

Ofsted outcomes  
School Improvement – school year 15/16

Name	Date of previous Ofsted	Previous Ofsted outcome	Date of most recent Ofsted	Ofsted outcome
St Matthew's RC HS	Sept 12	Good	Sept 15	Requires Improvement
ST Kentigern's RCPS	June 14	Serious Weakness	Sept 15	Requires Improvement
St Francis RCPS	Mar 09	Outstanding	Oct 15	Outstanding
Abraham Moss School	Feb 14	Requires Improvement	Dec 15	Requires Improvement
Peel Hall PS	July 12	Good	Dec 15	Good
Webster Academy PS	Mar 11	Good	Jan 16	Good
St Wilfrid's CEPS Newton Heath	Nov 13	Requires Improvement	Feb 16	Good
St Patrick's RCPS	Dec 13	Requires Improvement	Mar 16	Requires Improvement
Wright Robinson Sports College	Feb 14	Requires Improvement	Mar 16	Outstanding
All Saints PS Gorton	July 11	Good	Mar 16	Good
King David's PS	Jan 12	Good	Mar 16	Outstanding
St Dunstan's RCPS	Nov 13	Requires Improvement	Mar 16	Good
Saints John Fisher/Thomas More RCPS	Sept 12	Good	Apr 16	Special Measures
St Paul's RCHS Academy	Jan 15	Serious Weakness	May 16	Requires Improvement
St Mary's CE Moston	February 2014	Requires Improvement	May 16	Requires Improvement
St Barnabas CE Academy PS	March 2014	Requires Improvement	June 2016	Good
Saviour CE PS	February 2014	Requires Improvement	June 16	Good
Burnage Academy	September 2012	Good	June 2016	Requires Improvement
Chorlton High School	September 2011	Good	July 2016	Good

School report



# Burnage Academy for Boys

Burnage Lane, Burnage, Manchester M19 1ER

## Inspection dates

28–29 June 2016

## 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
Overall effectiveness at previous inspection	Not previously inspected

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- The actions of school leaders and governors have not secured improvement to the quality of teaching and learning since the school became an academy.
- There has been insufficient improvement to teaching and pupils' progress in science. The quality of teaching and standards of attainment in English have declined.
- There is too much variability in the quality of teaching both within and between subjects. Not enough teachers plan lessons that match the needs of their pupils or challenge them to make the best possible progress.
- Pupils' writing is insufficiently developed across the whole curriculum. Too many pupils across all subjects do not take enough pride in their work.
- The quality of marking is extremely variable and many teachers do not follow the school policy. Too often, they accept low standards of work without comment and marking is sometimes inaccurate.
- The quality of leadership is variable. Leaders do not always monitor and evaluate the impact of their actions effectively. They do not ensure that staff and pupils consistently adhere to school policies.

### The school has the following strengths

- Leaders have focused strongly on improving the achievement of disadvantaged pupils. As a result, in 2015 they made similar progress to other pupils nationally in English and mathematics.
- Support and provision for pupils who have special educational needs and/or disabilities is good so that they make good progress from their starting points.
- Attendance is good for all pupils. Pupils are polite and generally behave well around the school and in most lessons.
- The personal development of pupils is a strength in the school. The work that the school does to prepare its pupils for progression after Year 11 is strong. Effective careers education, information, advice and guidance are a priority.

## Full report

### What does the school need to do to improve further?

- Improve the effectiveness of leadership by ensuring that all leaders are vigilant in monitoring and evaluating the impact of their actions and ensure that the school's policies for teaching and marking are consistently implemented.
- Improve the quality of teaching and learning across the school by making sure that all teachers:
  - have the highest expectations of what their pupils can achieve
  - provide the right level of challenge and support for all pupils, including the most able
  - adhere to the school's marking policy so that staff not only challenge low standards of work and correct misconceptions but also provide opportunities for pupils to act upon the advice given in written feedback.
- Improve the development of writing across the whole curriculum so that pupils can more effectively demonstrate, in the work they produce, progress in developing skills and acquiring knowledge.

