sexual orientation and gender identity. She plans to train all staff further in this area to ensure that all pupils can see themselves and their different families reflected and celebrated throughout the curriculum.
- A high priority for leaders is that pupils are able to make a smooth and successful transition from one year to the next, particularly when this involves moving up to another key stage. They know that this is important for all pupils but particularly for those who are vulnerable.
- Leaders are very skilled at identifying any barriers to pupils' learning and taking swift and appropriate action to overcome these. They use the pupil premium funding very effectively to enable disadvantaged pupils to fulfil their potential. This means that disadvantaged pupils at Ravensbury achieve as well as or better than other pupils nationally.
- The funding for pupils who have special educational needs and/or disabilities is also used very effectively. This contributes significantly to the outstanding progress that these pupils make during their time in school.
- Leaders ensure that pupils who speak English as an additional language receive appropriate support. Leadership of this area is strong. Effective strategies are used to help these pupils. As a result, they make very strong progress.
- The physical education and sport funding for primary schools is used very well. The four-year action plan for this area has had a positive impact. For example, employing a qualified coach has enhanced extra-curricular sports activities. These activities have encouraged participation and developed sporting talent. Professional development for staff means that they are more confident about their teaching in this area.
- Staff feel valued and are overwhelmingly positive about the leadership of the school. A highly effective ongoing training programme means that there are plenty of opportunities for staff to hone their practice. Procedures for evaluating teachers' performance are robust and carried out in a very supportive way.
- Parents speak very highly of the leadership of the school. Many parents were keen to talk to inspectors at the start of the day to praise the school. They are particularly appreciative of the support that they receive from staff in school, particularly the parental support adviser.



Governance of the school

- Members of the governing body have a range of relevant skills and expertise. They are a very reflective group who have challenged themselves over recent years to ensure that they are supporting and challenging leaders effectively. Their work has contributed significantly to the school's improvement since the last inspection.
- Governors have an accurate overview of the many strengths and small number of areas that require further improvement in the school. They work very effectively alongside senior leaders to provide clear strategic direction.

Safeguarding

- The arrangements for safeguarding are effective. The work that the school does to keep its pupils safe is of a very high standard. Leaders have created a strong culture of safeguarding in which pupils feel safe, valued and happy.
- All safeguarding arrangements are fit for purpose, including protocols and practices for record-keeping. Systems to ensure that only suitable people are recruited to work with pupils in school are secure. Staff receive regular training on potential areas of risk for pupils. Staff know what to do should they have any concerns. Leaders engage very effectively with parents on safeguarding issues.

Quality of teaching, learning and assessment

Outstanding

- Pupils across the school benefit from high-quality teaching. Teachers have extremely high expectations of what their pupils can achieve. This means that, during their time at Ravensbury, pupils make exceptional progress and attain very high standards.
- Teachers ensure that their classrooms are wonderful places of learning. The purposeful learning environment is palpable across the whole school. There is a buzz of excitement that comes from pupils' enthusiasm about their learning.
- Teachers have a strong presence in the classroom. Pupils feel safe, happy and confident, which helps them to learn. Teachers use their passion and excellent subject knowledge to inspire and motivate their pupils.
- The way that teachers use questioning to check and develop pupils' understanding is a particular strength of the school. Pupils are constantly encouraged to enquire and reflect on all aspects of the curriculum.
- Beautiful displays around the school showcase the high standard of pupils' work. High-quality displays in classrooms make a very positive contribution to the learning environment and provide inspiration and guidance to pupils.
- Pupils value the positive relationships that they have with their teachers and these make a strong contribution to the quality of learning. Pupils who spoke with inspectors described their teachers as 'kind' and 'helpful'. Teachers know their pupils extremely well, which helps them to meet, and often anticipate, their needs.
- Teaching assistants throughout the school support pupils' learning very effectively.



Pupils make better progress as a result of the skilful way that teaching assistants work with them.

- Leaders have developed a very effective system to assess pupils' progress in English and mathematics. Internal and external moderation ensures that teachers' assessments in these subjects are accurate. Leaders ensure that this information is used well to inform future teaching.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Ravensbury School is a haven, particularly for vulnerable pupils and those facing challenging circumstances. The welfare and well-being of all pupils is at the very heart of this school. There is a genuine warmth between staff and pupils, and relationships are strong. Pupils know that adults in school care about them and they value this. The very caring environment is summed up in this pupil's comment: 'There are lots of people you can count on here if you are upset.'
- The care and well-being of vulnerable pupils is of paramount importance. Leaders provide a wide range of support and enrichment for them. For example, the school employs a play therapist and art therapist to work with pupils and their families. Pupils also have the opportunity to work alongside a gardener in the school garden.
- The parental support adviser goes 'above and beyond' in the way that she supports pupils and their families. She helps families to overcome a range of difficulties, which means that pupils can attend school regularly and thrive once they are here. Parents trust her and know that she wants the very best for their children.
- Pupils are very caring of each other. During lessons, they are keen to offer help and support to each other with their learning. The pupils who spoke with inspectors said that bullying is rare, and, when it does happen, 'It gets sorted out.'
- Pupils are taught how to keep themselves healthy and how to stay safe, including when they are online. Parents are also invited into school to attend sessions to develop their own understanding of these important areas.

Behaviour

- The behaviour of pupils is outstanding.
- Pupils are very friendly and polite. Throughout the school day, pupils, including the youngest ones, behave in a sensible and calm manner. They socialise well and show respect to each other and staff.
- Pupils are eager to learn. They are highly attentive to the teachers and other adults in their lessons. Their very positive attitude to learning is one of the main reasons why they make such rapid progress.
- The way that leaders support the very small number of pupils who demonstrate challenging behaviour is extremely impressive. Leaders have a deep understanding of



the circumstances that contribute to each pupil's behaviour and they use a range of strategies to help them. The play therapist provides training for all staff to ensure that they are skilled in understanding and dealing with any challenging behaviour.

- Overall attendance is in line with the national average. Staff provide an impressive range of support to those pupils who have severe medical conditions and other complex needs to ensure that they attend school regularly.

