

School report



Temple Primary School

Smedley Lane, Cheetham, Manchester, M8 8SA

Inspection dates 9–10 July 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress from starting points that are well below average. Pupils' achievement is good and is particularly strong in English, because of the successful focus on developing their speaking, reading and writing skills.
- Pupils' behaviour is excellent. Their very good conduct and manners are maintained both in lessons and around the school. They are happy, confident and very keen to learn.
- Teaching is good over time and some is outstanding. Teachers ensure that pupils gain not only good academic skills, but develop their spiritual, moral, social and cultural understanding equally well.
- Disabled pupils, those who have special educational needs and those who are supported by the pupil premium make progress equal to that of their peers.
- Leaders, managers and the governing body have a relentless and successful focus on providing the best possible opportunities for all pupils.
- Highly successful leaders and the very effective governing body continually review the school's performance and ensure that anything that could be better is quickly identified and acted upon. Consequently, the quality of teaching is improving and pupils' achievement is rising.

It is not yet an outstanding school because

- Not all teaching is as good as the best yet.
- Pupils do not always have enough opportunities to practise their literacy and mathematical skills in a wide enough range of subjects and contexts.
- Teachers' marking does not always give pupils clear enough guidance on how to improve their work.

Information about this inspection

- Inspectors observed 28 lessons and looked at pupils' workbooks in all years and across a range of subjects.
- Inspectors held discussions with pupils on all sites. They held meetings with members of staff responsible for the Early Years Foundation Stage, special educational needs, literacy and numeracy, the Chair of the Governing Body and members of the finance committee and spoke to a representative of the local authority.
- Inspectors took into account the 29 responses to the online questionnaire (Parent View).
- Inspectors took account of a wide range of documentation, including assessment data, minutes from meetings, policies, school action plans, management and leadership files and safeguarding documents.

Inspection team

Rebecca Lawton, Lead inspector	Additional Inspector
Lyn Pender	Additional Inspector
Sheila O'Keeffe	Additional Inspector

Full report

Information about this school

- The school is much larger than the average-sized primary school. Numbers on roll are nearly double the national average and rising.
- At the time of the inspection, the school was undergoing significant building work. The pupils were being taught at three separate sites: the older pupils at a local secondary school, a temporary 'village' of mobile classrooms for the Early Years Foundation Stage and the remaining classes in parts of the original building.
- The headteacher is currently supporting another school in the local authority for two and a half days each week.
- The proportion of pupils known to be eligible for the pupil premium is well above average. (The pupil premium is additional government funding for pupils known to be eligible for free school meals, children from service families and those that are looked after by the local authority).
- The proportion of pupils supported through school action is above average; the proportion supported at school action plus or with a statement of special educational needs is slightly below the national average.
- Almost all the pupils are from minority ethnic heritages, and speak English as an additional language. Of these, an above average proportion is at an early stage of learning English on entry to the school.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.

What does the school need to do to improve further?

- In order to raise pupils' achievement further, increase the proportion of outstanding teaching by:
 - always providing plenty of opportunities for pupils to use and apply their literacy and mathematical skills in a wider range of contexts
 - improving the consistency of feedback through marking so that pupils always have clear information on how to improve their work and have time to respond to the advice given.

Inspection judgements

The achievement of pupils is good

- Children start school with skills and abilities well below those expected for their age. Many speak very little English and some have no English language skills at all.
- Children make good progress through the Early Years Foundation Stage and achieve well. The development of their early speaking, listening and language, personal and social skills is particularly strong and lays a firm foundation for their future learning.
- All pupils make good progress as they move through the school. There is a strong emphasis on developing their basic literacy and mathematical skills. Although pupils sometimes practise their literacy and mathematical skills in other subjects, these opportunities are not as extensive as they could be to help improve pupils' skills still further, for example by extending their language skills through discussion or drama.
- Standards of attainment in English and mathematics at the end of Year 6 are rising year-on-year and are slightly above average. This represents good achievement from pupils' starting points.
- The different groups of pupils make good progress and achieve well. Disabled pupils, those who have special educational needs and pupils who are at an early stage of learning to speak English make progress which is at least equal to that of their peers in school.
- If pupils need extra help, for example to improve their speaking, listening and reading skills, the school provides bespoke programmes of support in the specialist educational needs unit, as well as additional adults to support learning within the classroom. As a result, any pupils in danger of falling behind are quickly helped to catch up.
- Pupils supported by the pupil premium make similarly good progress. Additional adults are used well to support pupils with their specific needs. Personalised programmes to improve these pupils' learning are created and regularly updated to ensure they are making good progress, and are doing at least as well as pupils with similar needs locally and nationally.
- The school is strongly committed to ensuring equality of opportunity for all pupils and is successful in narrowing the gap between the performance of different groups, such as the gap between the achievement of girls and boys. Leaders correctly identified that this was an issue and took swift and very effective action to boost the performance of boys. As a result, boys outperformed girls for the first time in this year's statutory assessment tests.
- Pupils read often, and report that they enjoy reading both in school and at home. In the national check on their skills in phonics (the sounds that letters make), Year 1 pupils' scores are lower than the national average. Even though they have made good progress, these scores mirror their much lower than average English language skills on entry to school, because they have so much ground to make up. However, leaders are not complacent and provide well-targeted support for the pupils who do not pass, and the school's records show that many more are successful when they re-sit the test the following year.
- By the end of Year 6, pupils are well prepared for their next stage of education. Their writing and number skills are well developed and they are able to work independently on a wide range of tasks that challenge them to use their knowledge and skills to solve problems.

The quality of teaching is good

- The quality of teaching is good and some is outstanding; it helps pupils to learn and achieve well during their time at school.
- Good relationships between pupils and all adults are a key feature of all lessons, and pupils are very enthusiastic about learning.
- In the best lessons, teachers build in regular time and support for pupils to reflect on their work, respond to the advice given by their teachers and make improvements, which enables them to make faster progress.