## Inspection judgements

### Effectiveness of leadership and management requires improvement

- Senior leaders and governors are overgenerous in their self-evaluation of the school's current provision.
- In the last two terms the senior leadership team has not been at full strength and this has had a detrimental impact on members' capacity to improve teaching and learning and effectively monitor the implementation of some new initiatives.
- Leaders undertaking lesson observations and checking pupils' work have not followed up on evidence that some teachers are not implementing the school's policies on teaching and marking.
- Leadership across the school is in a state of change. New senior leaders have taken responsibility for behaviour and safeguarding and, by September, core subject leaders will either be new in post or relatively recent appointments.
- Middle leadership overall is too variable and where it is weaker teachers are failing to effectively implement the school's policies on teaching and marking.
- When good staff have left the school in recent years, leaders have found it difficult to recruit good replacements. This has left some departments, including science and English, with a high proportion of inexperienced teachers.
- Where senior leaders have given a high priority to initiatives, improvement strategies have been implemented with strong impact. For example, teacher peer-to-peer support to reduce low-level disruption has had a good impact on improving behaviour for learning. This improvement was identified by both pupils and middle leaders when inspectors spoke with them.
- There is also strong evidence of pupils benefiting from reading time and from the reading programme in Years 7 and 8, introduced in September. Pupils' reading ages have improved at a more rapid rate than in previous years and their use of the school library has significantly increased this year.
- The headteacher has strengthened the senior leadership team for next September. He plans to use the increased capacity to address the quality of teaching and to ensure that the new assessment system is fully embedded.
- Senior leaders have been determined that disadvantaged pupils should achieve as well as their peers. They have used the pupil premium funding effectively to close attainment gaps and ensure that disadvantaged pupils make at least similar progress from their starting points to other pupils nationally.
- The curriculum has been well planned to meet the different range of abilities across the school.
- Effective personalised careers information and guidance ensure that pupils move on to appropriate education or training when they leave school.
- There is excellent provision for pupils' spiritual, moral, social and cultural development as the result of a broad personal, social and health education programme and a wide range of extra-curricular activities.
- Leaders are tenacious in ensuring that pupils attend school. Attendance is above the national average and the proportion of pupils who are regularly absent from school is much lower than average. The behaviour, attendance and achievement of pupils educated off-site are closely monitored and swift actions are taken should problems arise.
- Parents receive regular, useful information about the progress their child is making in the school. There were too few responses to Ofsted's online Parent View survey to analyse.
- **The governance of the school**
  - Governors understand the strengths of the school and areas that require further development. There is evidence that they challenge the headteacher on pupils' performance, the use of the pupil premium and financial management.
  - They have not sufficiently explored the reasons for the decline in examination outcomes in 2015 in English and are not aware of the impact of teaching and learning on those outcomes.
  - They have not challenged leaders on the impact of strategies implemented to improve teaching and marking.
- The arrangements for safeguarding are effective. School leaders have developed strong procedures to ensure that no safeguarding issues are overlooked. Procedures to ensure that all staff and governors receive relevant induction and training are robust, as are the protocols and practices for record-keeping. Staff engage effectively with parents, carers and a range of partners to ensure that all pupils are supported and safe. Staff have received training on potential areas of risk for young people and have been made aware of how to recognise signs of pupils at risk of radicalisation, forced marriage and child sexual exploitation.



### **Quality of teaching, learning and assessment** requires improvement

- The quality of teaching and learning has declined over recent years.
- There is too much variation in the quality of teaching both within and across subjects and, overall, teaching in English and in science is not good enough. This has had a detrimental impact on the achievement of pupils in these subjects.
- Some teachers do not have high enough expectations of what pupils can achieve and too often teaching does not match the pupils' needs, sometimes resulting in a loss of pupil engagement and low-level disruption. Evidence of this was seen in a product design lesson where boys were learning how to use a coping saw, and the teacher gave them a design to saw that was too difficult for some pupils. In other lessons there is insufficient pace and challenge for the most able pupils. Overall, the wide use of mixed-ability teaching is having a detrimental impact on teachers' ability to meet the needs of all pupils in a lesson.
- In some lessons, weaknesses in teachers' subject knowledge lead to the promotion of misconceptions. For example, in one science lesson, an inappropriate use of the terms weight and mass was made. In another, the modelling of experimental work was weak.
- Where teaching is effective, work is well matched to pupils' needs and the teacher provides appropriate support and challenge for all pupils in the lesson. Questioning is strong and relationships are good, ensuring that pupils are well-motivated to learn and make good progress. Teaching assistants work effectively to support pupils who have special educational needs and/or disabilities and to extend pupils' learning.
- The quality of work in books is variable. Where teaching is strong, work is often of a high standard, demonstrating a good level of challenge and with pupils taking pride in the presentation of their work. Good examples of this were seen in some Year 10 English and history books. Good work was also seen in art folders. However, across all subjects far too many books fail to demonstrate pupils' good progress or pride in their work. Work is often limited, unfinished or very untidy. In mathematics and science, charts, tables and graphs are often poorly constructed without the use of appropriate equipment.
- While writing of a higher standard was seen in some Year 10 books, the development of writing across the curriculum is weak, particularly at key stage 3, with limited evidence of fluent and well-constructed written work.
- In too many cases teachers do not follow the school's marking policy which was introduced in January to improve literacy and to provide opportunities for pupils to respond to constructive teacher feedback. Good examples of literacy marking were seen in some history books and there was some evidence of pupil response in other books. Overall, however, there were many more examples of teachers accepting incomplete and low standards of work without comment, failing to correct even subject-specific words and in some cases marking inaccurate work as correct.
- There is limited homework seen in pupil planners that are signed weekly by form teachers. Pupils spoken to say some homework is set each week but they do not receive it regularly in each subject.