Outcomes for pupils

Outstanding

- Pupils' outcomes have improved since the last inspection. Throughout their time in school, pupils make outstanding progress, often from very low starting points. The provisional data for 2017 shows that at the end of key stages 1 and 2, pupils attain above-average standards. This data indicates that in mathematics pupils' progress is in the top 10% of schools nationally.
- All groups of pupils make excellent progress from their starting points. This is particularly the case for the high proportion of disadvantaged pupils who attend the school. Leaders are very skilled in identifying any barriers to learning that these pupils might encounter and they use the pupil premium funding very effectively to overcome them. Consequently, disadvantaged pupils achieve at least as well as others nationally.
- The high proportion of pupils who speak English as an additional language is supported very well from the moment when they enter the school. As a result, these pupils make rapid progress, often at a quicker rate than others.
- Pupils who have special educational needs and/or disabilities also receive high-quality support. Leaders accurately identify their specific needs and are adept at providing the appropriate support to enable these pupils to overcome any barriers to learning. This means that, in all year groups, pupils who have special educational needs and/or disabilities make strong progress, often at a quicker rate than others.
- In 2016, leaders identified that not enough of the most able pupils in key stage 1 were reaching high standards in reading, writing and mathematics. Ensuring that there was enough challenge for the most able pupils has consequently been a key focus for leaders over the last year. This has clearly had an impact, and a much higher number of pupils achieved high standards at the end of key stage 1 in 2017. The success of this focus can be seen throughout the school, with an increased number of pupils working at high levels in all year groups.
- The school's detailed assessment information shows that pupils in all year groups are making strong progress. Work seen in pupils' books confirms that this is accurate.
- The progress that pupils make in phonics is excellent. The proportion of pupils who have reached the expected standard in the Year 1 phonics check has been above the national average for the last three years. The figure has also increased each year. This means that pupils have a strong foundation to become very successful readers. Leaders have created a culture that encourages a love of reading. Pupils spoke enthusiastically about reading, summed up by a key stage 1 pupil: 'I love reading. It's just great.' Pupils benefit greatly from having access to a well-stocked library.



Early years provision

Outstanding

- Leadership of the early years is outstanding. Leaders have very high expectations of what all children can achieve. Leaders have an accurate understanding of the many strengths across the provision and are constantly seeking to make further improvements. They have developed a culture of learning from each other. Best practice is shared, and there is a focus on continuing professional development for all staff.
- Leaders understand the importance of effective transition for children, not just when they start school but from Nursery to Reception and then on to Year 1. Parents value this and the positive impact that it has on their children's confidence. Parents spoke very highly about all aspects of the provision, particularly how caring and supportive the staff are. They are kept well informed about their children's progress.
- A high proportion of children enter Nursery with knowledge, skills and understanding that are below those typical for their age. Staff quickly identify children's learning and development requirements and ensure that these are provided. The rapid progress that children make in Nursery means that they are well prepared to move up into Reception. The proportion of pupils who reach a good level of development by the end of Reception has been in line with the national average for the last three years. The figure has also increased each year.
- Leaders make very effective use of the early years pupil premium funding. They have identified that the main barriers to learning for disadvantaged children relate to their language development and behavioural issues. Staff with specialised training in these areas work very effectively with identified children. As a result, disadvantaged children make outstanding progress. In 2017, the proportion of disadvantaged children that reached a good level of development was higher than others nationally.
- Leaders very effectively identify and support children who have special educational needs and/or disabilities. Consequently, these children make excellent progress.
- Children benefit from high-quality teaching in the early years. Teachers provide exciting opportunities for children to work on their own and with others. Developing children's language skills is a high priority. Staff use questioning skilfully to deepen children's understanding. Staff also focus on developing children's physical skills. A rich and varied learning environment provides many fun learning activities for children, both indoors and outdoors.
- Teachers' assessment and tracking of children's progress is of a very high quality. This information is used effectively to plan a curriculum that meets the learning needs of individual children.
- The excellent relationships that exist between adults and children reflect the strong emphasis on creating a caring and nurturing environment. Children respond positively to the very high behaviour standards that are expected of them. They behave sensibly and show kindness to each other. Adults foster in children a real love of learning. Consequently, children are attentive and responsive, and eager to learn.
- Safeguarding arrangements in the early years are effective. All statutory welfare requirements are met. Well-established routines contribute to the children's ongoing safety and welfare.





School details

Unique reference number	105449
Local authority	Manchester
Inspection number	10036705

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	455
Appropriate authority	The governing body
Chair	Josie Elson
Headteacher	Mrs Maureen Hughes
Telephone number	01612 230370
Website	www.ravensbury.manchester.sch.uk
Email address	head@ravensbury.manchester.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- This is a much larger than average-sized primary school.
- The proportion of disadvantaged pupils is well above the national average.
- The proportion of pupils from minority ethnic groups and those who speak English as an additional language is well above the national average.
- The proportion of pupils who are supported because they have special educational needs and/or disabilities is above the national average. The proportion of pupils who have an education, health and care plan is similar to the national average.
- The school meets requirements on the publication of specified information on its website.
- In 2016, the school met the government's floor standards. These standards set the minimum expectation for pupils' attainment and progress in English and mathematics



by the end of Year 6.

- The headteacher has been in post since September 2017. Prior to this, she was the deputy headteacher.



Information about this inspection

- Inspectors observed teaching and learning in all classes, including carrying out some joint observations with senior leaders. Inspectors also carried out work scrutinies with senior leaders.
- Inspectors met with two groups of pupils. They also talked with others informally around the school. Discussions were held with staff, including senior and middle leaders. A meeting was held with three members of the governing body including the chair and vice chair. The lead inspector had a telephone conversation with a representative from the local authority.
- Inspectors took account of the three written responses to Ofsted's online 'Parent View' survey. There were only nine responses overall on Parent View, which was too small a number to display the results. Inspectors spoke with parents at the start of the school day.
- Inspectors took account of the 28 responses to Ofsted's online staff questionnaire. They also took account of the three responses to Ofsted's online questionnaire for pupils.
- Inspectors scrutinised a range of documents. These included the school's self-evaluation and development plan, information about the school's performance and a selection of policies, including those relating to safeguarding.