- Pupils' books show a good range of activities and tasks completed over the school year. Pupils were able to recall and discuss their interesting lessons and describe what they had learnt. However, the quality of written feedback to pupils is inconsistent. While teachers regularly mark pupils' work, they do not always provide them with enough precise information on how to improve their work or opportunities to act on the advice they give.
- Teachers manage to organise their classrooms well so that pupils can learn even in unusual locations and while the building work is underway. They adapt to contexts and use their good knowledge of the pupils and the subjects they teach to make the most out of all opportunities. For example, in a baking lesson on a very hot day, teachers discussed with the pupils why the butter was melting, incorporating science into the lesson. In another lesson, the teacher used the 'mobile classroom village' to set out a 'dinosaur hunt', taking the children outside to explore their environment. As a result, pupils enjoyed learning and made good progress.
- Disabled pupils and those who have special educational needs receive very good support to help them learn. Leaders ensure that additional time and suitable resources are provided to improve the achievement of any pupil who needs extra help to catch up in literacy and numeracy. Specialists and bilingual teaching assistants also support these pupils within the classroom. Pupils say they are very happy about the additional help they receive because they are able to participate in their lessons.
- In the Early Years Foundation Stage, adults provide interesting activities that stimulate and enthuse children so that they are eager to learn. Early speaking, listening and reading skills are taught particularly well. Adults encourage children to make choices for themselves, which helps children to develop the skills to work and learn on their own.
- Pupils' spiritual and moral awareness is developed well by teachers who encourage them to reflect upon their experiences and through high expectations of their behaviour. The opportunities for pupils to find out about different faiths and cultures to their own effectively foster their social and cultural development.
- Leaders are working with staff to move good teaching to outstanding so that all pupils can make outstanding progress, rather than the currently good progress, from their well below average starting points.

The behaviour and safety of pupils are outstanding

- Pupils' behaviour around school is typically exemplary; they have very good manners and show respect for adults and for one another. In lessons, their behaviour is managed consistently well.
- Around the different sites, pupils show resilience in the difficult circumstances while building work is underway. Pupils' attitudes to learning are commendable and so learning time is not interrupted. Pupils are confident and happy and respond to all the challenges their teachers set them. They make strong friendships, work together and collaborate very well in lessons.
- Parents who responded to the online questionnaire Parent View expressed positive views about pupils' behaviour and safety. Staff and pupils' views were equally positive. Pupils reported that any incidents of misbehaviour were minor, and stated confidently that staff sorted them out quickly. The school's records confirm these are rare and tackled efficiently.
- Pupils stated that they feel safe on all sites. They demonstrate they are well informed about the different types of bullying and on how to keep themselves safe.
- Leaders have secured significant improvement in pupils' punctuality and attendance. Many improvements are the result of the very effective work of the family support worker and the learning mentor team, who have established and built on work with parents and the community. The help and support they offer to families and pupils reach far beyond the school walls.

The leadership and management are outstanding

- Leaders at all levels have a very clear view on how they want the school to improve further and have high expectations of what they want staff and pupils to achieve. Senior leaders drive improvements extremely well. The very effective governing body and staff work very well together and morale is high.
- The school is in the middle of significant change, and leaders have responded to the challenges this poses extremely well. The headteacher is currently supporting another school for half of the week; nevertheless, senior leaders are leading and managing the school extremely well in her absence.
- Rigorous lesson observations of the quality of teaching and learning lead to actions that teachers need to take to improve their skills. Suitable training is provided. Such actions and effective performance management arrangements are successfully increasing the proportion of teaching that is good or better.
- A very high number of staff are undertaking additional training and qualifications to help them improve their teaching skills and so benefit pupils' learning. Several staff are undertaking masters-level courses. Within the special educational needs department, staff are specialising in particular areas corresponding to the needs of pupils so that the school will have 'experts' for each area of need on site.
- Subject leaders, for example, of English and mathematics, have an excellent grasp of how teaching is helping pupils to improve, and are continually adapting and updating practice to ensure all pupils make the best possible progress. Strategies for monitoring and supporting teachers to improve their skills are very strong.
- Leaders have a very accurate view of how well the school is doing. They regularly and rigorously review its performance and so are clear about what needs to improve. Swift and effective action is taken; for example, recent successful strategies have improved the progress and achievement of boys.
- The school's systems for checking pupils' progress are very robust. However, leaders are not complacent and are constantly seeking to improve tracking procedures. Consequently, the system is being revised further to ensure that any pupil in danger of falling behind is identified even quicker, so that arrangements to help them catch up can be put in place even earlier. This demonstrates the school's commitment to ensuring equal opportunity for all pupils.
- The good curriculum is enriched well by interesting topics and the many exciting activities out of and after school; these engage both boys and girls equally well. This enhances pupils' spiritual, moral, social and cultural understanding particularly well. Opportunities to increase pupils' literacy and mathematical skills are good, but even more chances could be provided for pupils to use these skills in a wider range of contexts to increase their achievement still further.
- The local authority has historically only offered 'light-touch' support for the school, but has been more involved recently, while the headteacher has supported another local school as an executive headteacher.
- Safeguarding procedures meet requirements.
- **The governance of the school:**
 - Governors manage finance and staffing very well, particularly during this period of disruption. They are very ambitious for the school and regularly undertake training and qualifications to improve the skills base of the governing body.
 - Governors monitor the spending of the pupil premium funding carefully to ensure it has the best possible impact on pupils' achievement and the pastoral development of pupils.
 - Governors are extremely well informed about the school's performance. They are knowledgeable and robustly challenge senior leaders. They manage the performance of staff very well, and ensure success is clearly linked to any increase in salary.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	131202
Local authority	Manchester
Inspection number	412463

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	591
Appropriate authority	The governing body
Chair	Bernard Core
Headteacher	Vicky Morton
Date of previous school inspection	29 June 2007
Telephone number	0161 2051932
Fax number	0161 2051047
Email address	admin@temple.manchester.sch.uk