### **Personal development, behaviour and welfare** is good

#### **Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is good.
- Provision for the spiritual, moral, social and cultural development of pupils is a strength of the school. Pupils learn from a wide programme of personal, social and health education that covers topics such as emotional intelligence, bias, British politics, world affairs, democracy, health, justice and human rights. They also learn about different religions and cultures and about diversity in Britain.
- British values are promoted throughout the curriculum as well as in personal, social and health education lessons and this can be seen in displays around the school, together with motivational quotations from famous Britons on walls. The boys have a good understanding of the British political system and there is evidence of discussion and written work about the European Union referendum.
- Pupils enjoy a varied programme of after-school activities which includes sport, drama, language study and the Duke of Edinburgh's Award.
- Pupils are encouraged to make positive contributions in school and take on roles of responsibility, including acting as prefects and being part of the school council.
- Personalised careers information and guidance ensures that pupils are ambitious and ready for the next stage of their education or training. Staff guide pupils to move on to placements that are suitably matched to them. As a consequence, all but one pupil in 2015 moved on to an appropriate education or training place. Year 10 boys spoken to were ambitious and aspired to go on to college and university when they



leave the school.

- Pupils are well cared for in the school and staff work effectively with parents, carers and external agencies to ensure that they meet the welfare needs of pupils so that they can flourish. Leaders provide effective education and support about computer internet safety and the prevention of radicalisation and forced marriage.
- Pupils spoken to say that they feel safe in school. They understand how to keep themselves safe and they say that bullying is rare and is swiftly dealt with when it does occur. Although senior leaders encourage respect for sexual diversity, pupils say that sexist language and the use of the word 'gay' in a derogatory way still occasionally occurs.
- Staff in school maintain close contact with the few pupils who attend alternative provision and their welfare is given the highest priority.

#### **Behaviour**

- The behaviour of pupils is good.
- Pupils are polite, friendly, wear their uniforms smartly and generally behave well around school.
- The majority of pupils have good attitudes to learning, show respect for each other and work well together.
- A strategy to improve behaviour management this year successfully reduced low-level disruption across the school. As a result, low-level disruption now occurs in only a minority of lessons where teaching is less effective.
- The management of attendance is strong. Attendance is above the national average. The attendance of pupils who have special educational needs and/or disabilities has improved this year and no group has low attendance.

#### **Outcomes for pupils**

#### **require improvement**

- Although pupils come into the school with prior attainment that is well below the national average, in recent years they made good progress from their starting points. In 2014 pupils' attainment in mathematics and English was well above the national average but in 2015 the proportion of pupils attaining five good GCSEs including English and mathematics declined steeply. This was largely due to a decline in attainment and progress in English.
- In 2015, the progress that pupils made from key stage 2 was above average in mathematics, humanities and modern languages but had declined by 20% in English and was well below average in science.
- The school progress tracking information indicates that outcomes and progress in mathematics will again be strong in 2016. Predictions in the school's self-evaluation indicate that English language attainment and progress will be broadly similar to that attained in 2015, although English literature outcomes may be better. Leaders predict that less than half of pupils are likely to make expected progress in core science this year.
- Attainment in other subject areas, notably humanities, modern foreign languages, product design and art are predicted to be strong and school leaders expect that the overall progress of pupils across all subjects will be positive.
- The current progress for pupils at key stage 3 is generally lower in English than mathematics in all year groups and is below where senior leaders expect it to be at this time. For example, less than half of Year 9 pupils are making expected progress in English and in mathematics just over half are making expected progress. School leaders predict that by July more than two thirds will be making expected progress in both subjects. The most able pupils are making better progress in mathematics than in English in Year 7 and Year 8. However, in Year 9 the most able pupils are making less progress than pupils of lower and middle ability.
- The school's assessment information reflects the attainment and progress seen in lessons and in books during the inspection, which varied widely across and within subjects, according to the quality of teaching. In some lessons, pupils made good progress and this was reflected in their work. However, in too many lessons, particularly in English and science, teaching was not matched to the needs of the pupils and teachers' expectations were too low and did not sufficiently challenge the most able. In a number of these lessons, pupils did not engage well and low-level disruption further impeded their progress.
- The school works well with a number of pupils who enter the school with significant special educational needs and provides a tailored curriculum at key stage 3 with some specialist teaching. In lessons observed within this provision, pupils made good progress and successfully acquired new skills and knowledge.
- The small number of pupils attending alternative provision at an external provider are making good progress. The providers share regular updates on pupils' behaviour and progress according to an agreed schedule.



- Those pupils who attend the school's own off-site provision for a limited period also make good progress.
- Senior leaders have focused strongly on closing the gaps between disadvantaged and other pupils, targeting the pupil premium funding to improve both attainment and progress. As a result, in 2015 disadvantaged pupils made similar progress from their starting points to other pupils nationally in English and mathematics.
- The work that the school does to prepare its pupils for progression after Year 11 is strong. Recent destination information on the numbers of pupils who have progressed to suitable education or training places indicates that pupils are effectively prepared to move to the next stage of education.

## School details

<b>Unique reference number</b>	140703
<b>Local authority</b>	Manchester
<b>Inspection number</b>	10019103

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.