Inspection team

Anne Seneviratne, lead inspector	Her Majesty's Inspector
Julie Kynaston	Her Majesty's Inspector
Simon Hunter	Her Majesty's Inspector
Gill Pritchard	Her Majesty's Inspector



Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2017

School report



St John's CofE Primary School

Clarence Road, Longsight, Manchester M13 0YE

Inspection dates

3–4 October 2017

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a school that requires improvement

- Leadership and staffing changes over the last year have contributed to a lack of progress within key stages and across year groups. Until recently, expectations have not been high enough.
- Changes to leadership have failed to sustain the strengths identified at the previous inspection.
- Results of tests and teacher assessments at the end of key stage 1 and key stage 2 in reading, writing and mathematics are below the national average.
- Some teachers do not use their questioning skills well enough to make pupils think harder and make faster progress.
- Teachers' expectations of what pupils can achieve are not high enough. Work does not always challenge the most able.
- Subject leadership and the development of subjects across the curriculum are at an early stage.
- Governors have not been fully effective in carrying out their duties.

The school has the following strengths

- New senior leaders have brought stability to the school. They are astute and have clearly focused on improving teaching and raising standards. This is beginning to have a positive impact on pupils' outcomes and behaviour.
- Senior leaders and governors have an accurate view of the strengths of the school and how to accelerate improvements.
- Safeguarding arrangements are effective.
- The quality of education in the early years is good. Provision and outcomes have improved steadily in recent years, allowing children to make a good start.
- Pupils have a mature, well developed understanding of British values. Pupils are kind, respectful and tolerant, which leads to a harmonious school community.



Full report

What does the school need to do to improve further?

- Strengthen the impact of leadership and management to raise standards by ensuring that:
 - newly developed partnerships within the federation lead to effective improvement
 - subject leaders are supported through increased team and collaborative work
 - leaders set consistently high expectations and frequently check on the quality of pupils' work across a range of subjects
 - leaders track pupils' progress accurately and reliably and use this information to address any dips in pupils' progress
 - governors carry out all duties rigorously and follow the advice presented in the recent governance review.
- Improve the quality of teaching, learning and assessment to accelerate the progress of pupils and raise their attainment by:
 - raising teachers' expectations of what pupils can achieve, so that pupils' work is matched to their ability, to ensure that the range of diverse abilities are met
 - addressing inconsistencies in teaching and learning and improving all teaching to be good or better throughout key stage 1 and key stage 2
 - identifying basic grammar construction errors at an early stage and correcting them
 - ensuring challenging reading tasks for pupils, particularly in key stage 2, to develop the pupils' inference skills
 - focusing on effective questioning by teachers to address pupils' misconceptions.



Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Since the previous inspection, changes in leadership and staffing have resulted in a period of instability for the school. There has been considerable staff turnover, including at senior leadership level, with a previous acting headteacher in post for a substantial amount of time. This has affected stability in teaching and has prevented the school from implementing actions to keep abreast of national changes. Throughout this period, outcomes and provision for pupils have not remained consistently good.
- The newly appointed head of school and the recently appointed executive headteacher demonstrate strong determination to navigate the school through this period of change. New leaders recognise that outcomes and provision for pupils have not remained consistently good and are resolute to ensure that this improves for pupils.
- Senior leaders and governors are not afraid to make difficult decisions and have recently undergone a staffing restructure. This has secured stronger leadership and ensured that the staffing provision in school is best placed to have a positive impact on pupils' outcomes.
- The executive headteacher and school governors have worked closely with the local authority to federate St John's CofE with another local primary school. This has provided opportunities for staff development across the two schools.
- Senior leaders have a broadly accurate view of the school's strengths and areas for improvement. However, the strategic plans for the school do not translate the weaker aspects into sharply focused actions. Leaders do not currently have a sufficiently clear focus on evaluating the progress and outcomes of different groups of pupils.
- Subject leaders are beginning to lead their subjects more effectively. Currently, their action plans do not identify measurable outcomes to improve learning for pupils. The quality of subject leadership is variable and is at an early stage of development, particularly in the wider curriculum aspects throughout school. Subject leaders' action plans need to focus on improving pupils' outcomes.
- Leaders use sports premium funding effectively to secure external coaches for lunchtime provision. Pupils enjoy this as it enables them to benefit from structured activities which promote active engagement, leading to a healthier lifestyle.
- The pupil premium funding is spent appropriately. Leaders spend pupil premium funding on specific interventions and support for disadvantaged pupils. Focused actions generally identify the correct barriers to learning. At times, the provision does not match pupils' needs and this can reduce the impact on pupils' outcomes.
- Leaders have used the funding for special educational needs and/or disabilities appropriately. The special educational needs coordinator has conducted a clear audit of pupils' needs. He has established new procedures to identify pupils requiring additional support. Now that these pupils' needs are being addressed, they are starting to catch up in their learning.
- The curriculum provides pupils in this ethnically diverse community with many opportunities to develop their social, moral, spiritual and cultural education. Therefore,



pupils are clear about equalities and fundamental British values. Pupils' attitudes reflect a Christian ethos that runs across the school.

- Parents are generally positive about the school's work. One parent said, 'This is a wonderful school with fantastic staff.' A small but significant number of parents do not feel that communication between home and school is as strong as it could be. Inspectors saw evidence that home-to-school communication was good.

Governance of the school

- The reconstituted governing body is very committed to the school and the newly formed federation. Governors have spent much of their time on federating with a local primary school while trying to secure an executive headteacher and recruit a suitable permanent headteacher. This has been at the expense of keeping up with the wider duties and responsibilities such as holding leaders to account for pupils' outcomes and the regular ratification of school policies.
- The governing body has recently undertaken a governance review and skills audit. This rigorous approach to self-reflection and evaluation on effectiveness has identified a strong skill set within the governing body. New members to the governing body, with the experience of successful school leadership, have strengthened the expertise of the governors. The governing body has acknowledged and actioned the recommendations from the governance review and a timely evaluation date has been set.
- Governors are acutely aware of the areas they need to address. Now that the senior leadership of the school is secure, they have further capacity to focus on improved effectiveness.
- Governors take seriously their responsibility to ensure effective safeguarding. They have undertaken recent child protection and 'Prevent' training. Governors are knowledgeable about internet filtering to secure pupils' access to safe internet content.