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Crumpsall Lane Primary School

Crumpsall, Manchester, Lancashire, M8 5SR

Inspection dates

21–22 May 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Achievement is not as good as it was at the previous inspection and requires improvement. Pupils can do better in writing and mathematics.
- Progress between Years 1 and 6 is not as fast as it should be. At times, lessons move too slowly and pupils are not given enough opportunity to be independent and work things out for themselves.
- There is not enough good or outstanding teaching; too much requires improvement. There are differences in the way teachers work and in the expectations they set for pupils.
- The most-able pupils are not always given work or questions that really stretch them in lessons. Lack of challenge holds back the progress of some pupils and in particular the more-able.
- The quality of handwriting, presentation and basic skills of spelling and use of grammar varies, depending on the quality of teaching.
- Not all key leaders do enough to check on the quality of teaching and on pupils' work in each class in order to remove weaknesses.
- The leaders' self-evaluation and development planning are not based upon a rigorous enough analysis of the quality of teaching and the work in pupils' books.

The school has the following strengths

- Children make good progress in the Early Years Foundation Stage to reach average standards by the start of Year 1.
- Behaviour and safety are good. Pupils all get along well, respecting and celebrating each other's culture.
- Disabled pupils and those with special educational needs get good support and make good progress.
- Recent changes are improving the progress of pupils in reading.
- Good use of assessment informs pupils and staff of the effectiveness of learning in English and mathematics.
- The school provides a good range of opportunities for spiritual, moral, social and cultural development. A wide range of clubs and educational visits widens the pupils' understanding of the world.
- The headteacher and governing body understand that standards can be better. They are raising expectations for the school's performance.

Information about this inspection

- The inspectors observed 21 lessons, two of which were joint observations with the headteacher.
- Meetings were conducted with governors, the staff team and four groups of pupils. In addition, a meeting was arranged with a Local Leader in Education, the headteacher of another primary school, who has been working with the school since January 2013. A telephone conversation with a representative of the local authority widened inspection evidence.
- Information from the scrutiny of a range of school documentation added to inspection judgements. These included the details relating to safeguarding, the improvement plan, the school's procedures for gaining an accurate view of its performance and records of pupils' standards and progress.
- The views of parents were gathered by analysing the 10 responses posted on the online questionnaire (Parent View). In addition, an evaluation was made of the responses to a recent questionnaire carried out by the school and a meeting conducted with representatives of the parents' forum.
- An analysis of 40 staff questionnaires, together with an on-going dialogue with teachers and teaching assistants, gave the inspectors an insight into the views of the staff.

Inspection team

David Byrne, Lead inspector	Additional Inspector
Clare Daniel	Additional Inspector
John Shutt	Additional Inspector

Full report

Information about this school

- This is a larger than average-sized primary school.
- The majority of pupils are of Asian Pakistani heritage most of whom speak English as an additional language.
- The number of pupils joining or leaving the school at times other than the usual is above average and includes a number of international arrivals from overseas who speak little or no English.
- The proportion of pupils known to be eligible for the pupil premium is above the national average. (The pupil-premium grant is additional government funding for those pupils who are known to be eligible for free school meals, children from armed service families and children that are looked after by the local authority.)
- The proportion of pupils supported through school action and through school action plus or with a statement of special educational needs is above average.
- The school meets the government's current floor standard, which sets the minimum expectations for pupils' attainment and progress.
- There is a child-care facility available at the school each morning
- The school holds a number of awards. These include The Healthy Schools award, an Active Mark, Artsmark Gold and the Manchester Inclusion Award. It has recently gained an Eco Silver Award for its work towards saving the environment. In addition, the school has gained the Leading Parent Partnership Award and is proceeding towards gaining the Rights Respecting Schools Award for its work promoting children's rights and responsibilities.
- Over the last year, five new staff have been appointed, including two newly qualified teachers and two trainee teachers.

What does the school need to do to improve further?

- Remove the inconsistencies in teaching so that all is good or outstanding by April 2014 by:
 - ensuring that all teachers have high expectations of what pupils can achieve
 - encouraging all teachers to adopt a sense of urgency in lessons so that learning proceeds at a faster pace
 - giving pupils more time to try things out for themselves and be independent in lessons
 - ensuring that, when marking pupils' work, all teachers are consistent in including constructive comments that show pupils how to improve, and that pupils are given time to respond.
- Ensure that more pupils reach or exceed the standards expected in English and mathematics at the end of Year 6 by:
 - sharing the best teaching within the school and seeking insight by observing best practice in other schools
 - setting more ambitious targets for pupils' progress and attainment in each year group, especially for the more able
 - providing pupils across the key stages with more opportunities for extended writing and making sure that in every class there is a common approach and expectation for handwriting, spelling and use of grammar
 - giving pupils regular opportunities in each class for pupils to apply their mathematical skills to practical, real-life problem-solving activities.
- Improve the impact of leadership on pupils' achievement by:
 - increasing the rigour and accuracy of leaders' self-evaluation and development planning
 - building the skills of all leaders in checking on the quality of teaching systematically and rigorously, with a clearer focus on pupils' progress and attainment in each year group

- setting more measurable and ambitious targets in the school-improvement plan.