<b>Type of school</b>	Secondary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Boys
<b>Number of pupils on the school roll</b>	966
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Alan Scott
<b>Headteacher</b>	Ian Fenn
<b>Telephone number</b>	0161 4321527
<b>Website</b>	<a href="http://www.burnage.manchester.sch.uk">www.burnage.manchester.sch.uk</a>
<b>Email address</b>	<a href="mailto:office@burnage.manchester.sch.uk">office@burnage.manchester.sch.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- This is a school of average size. Pupils are all boys. It converted to academy status in April 2014.
- The proportion of pupils from minority ethnic groups is significantly higher than average, the largest of which is of Pakistani heritage.
- The proportion of pupils who are disadvantaged and, therefore, supported with additional government funding, known as the pupil premium, is significantly higher than the national average. The pupil premium is funding for those pupils who are known to be eligible for free school meals and for children looked after.
- The proportion of pupils who have special educational needs and/or disabilities is slightly below average. The proportion of pupils with an education, health and care plan or statement of special educational needs is broadly in line with the national average.
- The proportion of pupils who join or leave the school at times other than the normal times is above average. The school accepts a large proportion of new in-year entrants.
- The school runs an off-site educational unit close to the school site to provide temporary provision for pupils with behavioural problems. The school also provides this service for three other local schools.
- The school uses a number of other providers to support the small number of pupils who have significant behaviour and learning needs. The providers are registered by Ofsted.
- The school is part of The Manchester Alliance of schools, a group of schools who work collaboratively to share good practice.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school meets the requirements for the publication of specific information on its website.



## Information about this inspection

- Inspectors observed teaching and learning across a range of subjects, including joint observations with senior leaders. They carried out work scrutiny separately and alongside senior leaders in lessons.
- Inspectors met with two groups of pupils and talked to others informally during breaks and lunchtimes.
- Discussions were held with staff, including middle and senior leaders, classroom teachers and newly and recently qualified teachers. A meeting was held with the chair and one other member of the governing body.
- Inspectors visited the off-site school inclusion unit and spoke to providers of alternative provision.
- Inspectors took account of one online questionnaire completed by a staff member and five free text responses from parents. There were insufficient responses to Ofsted's online questionnaire, Parent View, to analyse.
- Inspectors scrutinised a range of documents. These included the school's self-evaluation and improvement plan; performance information; and a selection of policies.

## Inspection team

Gena Merrett, lead inspector	Her Majesty's Inspector
Alyson Middlemass	Ofsted Inspector
Pritiben Patel	Ofsted Inspector
Linda Griffiths	Ofsted Inspector
Claire Hollister	Ofsted Inspector
Melanie Callaghan-Lewis	Ofsted Inspector

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28 July 2016

Ms Zoe Morris  
Chorlton High School  
Nell Lane  
Chorlton-cum-Hardy  
Manchester  
Greater Manchester  
M21 7SL

Dear Ms Morris

### **Short inspection of Chorlton High School**

Following my visit to the school on 12 July 2016 with Jonathan Smart, Ofsted Inspector, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since your predecessor school was judged to be good in September 2011.

#### **This school continues to be good.**

You, senior leaders and governors have maintained the good quality of education in the school since your predecessor school's previous inspection. You all share a very detailed and clear understanding of the strengths of the school and what needs to be improved. Your meticulous evaluation of all aspects of the school's work has secured a very effective school development plan, which you review regularly with governors. You relentlessly monitor the school's progress against the challenging targets that the plan sets out for the school's improvement. Your multi-layered quality assurance systems hold leaders, at all levels, and staff to account for the quality of teaching and for pupils' progress. This has ensured that, after some dips in performance in 2015, the great majority of pupils now make good progress.

The trustees and governors of the CHS Learning Trust are highly committed to the school's success and take an active and strategic role in its development. Governors act as your critical friends, celebrating the school's successes and challenging you and your senior leaders in meetings. They insist on knowing the precise impact of your actions on pupils' progress. Governors take a particularly strong interest in the progress of disadvantaged pupils. They know exactly how the pupil premium funding is spent and how much work needs to be done in order that gaps between the attainment of these pupils and others nationally close quickly. The executive headteacher of the trust provides added capacity for the leadership and management of the school.



### **Safeguarding is effective.**

The school's safeguarding policies and procedures are exemplary. Staff and governors take their responsibilities for keeping pupils safe very seriously. The buildings and grounds are secure. Regular audits and high-quality training ensure that the school's practice is that records are kept up to date, and checks made on adults working in the school are very rigorous.

The school makes sure that all staff and pupils understand the dangers of extremism, radicalisation and exploitation through the very strong personal, social, health and economic education (PSHE) programme. All staff are trained in the government's 'Prevent' duty, which aims to stop people being drawn into or supporting terrorism. Leaders are vigilant in their analysis of patterns in the absence of all pupil groups, especially those who are the most vulnerable, so that they can take rapid action if a pupil is missing education.

Pupils with whom we spoke during the inspection stated that they feel safe in and around the school, and the overwhelming majority of parents who responded to Ofsted's online questionnaire agree. Pupils' enjoyment of all that the school provides is evident in the improved attendance rates, including those of persistent absentees, which are now above the national average.