Safeguarding

- The arrangements for safeguarding are effective. Records of recruitment procedures meet statutory requirements. Induction arrangements are secure and thorough. The culture of safeguarding is embedded throughout the school.
- Pupils are safe in school. Pupils know how to stay safe in a wide range of situations. Pupils can explain how to keep themselves safe when using the internet.
- Leaders have created a culture in which the well-being of each pupil is at the heart of the school's safeguarding work. All adults in the school are regularly trained so that all staff are vigilant and recognise the signs that a child may be at risk.
- Staff understand their roles in relation to child protection procedures and keeping pupils safe. They receive regular training to help them be alert to any signs of risk. They are fully aware of whom they should report concerns to.
- The safety and well-being of children in the early years are well managed and the early years welfare requirements are fully met.



Quality of teaching, learning and assessment

Requires improvement

- The quality of teaching and learning requires improvement because is not consistently good. In some year groups teachers use effective strategies to enable pupils to learn well but in others teaching is less effective. This leads to pupils' progress, particularly in reading at key stage 2, also requiring improvement.
- Teachers do not always demonstrate consistently high expectations of pupils' work. Work does not always stretch or offer enough challenge to pupils of all abilities, particularly the most able.
- Assessment information is not used reliably to ensure that it clearly identifies the starting point of pupils' learning. This results in teachers not setting work to match pupils' ability. Pupils find work set too easy, or on occasion too difficult, and this therefore reduces the rate of learning in some classes.
- Pupils' knowledge and understanding are not consistently checked during the lesson and misconceptions are occasionally left unchallenged. Teachers do not use questions effectively to extend pupils' learning.
- Work seen in pupils' books is of a variable quality. Sometimes, pupils produce work that is well presented, neat and accurate. On other occasions, pupils' work lacks a sense of pride and is untidy and careless. Teachers do not consistently hold pupils to account for work of poor quality.
- Pupils in Year 6 produced some quality artwork around the theme of animals in their environment. This was of a high standard. However, this high expectation of outcomes is not consistent in all subjects.
- The teaching of mathematics is effective in providing pupils with basic skills in mathematics. These are more advanced than the pupils' skills in English. Teachers' and subject leaders' knowledge is stronger in mathematics than in other subjects.
- Pupils reason well in mathematics. This was evident through lesson observations, book scrutiny and discussions with pupils. Pupils are more confident in mathematics and therefore more enthusiastic about their work in this subject.
- The teaching of writing is improving, with a focus on developing pupils' vocabulary. This is generally taught well. However, pupils' basic grammatical inaccuracies are often uncorrected, leading to repeated errors in basic sentence construction, particularly within key stage 2.
- Teachers ensure that older pupils enjoy reading. An author of the month engages readers and there is excitement about the impending visit of Michael Rosen among all pupils. However, reading activities occasionally lack purpose and rigour, meaning that time is not maximised to prioritise effective outcomes for learners. Pupils' inference skills are not taught effectively.
- The teaching of phonics is effective. Recent assessment of pupils' early skills are being used more effectively to match work to pupils' knowledge of letters and their sounds. Younger children receive good support in reading and this leads to effective outcomes.



Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- The Christian ethos of the school is woven through many aspects of school life and encourages pupils to show caring and responsible attitudes to adults and to one another. The school prayer is thoughtfully represented around the hall through images as well as words.
- Pupils cooperate and work happily together in lessons. Pupils provide feedback to each other thoughtfully with consideration. Older pupils look after younger pupils, as seen at break and lunchtime.
- Pupils speak enthusiastically about the positive relationships they enjoy in school. Pupils treat adults and their peers with respect. They trust adults to look after them. Bullying is therefore rare and on the few occasions that it happens, it is quickly dealt with.
- Pupils' spiritual, moral, social and cultural development ensures that they are reflective about their role in school and that of future citizens. As a result, this encourages pupils to be responsible for their actions.
- Pupils show a good understanding of the potential dangers posed by electronic communication. They could clearly explain ways in which to keep themselves safe and could highlight effective safe practices when using social media.

Behaviour

- The behaviour of pupils is good.
- Pupils move around school calmly, remembering to step aside for adults and to greet adults they meet politely. The school is a calm and purposeful place in which to learn.
- At playtimes, pupils are active and demonstrate caring relationships with one another. There are appropriate levels of supervision by school staff and routines are well established.
- Attendance is in line with the national average and is closely managed by staff. Pupils enjoy coming to school, respect their teachers and enjoy learning. Punctuality is given high priority and, as a result, very few pupils are late to school.
- Leaders' efforts to improve behaviour are demonstrating positive impact. Detailed behaviour records identify pupils whose behaviour causes concern so that supportive action can address this. Several pupils spoke highly of gaining merit badges through bronze, silver and gold and how this motivates them to want to do the right thing.

Outcomes for pupils

Requires improvement

- In the past two years, particularly in the provisional 2017 results, the number of pupils reaching the expected standards for their age has dipped in key stage 1 for reading, writing and mathematics. A dip can also be seen in key stage 2 for writing and



mathematics. Standards are below the national average. The school's own information for current pupils, however, shows an increase in the proportions of pupils in all cohorts who are reaching the standards expected for their age. This information shows that boys do not perform as well as girls.