Inspection judgements

The achievement of pupils

requires improvement

- Attainment is broadly average in Year 6 in reading, writing and mathematics. Given the pupils' starting points in Year 1, attainment by Year 6 is not as high as it could be and achievement requires improvement.
- The school's assessment information indicates that achievement of the pupils in Key Stage 2 is currently rising and progress accelerating. This is confirmed by lesson observations, hearing pupils read and scrutiny of work. The percentage of pupils in the current Year 6 working at Level 4, which is the expected level for their age, has increased slightly since 2012. The progress in reading, however, is better than it is in writing and mathematics.
- Children start in the Early Years Foundation Stage with a level of development below that expected for their age; it is particularly low in communication skills. By the end of Reception, children's attainment is improved, and is close to average for their age.
- In Key Stage 1, progress is accelerating. In some classes, disruptions to teaching have held back learning and progress. By the end of Year 2, attainment is typically just below average.
- In Key Stage 2, progress varies. It is fastest in Years 5 and 6 but slower in Years 3 and 4. Progress in reading has improved because of the greater emphasis placed on it since January 2013. Standards in reading are average. Regular assessment of pupils' progress and attainment sharpens the ability of staff to focus on pupils who need extra support.
- The more-able pupils do not always make enough progress because at times their work does not stretch them to think hard. Analysis of pupils' work indicates that pupils are not challenged enough to apply their basic numeracy skills to solve mathematical problems. In writing, attainment is held back because too little time is given for them to produce extended pieces of work. Some work is untidy and includes too much inaccurate use of grammar and spelling.
- Disabled pupils and those with special educational needs are supported well and make good progress. Pupils who are learning English as an additional language receive additional help and make progress similar to their classmates. International new arrivals who speak little or no English make rapid progress in acquiring speaking and writing skills.
- School leaders are committed to equal opportunities and prevention of discrimination. Their commitment is demonstrated by the way the school is closing the gap in attainment for its less-advantaged pupils. In 2012, pupils known to be eligible for free school meals, who receive pupil-premium funding, did as well as their non-eligible peers in the national tests in English and mathematics.

The quality of teaching

requires improvement

- Too much of the teaching requires improvement. There are examples of good teaching across the school but this is not consistent. The teaching of reading is good, but for writing and mathematics it requires improvement. Information and communication technology is generally taught well to impart information and encourage learning.
- A relatively new staff team has been built over the last 12 months. The impact of teaching on learning has been hindered by some uncertainty about the continuity of teaching staff in some classes. Parents expressed concerns about the number of temporary supply staff in some classes but say that things are starting to settle down.
- In the best lessons, pupils' opinions are valued and responded to, teachers skilfully extend existing knowledge through question and discussion, and assessment is used to tailor work to the ability of the pupils. Practical approaches to learning, for example in exploring flight in Year 2, add to the sense of enjoyment and promote good or better progress.
- Some variations exist in the way teachers work and the expectations made of pupils. The needs of the more-able pupils are not always high enough. There is a tendency to over direct pupils. This limits the amount of time for them to try things out for themselves. Pupils report that some lessons are too long, and that when this happens they lose interest.

- Marking is not consistent in the method used and teachers' expectations vary for handwriting, spelling and use of punctuation. Too much writing is linked to comprehension, with limited time for pupils to write feely, independently and imaginatively. In mathematics not enough real-life practical problem-solving work is taught to enable pupils to find answers to questions independently.
- Teaching assistants are always there to support staff and pupils. They are effective in helping groups of pupils to learn during lessons and also in helping disabled pupils and those with special educational needs. Where possible, staff with bilingual skills help international new arrivals who speak English as an additional language to settle into school and make headway with the curriculum.
- Improvement to assessment, with an increased involvement of pupils, is accelerating progress. Teachers mark pupils' work regularly. Some teachers include constructive comments that indicate what needs to improve. However, pupils do not routinely respond to the comments and some continue to make the same mistakes as before.

The behaviour and safety of pupils are good

- Pupils enjoy coming to school. Pupils and staff say that pupils feel safe. They are adamant that any bullying is dealt with quickly. Pupils understand about the various forms bullying can take, including racist and cyber bullying. Activities such as anti-bullying events enable pupils to avoid being perpetrators themselves.
- All pupils get on well together. They respect and value the diverse range of cultures and faiths present in the school population. The adoption of the Rights Respecting school initiatives contributes positively, encouraging mutual respect between pupils.
- Behaviour in lessons and around the school is usually good. Some pupils present challenging behaviour, but the staff are well trained to manage this successfully. There is rarely any disruption in lessons due to anti-social behaviour.
- Attendance has improved steadily in recent years and is currently in line with the national average. The school has worked hard to achieve this, resisting authorising absence and also by rewarding pupils who attend regularly.
- Pupils thrive on taking responsibility for running aspects of school life. They maturely act as playground buddies, helping others at play. The 'Urban Crew' are proud of their work helping the environment and supporting the elderly at a nearby care home. Pupils can influence decisions made in the school through the school council, although its impact on decisions related to how they learn and the curriculum is relatively weak.

The leadership and management requires improvement

- The headteacher and the governing body recognise that achievement should be better. They have very recently embarked on significant changes. These are in terms of refining the systems for assessing pupils, overhauling the curriculum and setting higher expectations for staff and for pupils' progress. However, the intention to raise achievement is not yet securing sustained improvement.
- The school's evaluation of its own performance is not rigorous enough in assessing its strengths and weaknesses. The priorities in the school development plan are too narrow. They do not fully reflect the areas which the school needs to improve. Its targets are not precise enough for senior staff to evaluate whether their implementation is successful.
- Systems to check on the performance of teachers have improved over the last year. Higher targets are set for the academic achievement of pupils and the quality expected of teaching staff. Regular training is provided and, as a result, inconsistencies in teaching are diminishing but still remain. There is an appropriate link between progress up the pay scale and the performance of teachers.
- The involvement of middle leaders) in school management is increasing. They are not yet empowered enough to take full responsibility for improvement of their areas and checking on how well pupils learn.