### **Inspection findings**

- You have established an ambitious culture for the school, which is also very supportive. This has improved teaching across a range of subjects in the school and accelerated the progress that pupils make.
- The curriculum is broad and balanced, with a wide range of subjects and qualifications for pupils. The curriculum in this highly diverse school gives pupils a good understanding of British values so that they are well prepared for life in modern Britain.
- PSHE and pupils' spiritual, moral, social and cultural development are strengths of the school. They are carefully mapped across subjects so that pupils have frequent opportunities to reflect on how to be healthy and rounded members of their community. Pupils enjoy the wide variety of sports and clubs available to them during social times, ranging from football and cricket to steel bands and creative writing.
- We saw generally good behaviour during the inspection. However, pupils told us that sometimes a small amount of low-level disruption occurs when teachers do not follow the behaviour policy consistently. Permanent exclusions are rare, but temporary exclusions of pupils from school are relatively high; this reflects the school's 'zero tolerance' approach to any misbehaviour.
- Pupils are confident to speak with visiting adults. They are polite, mature, courteous and are rightly proud of their school. They have a strong understanding of their rights and responsibilities in a democratic country and contribute to the community through charitable fund raising and membership of the school council.



- The small number of pupils for whom education away from school is the best option for a short time are well catered for in the local pupil referral unit. During pupils' time there, their attendance, behaviour and progress are checked and recorded regularly.
- In 2015, pupils made broadly similar progress in English to that in mathematics. Overall, their progress was broadly in line with national averages. You recognise that there was some variation between different groups and subjects.
- Girls and pupils of mixed background did not do as well as they should in English. The most able did not make the progress expected of them in either mathematics or English. Pupils did not make enough progress in humanities and languages. On the other hand, the progress of pupils who speak English as an additional language, disadvantaged and low-ability pupils was significantly above average in mathematics, reflecting the good quality of the extra support you provide for these pupils.
- In English, the progress of disadvantaged pupils was broadly similar to that of other pupils nationally. The progress of pupils who have special educational needs and/or disability is just below the national average, representing good progress for these pupils.
- You and your senior leaders have responded promptly to the underperformance in some subjects in 2015, and current pupils in these subjects are now on track to make better progress. However, you are aware that there is more work to be done to ensure that the most able pupils are suitably challenged to reach the highest levels of which they are capable. For example, some teachers do not provide enough opportunities for pupils to contribute their ideas and experiences in discussions.
- Teachers are keen to provide pupils with the best possible teaching they can. They appreciate the many opportunities they have to develop their practice further. Teaching seen during the inspection and through pupils' work over time is consistently good.
- Strengths in teaching include the very positive relationships between teachers and pupils. Teachers' skilled questioning leads to pupils' deep reflection on a range of social and moral as well as subject-specific concepts.

### **Next steps for the school**

Leaders and those responsible for governance should ensure that:

- teachers give pupils more opportunities to contribute their ideas and experiences in classroom discussions
- the most able pupils are appropriately challenged in all their subjects
- the rates of exclusions reduce rapidly by ensuring teachers' consistency in complying with the school's behaviour policy.



I am copying this letter to the chair of the local governing body, the regional schools commissioner and the director of children's services for Manchester. This letter will be published on the Ofsted website.

Yours sincerely

Susan Wareing  
**Her Majesty's Inspector**

### **Information about the inspection**

During this inspection, inspectors held meetings with you, other senior and middle leaders, the chair of the CHS Learning Trust and of the local governing body and groups of pupils. Inspectors observed teaching across the school, including observations made jointly with the deputy headteacher and another member of the school's senior leadership team. Inspectors spoke to pupils about their work and examined a sample of their written work. Inspectors considered a range of documentary evidence, including the school's information about the progress of pupils currently in the school and their behaviour and safety. Inspectors took account of the 108 responses to the online questionnaire, Parent View. It was not possible for staff or pupils to access the electronic questionnaires.

School report



# Saviour CE Primary School

Eggington Street, Collyhurst, Manchester M40 7RH

<b>Inspection dates</b>	14–15 June 2016
<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- School leaders, including governors, have developed the capacity to continue to improve the school. They have successfully addressed areas for improvement identified at the previous inspection.
- Middle leaders have led improvements effectively in the teaching of English and mathematics.
- The provision in the early years is good. Children make good progress from their starting points.
- Pupils in key stages 1 and 2 make good progress in reading and mathematics. By the end of Year 6, most pupils reach or exceed national expectations in terms of the progress they make in reading, writing and mathematics.
- The quality of teaching, learning and assessment is now consistently good. Senior and middle leaders provide effective feedback to teachers.
- Pupils' personal development and welfare are outstanding. Pupils are extremely sensitive to the needs of others, especially the most vulnerable. Behaviour in class and around school is good and contributes well to learning. Pupils feel safe and secure in school.
- The governing body provides strong, caring and knowledgeable support to school leaders. Governors hold leaders to account for school improvement.

### It is not yet an outstanding school because

- Some pupils do not reach the higher levels of which they are capable in reading, writing and mathematics. Pupils' progress in writing is too slow in a few classes.
- The systems for checking on pupils' progress are not developed well enough to help teachers plan to extend the learning opportunities and challenge for some pupils.
- School improvement plans are not yet sharp enough in showing how the school's planned actions might be measured and evaluated. This slows the pace of further school improvement.
- Information about behaviour and attendance is not fully analysed to inform school improvement planning.



## Full report

### What does the school need to do to improve further?

- Further improve pupils' achievement so that standards continue to rise, particularly in writing, by:
  - strengthening the checking of pupils' progress, so that the information is better used to inform teaching and support for all levels of ability
  - ensuring pupils of all ability are challenged and make the progress of which they are capable.
  