- Pupils' outcomes in mathematics are stronger than those in reading or writing. In the 2017 provisional results for key stage 2, the percentage of pupils attaining high standards in mathematics was above the national average. This is due to effective subject leadership and teachers' improved subject knowledge in mathematics.
- Over the last three years, there has been an increase in the proportion of pupils meeting the expected standard in the Year 1 phonics screening check. In 2017, pupils at the end of Year 1 achieved above the national average in the phonics screening check. Most pupils have a good knowledge of the sounds that letters make and know how to 'break words down' when they are unsure about new vocabulary.
- From their individual starting points, pupils' progress in key stage 1 is stronger than in key stage 2. The latest school performance information shows that pupils in key stage 1 are making good progress.
- Pupils in key stage 2 make progress in line with the national average in writing and mathematics. Pupils' progress in reading at the end of key stage 2 is not as good. Pupils' progress across key stage 2 has been too slow. However, as a result of rigour and urgency in the direction for improvement from the new senior leadership team, early indicators are that the decline has halted and the progress of current pupils is stronger.
- Pupils who have special educational needs and/or disabilities make similar rates of progress to other pupils in reading and writing and better progress in mathematics. This is due to the specific support provided so that pupils can complete their work successfully and the appropriate use of funding.
- Disadvantaged pupils show that they are starting to catch up to other pupils as a result of closer work on identification of barriers to learning. Overall differences between disadvantaged pupils and other pupils in school are diminishing because of the targeted use of the pupil premium to support their needs.
- Current pupils are beginning to make good progress and are closer to securing age-appropriate skills and knowledge in reading, writing and mathematics. This was evident in pupils' work in their books and in lessons.
- The most able pupils make better progress than other pupils in school, particularly at the end of key stage 2 in mathematics.

Early years provision

Good

- Children join the Nursery and Reception class with abilities which are sometimes low and often just below typical starting points. They make good progress so that the proportion of children reaching a good level of development has steadily increased over the previous three years. Despite this improvement, the number of children who currently reach a good level of development is just below the national average.
- Leadership in early years is good. The early years pupil premium is used effectively to



support children's early language development as there is a diverse intake of language speakers. Disadvantaged pupils make good progress.

- Effective transition arrangements are in place, which include home visits and taster sessions to ensure that children have a smooth entry into both Nursery and Reception classes.
- Leadership is effective, and a broad and interesting curriculum is in place. At this early stage of the year the children have settled well in both Nursery and Reception classes. Assessment of children's learning and development is thorough so that activities meet the needs of the pupils.
- The quality of teaching, learning and assessment is good. Children work well together and activities equally engage girls and boys so that they interact positively together with sustained interest. Outcomes for children are good and therefore they are well prepared for the transition into Year 1.
- The outdoor areas in both the Nursery and Reception classes offer a wealth of opportunity to engage learners and especially develop the physical aspects of learning.
- The teaching of phonics is effective. Activities match the needs of children and progress is good.
- Welfare requirements and safeguarding arrangements are robust. Clear procedures for first aid and medicine administration are in place and the setting is secure. External agency partnerships are effective in supporting children's needs.
- Parents and carers have many opportunities to contribute to the initial assessments of children's starting points. Those parents spoken to during the inspection expressed high levels of satisfaction with the provision their children receive in the early years.



School details

Unique reference number	105504
Local authority	Manchester
Inspection number	10032262

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	408
Appropriate authority	The governing body
Chair	Tayo Adebawale
Executive headteacher	Gareth Elswood
Head of school	Juliet Francis
Telephone number	0161 224 7752
Website	www.stjohnsprimarymanchester.co.uk
Email address	admin@sjcfederation.co.uk
Date of previous inspection	27–28 February 2013

Information about this school

- The school does not meet requirements on the publication of information about the equality policy. The lack of compliance at the start of the inspection was addressed during the inspection.
- The head of school had been in post for five weeks before the inspection. Prior to this, there was a long period of time when the school had an acting headteacher. The school has recently undergone a staffing restructure which has resulted in a number of staff changes at all levels.
- The school has recently federated with a local primary school. The executive headteacher has been in post for less than a year. The governing board was recently reconstituted.
- The school is larger than the average-sized primary school. There is a 52-place full-



time Nursery class funded by the local authority. The majority of pupils are from minority ethnic groups. The proportion of pupils who speak English as an additional language is well above the national average.

- The proportion of current pupils known to be eligible for the pupil premium is well above average.
- The school meets the current floor standards, which set the government's minimum expectations for attainment and progress.
- The special educational needs resource unit for the hearing impaired was recently permanently closed during the summer break of 2017.



Information about this inspection

- The inspectors observed teaching in every class. Some observations were undertaken jointly with the head of school. Inspectors observed the teaching of phonics and listened to pupils read.
- Inspectors talked to pupils about their school and evaluated the quality of work in a sample of pupils' books.
- Inspectors held meetings with the executive headteacher, head of school and other senior leaders, a representative from the local authority and six representatives from the governing board. Inspectors also discussed the school's work with the leader responsible for the pupil premium, the early years leader and the leaders of English, mathematics, music and special educational needs and/or disabilities.
- A range of documentation was considered, including: the school's self-evaluation; records of the monitoring of teaching and learning; the school improvement plan; the school's performance data; information on the progress of specific pupil groups; attendance information; records of the behaviour of pupils; safeguarding and child protection records; and minutes from governing body meetings. Documents outlining the use of pupil premium funding and sports funding were also reviewed.
- Inspectors spoke to parents informally at the start of the school day in order to seek their views about the school. Inspectors took account of 10 responses to the Ofsted online questionnaire, 10 responses to Parent View and 12 responses to the staff questionnaire.