- The school provides well for pupils' spiritual, moral, social and cultural development. The curriculum includes a good focus on developing their experiences of the wider world. Creative subjects, such as art and music, develop pupils' confidence and all have chance to participate in sport and learn French. Recent investments in computer technology are boosting the pupils' use of computers to inspire their learning. Good opportunities for learning outside the classroom enrich pupils' experience, through trips, for example, to local museums and to places of interest that are accessible by local public transport.
- Parents are keen to support their children's learning. They report that their voice is valued through the parental forum. Where they have access to a computer, they appreciate the information on the school's website and its class blogs. They say the school has improved recently and is getting better.
- The local authority supports the school in its efforts to reduce inconsistencies in the quality of teaching and to improve aspects of the leadership and management.
- The governance of the school:
 - Governors are supportive of the school and its leadership. The relatively new Chair of the Governing Body has sharpened governors' understanding of how to challenge leaders, there is clear evidence of governors asking searching questions during meetings. More challenge has been set for pupils' performance based on an understanding of what can be achieved when compared with other schools nationally. They make a link between teachers' performance and movement up the pay scale. Governors have a secure handle on the school's finances. They keep an eye on the use, and impact of, pupil-premium funds. Governors purchase a package from the local authority to support governor training. They make sure that the school meets safeguarding requirements.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
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Inspection report: Crumpsall Lane Primary School, 21–22 May 2013

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School details

Unique reference number	105486
Local authority	Manchester
Inspection number	411986

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	465
Appropriate authority	The governing body
Chair	Claire Nangle
Headteacher	Mrs S Barrett
Date of previous school inspection	18 May 2009
Telephone number	0161 740 3741
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School report



Broadhurst Primary School

Williams Road, Moston, Manchester, M40 0BX

Inspection dates 14–15 May 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Leadership at all levels, including governance, is good. Leaders have an accurate view of the school's strengths and areas for development because of regular, meticulous and robust checks of the school's performance.
- Children get off to a good start in the Early Years Foundation Stage, particularly in their personal development. From individual starting points well below those expected for their age, pupils reach average levels by the end of Key Stage 2. This represents good achievement over time.
- Leaders have ensured that aspects of teaching have developed and improved; this has resulted in rapid improvements, particularly in writing.
- Teaching is good and some is outstanding. Teachers have high expectations and work hard to provide stimulating activities for the pupils.
- Pupils' behaviour is good. Pupils are very keen to learn and they work very well together. There are high levels of mutual respect between pupils and staff. Pupils say they feel very safe.
- Broadhurst is a happy school that serves all members of its community. There is an uncompromising drive for improvement which continues in all areas of the school's work.
- Governors are highly motivated and very effectively challenge leaders to further improve teaching and pupils' achievement. The school is well placed to improve further.

It is not yet an outstanding school because

- There is not enough outstanding teaching. At times, too much time in lessons is taken up by pupils listening to teachers instead of doing their work and thinking things out for themselves.
- While pupils have a rich curriculum, overall teachers do not always systematically plan what skills and knowledge pupils will learn in their topic work.
- In a small number of lessons pupils were asked to do too many tasks that meant they could not complete them to a high standard.

Information about this inspection

- Inspectors observed teaching and learning in 15 lessons. In addition, they observed the teaching of small groups of pupils receiving extra support for English and mathematics.
- Inspectors spoke to groups of pupils and to parents as they brought their children to school in the morning. They took account of 16 responses from parents to the on-line (Parent View) survey.
- Meetings were held with the Chair and a member of the Governing Body and staff members. A telephone conversation was held with a representative from the local authority.
- Inspectors looked at a number of documents, including those relating to child protection and safety, the school's monitoring of teaching and school improvement.
- Inspectors heard groups of pupils read and checked the school's assessments of pupils' progress in reading. They also looked at the school's tracking system showing pupils' progress in mathematics and English.

Inspection team

Andrew Morley, Lead inspector

Additional Inspector

Keith Bardon

Additional Inspector

Full report

Information about this school

- Broadhurst is a smaller than the average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium, which provides additional funding for children in the care of the local authority, for pupils known to be eligible for free school meals and children of service families, is well above the national average.
- The proportion of disabled pupils and those with special educational needs who are supported through school action is average but the proportion supported at school action plus or with a statement of special educational needs is above average.
- The school serves a community with a range of multi-ethnic heritages.
- The school has a number of awards, including Healthy School status.
- The school meets the government's floor standards, which set out the minimum expectations for attainment and progress.

What does the school need to do to improve further?

- Further raise the achievement of pupils by the end of Key Stage 2 by improving the quality and consistency of teaching from good to outstanding by:
 - ensuring that there is a better balance between the time pupils spend listening to teachers and the time they spend working
 - ensuring pupils have more opportunities to explore learning for themselves, investigating and developing their own thinking independent of their teachers
 - pupils consistently responding to the advice and guidance provided by their teachers, and having more opportunity to evaluate their own progress and that of their friends
 - using the existing outstanding practice in the school to support improvements in all classes.
- Further develop the curriculum by ensuring that key skills and knowledge of individual subjects are planned for and precisely taught in all classes, particularly for topic work.

Inspection judgements

The achievement of pupils is good

- Children start school with skills and knowledge that are generally well below those typically expected for their age. Children make good progress in the Early Years Foundation Stage because they are well supported and guided in their learning. They work and play well together, taking turns and sharing fairly. Children grow in confidence, are eager to explore the exciting activities available and enjoy learning.
- At Key Stage 1 pupils continue to show very positive attitudes in lessons. They are eager to learn and keen to cooperate and make good progress in reading, writing and mathematics by the end of Year 2. The school has worked hard to ensure all pupils are achieving well in reading and this has paid off with pupils making better progress and demonstrating good comprehension skills.
- Achievement by the end of Key Stage 2 has improved in all areas since the previous inspection and is now good. Most pupils make good progress across Key Stage 2 because the quality of English and mathematics teaching is good. The school has improved strategies for teaching writing and there is evidence of improved attainment in all Key Stage 2 classes.
- Most pupils have a good knowledge of the sounds that letters make (phonics) and know how to 'break words down' when they are unsure about new vocabulary. Teachers work well in partnership with parents to improve further the quality of pupils' reading. The best readers are fluent and read with expression.
- Pupils who receive additional funding through pupil premium make the same progress as other pupils from their starting points both through additional support and opportunities to enhance their experiences. There is no gap in their attainment as in 2012 they did equally as well as other pupils in English and mathematics tests at Key Stage 2.
- The progress of disabled pupils, those who have special educational needs, those from minority ethnic groups and pupils who speak English as an additional language is consistent and an increasing number make good progress, particularly in English, because of the well-targeted support they receive.