- Improve leadership and management further by:
  - sharpening the focus of school improvement actions so that they can be better measured and evaluated by school leaders and the governing body
  - analysing available information about pupils' progress, behaviour and attendance more effectively to agree and confirm next steps to inform more rapid improvement.

## Inspection judgements

### Effectiveness of leadership and management is good

- Senior leaders, with the support of a caring and knowledgeable governing body, have improved the school so that it is now good. The areas for improvement identified at the previous inspection have been addressed and leaders have evident capacity to take the school to its next stage. The school's procedures for managing the performance of staff have been effective in improving teaching.
- There is now a clear vision and sense of direction which is shared by the vast majority of teaching and support staff. There is a more optimistic and upbeat feel to the school. Staff spoken to say that they have benefited from opportunities to share effective teaching and to learn from each other, for example in the development of pupils' mathematical reasoning skills.
- Senior and middle leaders routinely check on the quality of teaching, learning and assessment. Feedback provided is used well to inform staff about their training needs as well as their strengths, but does not yet go into sufficient detail when linking how teachers might make best use of assessment information to ensure all pupils are challenged effectively in lessons, especially in their writing skills.
- Much thought and effort have gone into creating the school development plan. The document provides essential information which has shaped improvements to date. However, agreed actions are not always precisely stated so that they can be measured and evaluated accurately by the governing body to support a more rapid rate of school improvement.
- Effective initiatives have resulted in consistent approaches by all staff across the school. The development of literacy and numeracy teaching, learning and assessment, consistent application of the school's marking policy and the teaching of phonics (letters and the sounds that they make) have all been improved as a result of effective leadership.
- The whole-school system for collecting information about pupils' progress in each subject is not sufficiently developed. Staff do not yet benefit from senior or middle leaders' deeper analysis of what assessment information means in terms of any strengths or weaknesses in the quality of teaching, learning and assessment. This knowledge would help teachers identify actions to improve the rate of progress for some pupils so that they achieve at higher levels, for example in writing.
- The school's curriculum is broad, balanced and enriching. All pupils study a wide range of subjects beyond English and mathematics. Senior and middle leaders ensure that they check the quality of these and other subjects as consistently as they check learning in English and mathematics.
- Boys and girls enjoy sport activities at lunchtime provided by professional coaches. All pupils show great enjoyment and benefit from music provision by a visiting specialist teacher.
- Pupils learn about British values through 'What it means to be British' topics and when celebrating the Queen's 90th birthday. In personal, social, health and economic education, pupils learn to consider the needs of vulnerable groups in society. They demonstrate an outstanding ability to show respect and tolerance towards other people, regardless of their differences.
- Partnerships with parents are developing well through their attendance at assemblies, parents' evenings and when they assist in guided reading sessions in the early years.
- The school has become more outward looking through sharing good practice with other local schools in its network.
- **The governance of the school**
  - The governing body is knowledgeable and holds school leaders to account for the impact of their work to improve the school. The governing body draws on a good range of relevant expertise among its members in order to conduct its business effectively.
  - Governors are regular visitors to the school and have 'adopted' particular classes so that they get to know in more detail about pupils' progress and behaviour.
  - Governors have audited their strengths and weaknesses and have attended relevant courses to develop their skills. There are named, and trained, governors for safeguarding and safer recruitment of staff.
  - Governors manage the school's budget effectively, ensuring best use is made of all available funds. They have ensured, for example, that funding has been provided to employ two teaching assistants to give additional support to develop the reading and numeracy skills of children in the early years and pupils in key stage 1. Sport premium funding has been used effectively by governors to employ two sports coaches each lunchtime. A greater proportion of boys and girls are now participating in a range



of sports such as basketball, netball and football.

- Lunchtime organisers have benefited from additional training in different sports so that they can support pupils better in learning new skills.
- The arrangements for safeguarding are effective. Staff and governors have regular training on safeguarding and child protection, safer recruitment and reducing the risk of radicalisation. There are named personnel in school for staff to refer to if they have any concerns. Staff talk with confidence about the policies and procedures in place at the school. The school keeps appropriate logs of behaviour and attendance. Information about behaviour and attendance is not fully analysed to inform school improvement planning.