Inspection team

Gaynor Rennie, lead inspector	Ofsted Inspector
Maureen Hints	Ofsted Inspector
Clare McGarey	Ofsted Inspector
Julie Peach	Ofsted Inspector
Steve Bentham	Her Majesty's Inspector



Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2017

School report



St Kentigern's RC Primary

Bethnall Drive, Fallowfield, Manchester M14 7ED

Inspection dates

20–21 September 2017

Overall effectiveness	Outstanding
Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Outstanding
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Outstanding
Early years provision	Outstanding
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is an outstanding school

- The headteacher is an inspirational leader. She has been instrumental in securing rapid and excellent improvement since the last inspection.
- The headteacher is very well supported by a highly skilled deputy headteacher and a team of willing, enthusiastic and highly committed senior and middle leaders. The cohesive team share a passion for pupils to succeed and enjoy their primary education.
- The curriculum is very well organised and resourced. As a result, pupils are engaged in their learning and achieve exceptionally well across a wide range of subjects. In particular, their artistic and musical skills and knowledge are especially noteworthy.
- The early years provision is extremely well led by an able and knowledgeable leader who has driven standards up since the last inspection.
- Teaching is outstanding. Teachers have strong subject knowledge which they use to engage the pupils in exciting lessons.
- Pupils build successfully on prior learning to achieve well above average standards in reading, writing and mathematics assessments at the end of key stage 1 and 2. Pupils make sustained excellent progress across both key stages that is above national levels. Progress in reading at key stage 2 is average.
- Pupils do well in phonics and reading by the end of key stage 1. Progress is not as strong where some pupils do not enjoy reading or fully understand what they have read in key stage 2.
- The school offers all the pupils a caring and secure environment in which to learn. The pupils are a credit to the school and their behaviour at all times is excellent. Learning attitudes in class are very positive. Pupils feel safe.
- Governors offer highly effective support and challenge to leaders. They are proud of the recent school achievements. They are a skilled and knowledgeable group who care about the school.
- Parents are highly supportive of the school and recognise the strong leadership offered by the headteacher in raising standards for their children. Every parent who responded to the 'Parent View' survey would recommend the school to another parent.



Full report

What does the school need to do to improve further?

- Build on recent strategies to improve pupils' achievements in reading so that they make the same exceptional progress in other subjects by:
 - placing a greater focus upon pupils who find reading more difficult
 - continuing to develop pupils' understanding of what they read
 - promoting a love of reading through high-quality reading provision and resources.



Inspection judgements

Effectiveness of leadership and management

Outstanding

- This school has 'risen like a Phoenix from the ashes'. Exceptional leadership, strong governance and committed staff have ensured that St Kentigern's has made an extraordinary journey since the last inspection. Consequently, pupils now achieve well above national levels and have an excellent foundation for future success.
- The inspiring headteacher is very well complemented by an extremely able and talented deputy headteacher. Together they have been extremely successful in ensuring that the school has moved on rapidly since the previous inspection. The headteacher has a very clear vision which is linked to pupils' success, well-being and enjoyment. She has the backing of staff, parents and governors. The governors have appointed highly skilled and experienced staff who have helped the school grow and develop so that the quality of education is outstanding.
- Senior leaders have very successfully improved the quality of teaching and pupils' outcomes since the last inspection. The leaders for English and mathematics have been instrumental in driving the very rapid improvement in pupils' outcomes. Their work has developed the skills of teachers and teaching assistants of all levels. Teachers are now highly skilled so that they reflect on, and continually improve, their teaching. As a result, the quality of teaching across the school is of the very highest quality.
- The curriculum offered to pupils is a key strength of this highly successful school. It is broad, imaginative and hugely enjoyable. Each subject is exceptionally well planned to ensure that pupils gain the skills, knowledge and understanding to make sense of the world and develop their talents. The curriculum is further enriched by a broad range of themed days, trips, visits, after-school clubs and residential trips. The exceptional quality of the broad curriculum is evident around school in art displays and pupils' work. Pupils are immersed in activities which captivate them. Pupils speak highly of the Shakespeare and music workshops where they were given a chance to develop 'as their teachers make it fun'. Pupils also spoke enthusiastically about residential trips to London and the Lake District.
- Pupils' spiritual, moral, social and cultural development is at the core of everything the school is trying to achieve. Pupils thrive in this very caring environment. Pupils speak with confidence about accepting others for who they are and that 'everyone has their own qualities'.
- Provision for pupils who have special educational needs and/or disabilities is very well organised by the efficient leader for this area. She has a very good knowledge of individual children and has established excellent tracking of pupils' progress and development. Provision and support is tracked carefully so that it is highly effective in ensuring that pupils make significant progress. Regular meetings are held with parents to discuss progress and support. The leader has been very successful in brokering additional help for pupils in the school. Data shows that the school has been highly effective in the spending of special educational needs and/or disabilities funds to deploy staff and resources to help these pupils make very strong progress from their starting points.
- Parents who made their views known to the inspection team were overwhelmingly



supportive of the school. Parents were positive about the school with comments such as, 'the school has made great progress and all my children have enjoyed attending the school', 'fabulous support assistants' and 'staff are amazing and the headteacher is very inspiring'.

- The local authority has recognised the highly successful and strong progress that the school has made in improving teaching and pupils' achievement. Governors receive excellent monitoring reports for the authority. The school currently receives 'light touch' visits as the authority is very confident about the leadership team and their drive for the future.
- School leaders and governors use very robust procedures to check pupils' progress and the impact of teaching on pupils' learning. Pupils' progress is tracked prudently by the headteacher and deputy headteacher. The leadership team are very skilled in scrutinising pupils' work, observing lessons and ensuring the accuracy of teachers assessments. Monitoring records are accurate and precise. Parents are kept well informed of their children's progress. They told the inspectors that they are confident with the feedback they receive.
- Pupil premium funding is used effectively to provide academic and pastoral support. As a result, disadvantaged pupils achieve considerably better than other pupils nationally. The recent development of a nurture room enables the school to support pupils who have social and emotional difficulties. The breakfast club and after-school provision provides pupils with a calm and enjoyable start and end to the day.
- The primary physical education and sport funding is used very well. The school employs a very talented sports coach who has enabled the pupils to develop sports skills and to participate in a wide range of sports. Pupils take part in a wide range of inter-school competitions and have been very successful in football. This high-quality provision starts with the early years children to develop fundamental skills. Inspectors saw early years children undertaking high-quality and engaging games lessons even though they have only recently starting school. Many before- and after-school clubs enrich pupils' learning further and they are very well attended.
- British values are embedded completely throughout the school curriculum. Leaders know the school and community exceptionally well and respond accordingly to ensure that pupils gain a deep understanding of tolerance, empathy and respect for each other. Numerous wall displays and work in pupils' books reflect the quality of understanding.