The quality of teaching is good

- Teaching is good with some that is outstanding, resulting in most pupils making good or better progress. This is because pupils know what is expected of them and are encouraged to improve by their teachers.
- In the best lessons, teachers are very skilled in providing activities and organising the learning to enthuse pupils. For example, in one Year 4 class, in which pupils were learning about the area of shapes, the teacher provided the pupils with stimulating resources and helped the pupils to ask good questions. Pupils were excited and motivated producing a high standard of work.
- In the best lessons, teachers plan really well to ensure pupils are given work to get the best out of them. Consequently, pupils learn rapidly because they are given work which matches their ability and they are finding out things for themselves. Occasionally, pupils find work too easy or too hard and some teachers do not always adapt the lessons to meet pupils' individual needs quickly enough.
- Teachers have good subject knowledge and so are able to explain ideas clearly and confidently. This was evident in an English lesson for pupils in Year 3 in which they were learning to develop and apply new words within descriptive writing. The pupils were confident that the teacher could help them overcome any difficulties if they arose.
- Other characteristics of high quality teaching include teachers and teaching assistants using questions to enable pupils to explain their answers to each other and the teacher. These give pupils opportunities to explore and develop their understanding.
- Pupils enjoy learning through themes or topics. Teachers look for connections between different subjects, including for literacy and mathematical skills, to make learning more interesting and

meaningful. In addition, teachers support the development of pupils' literacy and mathematical skills through specific activities including, for example, very well-organised guided reading sessions.

- However, the skills and knowledge to be learnt were not always planned sufficiently to ensure pupils maximise progress in subjects such as history and geography.
- Pupils are keen to do their best. However, in a few lessons they are sometimes asked to complete too many tasks and are not given enough responsibility to explore learning for themselves and develop their own thinking.
- Teaching assistants are used very well to support individual pupils or small groups. They have a positive effect on pupils' learning. As a result, pupils with special educational needs enjoy learning and make good progress.
- Children in the Early Years Foundation Stage enjoy their learning and quickly settle into lessons and learn to follow routines. They are encouraged to be independent and choose their own activities.
- There are some very good examples of effective marking where teachers show pupils clearly how to improve their work. In some cases, however, pupils are not given enough time to follow up advice, and feedback does not always tell pupils clearly what to do to get better. The best practice in marking and feedback is not always shared with other staff.

The behaviour and safety of pupils are good

- Pupils behave well. In lessons and around the school, they are considerate, polite and friendly. In lessons, they show positive attitudes to the teacher, their learning and each other. This makes a strong contribution to the friendly and welcoming atmosphere that pervades the school.
- They are kind and considerate to each other and play well together. Pupils are eager to take on responsibility at playtimes and lunchtimes. For example, older pupils look after younger ones as playground leaders. They demonstrated their skill and care by helping the adults look after the younger children and organise games on the playground.
- They take responsibility seriously and are proud of their contribution to the school through, for example, the school council.
- Pupils appreciate the diverse cultures of their friends. In both their work and play they show great respect for each other. At playtime and lunchtime pupils played together well and these occasions are a happy experience for all.
- They have good relationships with adults, feel safe and are confident that any poor behaviour is dealt with promptly and effectively. There is significant support for the children, and the work of the learning mentor and teaching assistants is of a high quality and very much appreciated by the children. As one Year 6 pupil said, 'Our school has got much better and all the teachers care about how we do in everything'.
- Pupils consider behaviour to be good and are confident that any rare instances of bullying are dealt with effectively by adults. Pupils know what constitutes bullying, including cyber-bullying. There are no recorded racist incidents and there have been no exclusions. Name-calling is rare and pupils confidently say that it does not happen because of someone's race, disability or religion.
- Children with behavioural difficulties benefit from programmes tailored to their needs and this has had a positive impact upon their learning and their personal development. Other children work hard to help these children by demonstrating good behaviour and caring attitudes.
- The school has and continues to work well with parents to improve punctuality and attendance. Attendance rates have risen and persistent absence has decreased.

The leadership and management are good

- The headteacher has made a significant impact on all aspects of the school since her appointment in September 2012. She is very well respected by the pupils, staff and the community. She has galvanised the community into developing and sharing a vision that is focused to providing the very best for every pupil.
- Teamwork is at the heart of the improvement of the school and all are ambitious for the school and are focused on continued development. This enables pupils to reach their academic potential alongside very successfully developing their personal growth as individuals.
- Leaders are focusing relentlessly on improving further the teaching and learning over time; this is already good and is clearly improving. The systems for checking on staff performance are very robust and staff are set challenging targets which are regularly checked and linked directly to pay awards. There is a potential for staff to share their expertise with each other to further raise the quality of teaching.
- The leadership team is keen to develop what is already a good curriculum. There is a strong focus on developing pupils' basic skills of literacy and numeracy. It provides a broad range of activities which enrich pupils' experiences both within and outside school. Pupils are very appreciative of the wide range of enrichment activity which broadens pupils' horizons and prepares pupils very well for the next stage in their education. Year 2 pupils spoke with great excitement about their visit to the circus. Such opportunities also contribute significantly to pupils' good spiritual, moral, social and cultural development.
- Leaders now recognise they need to further develop the curriculum by ensuring that skills and knowledge in a range of subjects, such as history and geography, are systematically planned so that pupils can improve their progress in a range of subjects.
- The school has highly effective partnerships with other agencies and schools. Through the different networks of schools and high-quality training opportunities, staff both benefit from, and contribute to, the sharing of good practice.
- The school works well with parents, regularly seeks their views and keeps them informed about the work of the school and how they can help their child further through regular meetings and newsletters. Parents are very appreciative of what the school is doing to help their children. As one parent said, 'I am very happy with the progress that my child is making thanks to the extra support'.
- The local authority has recognised the improvements made in the school and rightly provides light-touch support.
- **The governance of the school:**
 - Governors are efficient, highly motivated and articulate a vision for the school that demonstrates their strong commitment to the school and local community. Governors know the school very well and have an accurate understanding of the quality of teaching and how well pupils are doing. They robustly hold the school's leadership to account for all aspects of its performance, including through their involvement in the monitoring of the school's work and also in contributing to staff training and management. The governors ensure that the school fulfils its statutory responsibilities, including those for safeguarding. Governors keep up to date through training and ensure that finances, including pupil premium funding, are spent appropriately to further support improvement.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