### **Quality of teaching, learning and assessment is good**

- The quality of teaching, learning and assessment has improved since the previous inspection and is now consistently good. This is because senior and middle leaders regularly visit lessons and provide constructive feedback to both teachers and support staff.
- Teaching and support staff ensure that their classrooms are attractive and welcoming. Displays are colourful, well maintained and assist pupils in their learning, for example by explaining the standards expected of them by the end of the year. Pupils have taken on board the high expectations staff have for their learning.
- Due to the skilled and caring teaching and support they receive, pupils are happy in school and want to learn. They show great enthusiasm during lessons because staff take the time to find out about what they know and understand and what they need to do to improve. Pupils appreciate the feedback they receive about the work in their books and take pride in their efforts. For example, when the teacher and the teaching assistant were working with separate groups in a reading and writing lesson, other groups of pupils worked with great independence, perseverance and concentration on reading new texts and identifying unfamiliar words or phrases.
- Teachers apply the school's marking policy consistently: they give regular feedback on pupils' work. Teachers work effectively together to ensure that their assessments of the standards reached by pupils are accurate. As a result of teachers' clear focus on how to extend pupils' learning, most pupils make good or better progress from their starting points in reading, writing and mathematics.
- Teachers and support staff work well together when identifying pupils who need additional support and help. For example, younger pupils in Years 1 and 2 engage well and make progress in their knowledge of phonics when provided with stimulating tasks during focused intervention work with teaching assistants.
- Teachers and support staff use questioning and explanation effectively to motivate virtually all pupils to explore numbers. The pace of teaching and learning in mathematics is often rapid and is enjoyed by all pupils. They rise to the challenge, for example when using their knowledge of times tables to explore multiples in depth.
- Staff make effective use of visual or physical resources to engage pupils who speak English as an additional language or who have special educational needs and disabilities, for example when learning new words in literacy lessons.
- Very occasionally, one or two pupils lose concentration and their focus on learning, either because the pace of learning is too quick, or the task is too easy and not modified according to pupils' levels of ability. Occasionally, teaching assistants miss the opportunity to reinforce the learning of certain groups, for example when extending the most able pupils' counting skills.
- Staff promote pupils' spiritual, moral, social and cultural development very well, for example in form time assembly, prior to formal teaching. Typical themes include 'cans are full of successes – can'ts are full of failures'. Pupils respond well when their teachers reinforced these themes during the day, such as in a challenging numeracy lesson where pupils showed perseverance.
- Teachers use assessment information appropriately when planning their lessons. There is an effective agreed system for assessing pupils on a regular basis in all classes. This enables teachers to set individual targets which are then shared with pupils.



## **Personal development, behaviour and welfare** is good

### **Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is outstanding. Pupils show outstanding attitudes across a range of contexts, especially when engaged in lessons. One or two pupils very occasionally drift off task but this is because they require additional support when a task is too difficult or too easy. Pupils' workbooks across different subjects are exceptionally well looked after. Pupils take great pride in their handwriting and the presentation of their work.
- Pupils interact especially well when learning together. The most able pupils take great pleasure in supporting other pupils in lessons. Pupils are extremely polite and treat visitors with great respect and consideration, for example by holding open a door or asking if they can be of help.
- Key stage 2 pupils spoken to showed remarkable insight into how lesbian, gay, bisexual or transgender people might feel if they were treated unfairly. They stated that people 'have a right to be themselves'. They described how they work with their teacher and teaching assistant to develop calm thoughts each day by practising deep breathing techniques. They talk with great affection about the care and support they receive from staff who teach and care for them.
- If, on rare occasions, pupils choose to make the 'wrong choice', other pupils respond well by letting staff know of their concerns. Pupils, including the youngest, interact and play well together because they know what is expected.
- Pupils say that bullying is extremely rare. Displays around school show that pupils engage well in looking at anti-bullying approaches. They research and study how Britain has developed into a multicultural society and demonstrate an excellent understanding of the British values of tolerance and respect.

### **Behaviour**

- The behaviour of pupils is good. Pupils enjoy coming to school. This is reflected in their improved overall attendance, which is now in line with the national average. Persistent absence has reduced significantly since the previous inspection.
- Pupils take responsibility for their behaviour around school, particularly in lessons, which are invariably calm. Very occasionally, one or two pupils might make wrong choices, for example dropping litter outside or in the dining hall, but these instances are rare.
- Pupils cooperate fully with staff, for example when teachers and support staff manage pupils' movement back into lessons at the end of breaktimes. Lessons get underway swiftly without any delay or disruption.
- Staff and parents spoken to say that the behaviour of pupils is good. There are only occasional issues or incidents which are then dealt with effectively by school staff. No pupils have been temporarily excluded from school for poor behaviour since the previous inspection.

## **Outcomes for pupils** are good

- Since the previous inspection, outcomes for pupils have improved owing to the good quality of teaching and support they have received. There is now a more consistent picture across the school of pupils making good progress from their starting points. Most pupils, including those who are disadvantaged, reach or exceed expected standards.
- Pupils in Years 1 and 2 reach national levels in the annual checks on phonics. This is in part because of the effectiveness of the additional support provided through funding agreed by the governing body to support disadvantaged pupils, pupils who speak English as an additional language and pupils who have special educational needs or disabilities.
- By the end of key stage 1, most pupils make expected or better than expected progress from their starting points in reading and mathematics. The rates of progress made in writing are not quite as good. Pupils who are disadvantaged or who speak English as an additional language make similar progress to other pupils in school. Pupils who have special educational needs or disabilities make smaller steps in progress in reading, writing and mathematics but these are in line with the carefully planned programmes put in place by the school and over time their progress accelerates.
- By the end of key stage 2, an increased proportion of pupils reaches or exceeds expected standards. They demonstrate the necessary maturity, knowledge, skills and understanding in lessons to move successfully into secondary education. Work in their books is consistently well presented, with a focus on



accuracy in English grammar, punctuation and spelling across different subjects. These standards can be seen in the books of different groups, including disadvantaged pupils, pupils who have special educational needs or disabilities and those who speak English as an additional language.