Governance of the school

- Governors know the school extremely well and have high ambitions for the pupils. They are involved in the school's self-evaluation and improvement planning. Governors have been a driving force in the recent impressive school improvement. They appointed the present headteacher following a rigorous selection process so that they have confidence in the capacity of the leadership team.
- Leaders are well supported by governors who are highly skilled and have a clear and accurate view of the school's strengths and possible areas for development. The governors monitor and evaluate the school on a regular basis. Governors provide highly effective support and challenge to all leaders at the school.



- Governors have an excellent knowledge of the school based upon their regular visits to school and from the reports they receive from school leaders. Minutes from governors' meetings demonstrate that they are well informed.
- The chair and vice-chair have ensured that robust procedures are in place for managing staff performance and that these are applied effectively.
- Governors have a wide range of experiences. These include support for the school in safeguarding pupils and staff, curriculum expertise, finance and leadership support.
- Governors have been highly effective in ensuring that finances are used effectively to support children's learning throughout the school. Recent expenditure approved by the governors has enhanced the school interior so that all pupils are taught in clean, well-lit and modern classrooms. Future expenditure is being discussed to enhance provision for nurture groups and early years provision. Governors ensure that additional funding for pupil premium and sports premium are well spent and they monitor the impact of this money rigorously.

Safeguarding

- The arrangements for safeguarding are effective.
- Pupils' safety and welfare are given the highest priority. The school is proud of the care that it gives its pupils.
- Staff and governors are well trained on a regular basis by the designated safeguarding lead. The lead professional is very knowledgeable about the challenges faced by the pupils and carefully matches the training that the staff receive to these issues.
- The school makes all the statutory checks on staff, governors and volunteers to ensure that they are suitable people to work with children and the school maintains appropriately detailed records.
- Recruitment policies are robust and thorough. Several staff and governors have received 'safer recruitment' training and have applied it when recently appointing high-quality staff.
- Governors regularly check that the schools safeguarding procedures are effective and meet statutory requirements.
- Staff engage with outside agencies, carers and parents effectively to make sure that everything possible is done to ensure pupils' safety. The safeguarding lead is highly effective in organising early help and support for vulnerable families and children.

Quality of teaching, learning and assessment

Outstanding

- Teachers at St Kentigern's plan an exciting curriculum that engages pupils effectively and makes learning meaningful and enjoyable. Teachers are highly skilled and use effective questioning, feedback and support skilfully within lessons to extend pupils' knowledge and understanding. Teachers have excellent subject knowledge which is used to correct pupils' misconceptions. Teaching successfully captures pupils' interests and motivates them to try their very best. As a result, pupils make excellent progress in all subjects and they are very keen to learn.



- Teachers' expectations are extremely high. They follow the headteacher's ethos of 'zero tolerance of any lesson that is not engaging'. Pupils' work books reflect the teachers' high expectations for their work and presentation.
- Pupils' phonic skills are taught very effectively in the early years and key stage 1. Pupils read widely for different purposes as part of the school's new initiative on reading novels on daily basis. During the inspection, Year 6 pupils were thoroughly engaged in an interactive session following the exploits of 'Willie' in 'Goodnight Mr Tom'. However, some pupils in key stage 2 do not read regularly enough using different texts to make rapid progress in developing their reading skills. Teachers need to ensure that these pupils read more frequently to develop a wide vocabulary and a love of reading.
- Writing is taught extremely effectively across the curriculum. Teachers ensure that pupils gain an excellent understanding of the features of different types of writing. Key writing skills and techniques are extended both in English lessons and in other areas of the curriculum. Consequently by the time they leave key stage 2 pupils are very confident writers across a range of text. Pupils' work books across the curriculum reflect this whole-school drive for high standards in writing.
- Teachers develop pupils' high-quality mathematical skills through a very well organised mathematics curriculum. The mathematics leader ensures that all classes make learning interesting and offers pupils opportunities to develop their reasoning and problem-solving skills. Teacher's expectations are extremely high, as was seen in a lesson in which Year 6 pupils were challenged to solve problems involving algebra and geometry. Pupils responded positively to the challenge and demonstrated high level of understanding.
- Teaching assistants provide highly effective support for learning. They work well with teachers and foster an in-depth understanding of new learning.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils say they enjoy having the chance to take on positions of responsibility, such as being 'class ambassadors' and 'sports leaders'. Roles such as these underpin pupils' mature attitudes and pride in their school.
- The school has placed a strong emphasis on developing values for life. This is developed through core values and fundamental British values such as democracy and tolerance. As a result, pupils are well prepared for life in modern Britain.
- Pupils have a well-developed understanding of how to keep themselves safe outside of school. Recent developments, such as the 'e-safety week', provide additional opportunities for pupils to learn how to keep themselves safe when using the internet. Pupils also have a detailed understanding of different types of bullying. They respond accordingly if bullying takes place, although instances are extremely rare within this warm and harmonious school. Pupils have an excellent awareness of diversity and are very clear about treating everybody with respect and tolerance.



- Parents are positive about pupils' personal development and say that 'school is very good at dealing with concerns raised around the needs of my child'.

Behaviour

- The behaviour of pupils is outstanding.
- Pupils' behaviour in and around school is superb. They listen well to both their teachers and their classmates. Little time is wasted in lessons. Pupils are polite, friendly and welcoming to visitors. At playtimes, pupils play well together and have a buddy system that ensures that nobody is left on their own.
- Pupils are extremely proud of their school. They appreciate the support and guidance they receive from their teachers. They are smart and wear their school uniform with pride.
- The school has well organised behaviour management procedures in place. Pupils respond well to these procedures. They are polite and conduct themselves well in and around school. Older pupils readily look after the younger children at playtimes.
- Attendance is above national average overall and few pupils are persistently absent from school. This is due to the excellent systems in place to spot any patterns in absence and to support parents so that pupils are in school regularly and on time. Pupils enjoy coming to school. This was summed up by one parent who commented: 'We have a well organised start to the school day, with children looking happy and confident going into the classroom.'