Inspection report: Broadhurst Primary School, 14–15 May 2013

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School details

Unique reference number	105451
Local authority	Manchester
Inspection number	411829

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	221
Appropriate authority	The governing body
Chair	Peter Tavernor
Headteacher	Janette Gough
Date of previous school inspection	10 June 2010
Telephone number	0161 681 4288
Fax number	0161 682 0869
Email address	admin@broadhurstprimary.com

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School report



Our Lady's RC High School

Alworth Road, Higher Blackley, Manchester, M9 0RP

Inspection dates 30 April 2013 – 1 May 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Some students do not make fast enough progress, especially in mathematics so their overall achievement is not as good as it should be.
- Groups of students that make slower progress than others in mathematics include girls, some students who have special educational needs and those known to be eligible for free school meals.
- Teaching is not good enough to secure good progress for all students. In some lessons, students have to spend too much time listening to teachers and work is not always exactly at the right level for each student.
- Students do not have enough opportunities to think for themselves in lessons or to do work that stretches them enough.
- The efforts of leaders at all levels, including governors, to tackle underachievement in mathematics have been too slow.

The school has the following strengths

- The school is a very happy place where students behave well, develop a strong sense of right and wrong and take responsibility for others.
- The number of exclusions has fallen significantly since the previous inspection.
- Students who are eligible for free school meals achieve better in English than other students in the school, because of the high-quality care that the school provides for them.
- There have been some improvements in students' achievement in science.

Information about this inspection

- Inspectors observed 31 lessons, of which three were joint observations with senior leaders.
- Inspectors scrutinised students' work during lessons and looked at a sample of their written work over time in English, mathematics and science.
- Meetings were held with three groups of students, the Chair and representative members of the Governing Body as well as members of staff, including senior leaders and leaders in charge of subjects and other aspects of the school's work. A telephone discussion was held with a local authority representative.
- Inspectors took account of the 16 responses to the Parent View online questionnaire, the staff questionnaire and students' views about the school.
- Inspectors observed the school's work and looked at a number of documents including information on students' current progress, planning and monitoring documentation, records relating to behaviour and attendance and documents relating to safeguarding.

Inspection team

Susan Wareing, Lead inspector	Her Majesty's Inspector
Fiona Burke-Jackson	Additional Inspector
Keith Massett	Additional Inspector
Mark Shenton	Additional Inspector

Full report

Information about this school

- Our Lady's RC High School is smaller than the average-sized secondary school.
- The proportion of pupils eligible for the pupil premium, additional funding allocated for students known to be eligible for free school meals, looked after by the local authority or members of service families, is well above average.
- The proportion of disabled students and those who have special educational needs who are supported at school action is below average. The proportion supported at school action plus or with a statement of special educational needs is above average. The needs of these students relate mainly to behavioural, emotional and social difficulties and specific learning difficulties.
- The proportion of students from minority ethnic groups is higher than that found nationally. A broadly average percentage of students are believed to speak a home language other than English.
- There are slightly more boys than girls.
- The school arranges full- or part-time placements away from school for a very small number of students, mainly in Years 10 and 11, for example at Manchester College or Bethel College or on a training course organised by Manchester City in the Community.
- The school meets the government's current floor standards, which are the minimum expectations for students' attainment and progress.
- The school has held specialist status in sport and information and communication technology (ICT) since 2003.

What does the school need to do to improve further?

- Increase the proportion of good and outstanding teaching by ensuring that:
 - teachers plan work that is better matched to students' learning needs
 - all students have more opportunities to think for themselves and are fully challenged to achieve as well as they can.
- Leaders and managers should take urgent action to ensure that the proportions of students who make and exceed expected progress in mathematics are at least in line with national averages.

Inspection judgements

The achievement of pupils

requires improvement

- Students' achievement requires improvement because they do not make as much progress as they could in all their subjects, especially in mathematics.
- Students enter the school with standards that are significantly below the national average. By the time they leave school, their overall standards on most, but not all measures, are broadly in line with those found nationally. Students' progress in English is above average.
- Those who are supported by the pupil premium achieve particularly well. The pupil premium in 2011/2012 provided, for example, mentors in English and mathematics, a family worker and a summer school. In English, the performance of those who received this support rose by 10% more than that of their peers, to significantly above average. However, the gap did not narrow significantly in mathematics.
- That a very small number of students attending the alternative provision, many of whom have the most complex learning difficulties, are encouraged by this provision to continue in full-time education and to enter GCSE examinations.
- Progress overall in mathematics, especially for students of middle and higher ability and for some of those who have special educational needs, has been significantly below average for the last two years. Mathematics was an area for improvement in the previous inspection. Senior leaders have made staffing changes that have led to some improvement, which the school's information shows is set to continue, but levels of progress remain significantly below the national average. Progress in science was also an area for improvement and is now better, because the school has introduced more appropriate science courses that give students a better chance of a GCSE qualification.
- Art and design and physical education were strong subjects in the GCSE examinations in 2012. Communication studies, French, religious education and statistics were weaker and performance in humanities and other subjects was broadly in line with national averages.
- The progress of both boys and girls in mathematics is significantly below average.
- The school is reviewing its policy for early GCSE entry in English and mathematics because some students lose the drive to work towards the higher grades once they have secured a pass at grade C.