- The most able pupils show an increased ability to write independently for a range of purposes and across different subjects. They have strong mathematical reasoning skills and abilities, as shown when they solve increasingly complex problems.
- Work in pupils' topic books shows that they apply their skills in literacy and numeracy across the curriculum. For example, in science, pupils make use of bar charts to record their results when completing an experiment using a light bulb with different lengths of wire. They write up their findings from practical investigations in a clear and logical way, which demonstrates their skills in writing for a particular purpose.
- Very occasionally, some pupils across different groups do not achieve the levels of which they are capable because of a lack of challenge, particularly in writing. They do not always have opportunities to explore the meaning and use of new words in their independent writing.
- Pupils read regularly and in a range of contexts. Younger pupils who have special educational needs and disabilities and who struggle with reading respond well to the support they receive in recognising letters and the sounds they make. They become more confident when returning to full lessons. The most able readers read widely for pleasure or when looking up information.

### Early years provision

is good

- Children, including those who have special educational needs or disabilities and those who speak English as an additional language, make good progress from typically low starting points, especially in reading. Throughout the year additional pupils have joined the school. They settle in and begin to make good progress, especially in their personal and social development.
- Adults are well deployed in the Nursery class so that children receive good levels of teaching and support. They practise and consolidate their knowledge of initial sounds, for example matching a 'c' to the picture of a carrot. Children demonstrate good social skills when they engage in 'circle time' activities. Occasionally, resources are not placed so that all children can see them. In the Reception class, children engage well in warm-up activities, for example where they are challenged to count up to 100. The effective use of questioning ensures that children are fully included in such activities. Children then have opportunities to explore their understanding of mathematical terms like 'less than', 'more than', and 'in between'.
- Different prompts are used effectively to engage children, such as song and actions when doubling numbers to 10. Sometimes, children are asked to attempt an activity in which they have had no previous experience, for example when identifying different coins. As a result, they occasionally struggle during these sessions because assessment information has not been used effectively beforehand when planning the activity.
- Children make good use of a stimulating outdoor area. Boys and girls make imaginative use of equipment to explore their surroundings. This helps them to solve problems and use language to explain what they are doing and why, for example when pupils experiment with water flowing down a chute into a container at the base.
- Children have good opportunities to develop their writing and counting skills through activities like using paint brushes, manipulating construction pieces or when role playing in a 'garage'.
- Children behave well and show care for each other. They are safe because staff supervise them well and know when to provide close support or observe from a distance. Safeguarding arrangements in the early years are effective and meet requirements.
- The early years coordinator deploys staff and resources well and ensures that children's progress in each development area is recorded and shared with parents through the learning journals.

## School details

<b>Unique reference number</b>	105548
<b>Local authority</b>	Manchester
<b>Inspection number</b>	10012101

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	231
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rev Chris Fallone
<b>Headteacher</b>	Evelyn Lister
<b>Telephone number</b>	0161 205 1221
<b>Website</b>	<a href="http://saviour.manchester.sch.uk">saviour.manchester.sch.uk</a>
<b>Email address</b>	<a href="mailto:head@saviour.manchester.sch.uk">head@saviour.manchester.sch.uk</a>
<b>Date of previous inspection</b>	11–12 February 2014

## Information about this school

- The school is smaller than the average-sized primary school.
- The proportion of pupils known to be eligible for pupil premium funding is well above average. Pupil premium funding is additional government funding for pupils known to be eligible for free school meals and children looked after by the local authority.
- The proportion of pupils from minority ethnic backgrounds is well above average. Pupils are from a range of backgrounds and heritages. The number of pupils who speak English as an additional language is also above average.
- The proportion of pupils who receive special needs support is above average while the proportion with an education, health and care plan is average.
- A higher than usual number of pupils either arrive or leave the school during the year. A number of these pupils speak English as an additional language.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics.
- There has been a restructuring of, and addition to, the school's leadership team since the previous inspection.
- The school meets requirements on the publication of specified information on its website.



## Information about this inspection

- Observations were made by the inspectors in lessons across the school and in different subjects. The headteacher and the deputy headteacher completed joint observations with the lead inspector.
- Observations were made in and around the school, including breaktime and lunchtime.
- Meetings were held with the headteacher and other senior leaders about the school's work. The lead inspector met with a local authority senior adviser and six governors, including the chair of the governing body, to discuss school improvement issues.
- An inspector spoke informally with a group parents to gain their views about the school. There were insufficient responses to consider from Parent View (the online questionnaire survey), although there were two text responses. Inspectors considered the most recent survey of parental views conducted at a parents' evening.
- The inspectors met formally and informally with small groups of pupils. Pupils were heard reading in and out of lessons. There were no responses on the online pupil questionnaire site.
- The inspector took account of responses from the online staff questionnaire.
- The inspectors looked at a range of school documents including: the school development plan; the school's own summary of how well the school is doing; safeguarding, behaviour and attendance policies and records; information about pupils' progress in their learning and policies relating to teaching and learning. Governing body documents and minutes of its meetings were also considered.

## Inspection team

Mr Jon Ashley, lead inspector

Ofsted Inspector

Mrs Clare Nash

Ofsted Inspector

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