Outcomes for pupils

Outstanding

- Pupils make outstanding progress from their different starting points as they move through school. In 2016, pupils achieved standards in writing and mathematics that were well above the national average. In 2017 unvalidated results, plus current assessment information and the work in pupils' books, show that the outstanding outcomes are being maintained and built upon. From their excellent start in the early years, all groups of pupils enjoy tremendous academic success. Consequently, they are exceptionally well prepared for the next stage of their education. This is a remarkable improvement since the previous inspection results.
- Younger pupils are taught phonics skills exceptionally well. Consequently, the Year 1 phonics screening test scores are well above average and increasing each year. By the time they leave Year 2, pupils achieve well in reading compared to other pupils nationally. However, by the time they leave Year 6, older pupils do not achieve as well in this subject as they do in others. This is because some pupils who find reading more difficult do not always have enough targeted support in school. Other pupils can read words but they sometimes struggle to understand the meaning in written pieces of text. Leaders are well aware of this deficiency and have already taken steps to lift older pupils' reading skills. This is bearing fruit. The work in books show pupils are developing the skills to read and understand more complex and demanding texts.
- Pupils currently in the school are making rapid progress across almost all subjects in the curriculum. For example, pupils study a variety of artistic technique and can



describe in detail the paintings of Warhol and Lowry with confidence. Music teaching enables pupils to play confidently a variety of instruments.

- The disadvantaged pupils currently in school make progress and attain standards that are typically better than that of other pupils nationally. Pupil premium funding is effectively used to provide additional support for disadvantaged pupils. Pupils are encouraged to develop their talents in sport, art and music.
- The most able pupils are typically challenged successfully in lessons. Consistent high-quality teaching enables these pupils to reach the highest levels in reading, mathematics and writing by the time they reach the end of key stages 1 and 2.
- Pupils who have special educational needs and/or disabilities progress quickly from their varied starting points to match or better that of other pupils. The school ensures that they receive highly effective support from additional adults to meet their diverse needs.

Early years provision

Outstanding

- Strong leadership has enabled the early years to improve dramatically since the last inspection. During the time the children spend in early years almost all make excellent progress. By the end of the early years a very large majority have achieved a good level of development and are ready to start Year 1.
- The leader has had a positive impact upon all areas of early years. She has established a high-quality learning environment both indoors and outside.
- Children start in early years from a variety of starting points but these are below those that are typical for their age. They make excellent progress to secure foundations for further learning.
- The early years leader has introduced a very effective tracking and assessment procedure. The staff are well trained and confident in their assessments through high-quality observations. All staff assess regularly about what children know, understand and can do. This thorough tracking of children's progress is used to identify areas for further development. Staff work hard to ensure that activities match the children's own interest and stage of development. They engage well with children so that children enjoy their learning. Parents are now kept well informed by detailed information that they receive about their children's progress.
- Parents are encouraged to be involved in their children's learning by feeding back to staff about their child's home learning experience and regularly come into school. Home-school liaison is very effective.
- During the inspection, children enjoyed their learning outdoors. Careful planning ensured that all activities promoted challenge and curiosity to develop children as independent learners. A group of boys worked together to develop a system whereby water could flow from one container to another using pieces of pipe and guttering. Staff supported by modelling new vocabulary while assessing children's understanding of language skills.
- Children's behaviour in the early years is excellent. Children have a clear understanding of the behavioural expectations within school.



- Children benefit from well-established school routines and strategies are in place to ensure maximum learning time. Staff are deployed effectively to ensure that children are engaged with tasks and activities. They adapt the activities quickly to help children learn more effectively.
- The recently established unit for two-year-old children has made a significant impact in the induction of children into school. Highly skilled staff ensure that the needs of this group meet statutory requirements and children settle quickly into routines. Children joyfully played with adults using tissue-paper squares so that their language and vocabulary could be developed.
- The Nursery class provide full-time care for three-year-old children. The staff work closely with the early years leader to provide high-quality provision. Transition is planned well to ensure that children's skills continue to develop as they move from the Nursery into the Reception class.
- The early years leader works very closely with outside agencies to ensure that children who have special educational needs and/or disabilities are provided with effective provision from the early stages. She spends the additional funding for these children effectively.
- The safety and well-being of the children are given a high priority. All statutory welfare requirements are met. Relationships and positive welfare arrangements are thorough.



School details

Unique reference number	105584
Local authority	Manchester
Inspection number	10036767

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	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	340
Appropriate authority	The governing body
Chair	Gerry Hodson
Headteacher	Barbara Harrold
Telephone number 0161 224 6842	0161 224 6842
Website	www.st-kentigerns.manchester.sch.uk
Email address	head@st-kentigerns.manchester.sch.uk
Date of previous inspection	30 September – 1 October 2015

Information about this school

- The school meets requirements on the publication of specified information on its website.
- The school is a larger than average primary school.
- The proportion of disadvantaged pupils is well above average.
- The proportion of pupils from minority ethnic groups is above national.
- The proportion of pupils who speak English as an additional language is lower than the national average.
- The provision in the early years is a two-year-old unit, Nursery class and Reception unit.
- The school provides a before- and after-school unit, which is managed by the governing body.
- The school meets the government's floor standard, which is the minimum expectation for pupils' achievement in English and mathematics at the end of Year 6.



Information about this inspection

- Inspectors observed teaching and learning across the school. They spoke to pupils and examined the work in their books and subject portfolios. The inspectors heard pupils read and talked to pupils informally around the school.
- Meetings were held with senior and middle leaders, governors (including the chair of the governing body), a representative from the local authority and one group of pupils.
- Inspectors considered the 14 responses to Parent View, including 14 free-text responses. Inspectors also spoke to parents informally before school. Inspectors took into account 15 responses to the staff survey.
- Inspectors examined documents relating to governance, self-evaluation, school improvement planning, pupils' progress, behaviour, the curriculum and safeguarding.

Inspection team

David Fann, lead inspector	Ofsted Inspector
Doreen Davenport	Ofsted Inspector
Moira Atkins	Ofsted Inspector



Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2017