The quality of teaching

requires improvement

- Since the previous inspection, the efforts of senior leaders to improve the quality of teaching have resulted in some improvements in teaching. No inadequate teaching was seen during the inspection and inspectors saw a few examples of outstanding teaching.
- Overall, too much teaching requires improvement because it is not consistently strong enough to make sure that all students progress as well as they can in all their subjects, especially in mathematics.
- Lessons that require improvement are hampered by teachers setting work that is either too easy or too hard. For example, most students do the same tasks, whatever their ability, so do not make enough progress. Teachers talk too much and their questions are sometimes too simple to maintain students' interest or to make them think more deeply about their learning.
- In the lessons where teaching is good or outstanding, teachers' planning takes account of students' starting points and draws on what they have already learned and on their own ideas, helping them to make links with other topics and subjects and come up with their own conclusions. This involves all students actively in their learning. There is plenty of scope for students to share their learning with others and extend it through tasks that are more complex rather than merely longer. The pace of activities is appropriately brisk; teachers' skilled questioning rapidly clears students' misconceptions and leads to visible progress.

- Marking is regular and conscientious. Most teachers make good use of information from the school's robust systems for checking students' progress. Most students therefore know how well they are doing and how to improve their work. In weaker lessons observed, teachers did not always check whether students had acted on feedback given.

The behaviour and safety of pupils are good

- Students are very proud of their school. They behave well in lessons and around the school; they are courteous and welcoming to visitors. Relationships in lessons are very positive and older students say that the new behaviour policy has improved behaviour during their time in school.
- The school's very strong moral, social and spiritual ethos permeates everything that it does and contributes much to students' sense of right and wrong. Students show great responsibility towards others and the wider community.
- Students say that they feel very safe in and around the school. They appreciate the high-quality care and support provided by a wide range of staff, including on their way to school. They know how to protect themselves, for example from internet and other forms of bullying and discriminatory behaviour and language. Almost no parents and carers who completed the online questionnaire on Parent View expressed concerns about behaviour. Students report that it is easy to make friends at the school, because they all respect one another and get on well together, including those who have disabilities or special educational needs, or who are from different ethnic backgrounds. One student's comment is typical of many and reflects the impact of the school's commitment to equalities: 'There can't be any "them and us" because we are nearly all of mixed backgrounds in some way.'
- Exclusions have reduced dramatically over the last two years, because the school offers a wide range of approaches to help students who find it difficult to settle into school. Attendance was an area for improvement in the previous inspection. The school has since established good systems to check attendance and this has led to significant improvement over the last few years. Attendance is now broadly average and the school spares no effort to improve it further. The school's sharp focus on punctuality is effective and very little lateness to lessons was seen during the inspection.

The leadership and management require improvement

- The headteacher is very ambitious for the school. He, the senior leaders and governors have worked energetically since his appointment, and with some success, to improve the school. Together they give a clear direction to the school's work, but leadership and management are not good because not all students achieve as well as they can.
- The headteacher, senior leaders and governors have robust systems for giving them an accurate view of the school's strengths and weaknesses. Their self-evaluation is honest and generally identifies appropriate actions to take the school forward. Sometimes, as in the case of mathematics, these actions are not taken rapidly enough to pre-empt students' underachievement.
- The school has established policies and staff training to give students regular practice of their skills in literacy and mathematics, for example in form periods or through regular extra lessons in reading. The impact of these arrangements across subjects is variable.
- Increases in salary for teachers is firmly linked to the Teachers' Standards and to teachers' impact on students' achievement. Teachers who do not achieve their targets are refused an increase in salary.
- The performance management system is also well linked to good, readily available professional development. Teachers and middle leaders therefore feel well supported and held to account for their work but the systems have not had enough impact on students' achievement. This is because the quality of teaching is too variable to secure rapid progress for some students.
- The school has successfully tackled some of the areas for improvement from the previous

inspection but there is more work to be done. The curriculum has been revised and unsuccessful courses have been removed. New courses have been introduced that provide a better balance of academic and vocational courses which are very closely matched to students' interests and aspirations, including those of the more-able. This has resulted in improved achievement in science.

- The rich variety of activities and clubs available during the lunch hour and after school contributes greatly to students' enjoyment of school and their good social and cultural development. Students have many opportunities for sports, musical activities and charity work.
- The school arranges education off-site, through its many local partnerships, for small groups of students who are at risk of leaving full-time education before the end of Year 11. Courses lead to meaningful experiences and qualifications and students' attendance, behaviour and progress are regularly checked. The success of such arrangements is evident in the very small proportion of students who do not progress to further education, training or employment when they leave school.
- The local authority provides effective external quality assurance for the school.
- Safeguarding arrangements meet all requirements.

■ **The governance of the school:**

- The governing body is experienced and committed to improving the school. Governors are involved in the school's self-evaluation and therefore know the school's strengths and weaknesses. Governors have been prepared to take hard decisions about staffing, including through their involvement in performance management. Governors are increasingly aware of their responsibility for raising standards and ensure that the school's finances are sound. Their spending of the pupil premium has resulted in better achievement in English for the pupils who receive this support. Nevertheless, governors have not been able to help the school to resolve underachievement in some subjects quickly enough for these and some other groups of students, notably in mathematics.

It is recommended that the school arrange an external review of the work of the governing body to evaluate its effectiveness.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

Inspection report: Our Lady's RC High School, 30 April 2013 – 1 May 2013

8 of 9

School details

Unique reference number	105576
Local authority	Manchester
Inspection number	400787

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

Type of school	Secondary
School category	Voluntary aided
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	681
Appropriate authority	The governing body
Chair	Brian Kiely
Headteacher	James Keulemans
Date of previous school inspection	17 March 2010
Telephone number	0161 795 0711
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