

St Chrysostom's Church of England Primary School

Inspection report

Unique Reference Number	105491
Local authority	Manchester
Inspection number	377252
Inspection dates	3–4 November 2011
Reporting inspector	Stephen Wall

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	292
Appropriate authority	The governing body
Chair	Canon Ian Gomersall
Headteacher	Melanie Michael
Date of previous school inspection	15 June 2009
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Introduction

This inspection was carried out by three additional inspectors. Inspectors observed teaching and learning in 13 lessons taught by 10 teachers. They held meetings with staff, groups of pupils, the chair and vice chair of the governing body and a group of parents and carers. Documentation was scrutinized including: information related to the tracking of pupils' academic and personal progress; detailed analysis of pupils' attainment and progress; the school's self-evaluation; minutes from meetings of the governing body; and evidence to demonstrate how the school supports pupils whose circumstances may make them vulnerable. Inspectors also examined evaluations undertaken by the school to ensure that it meets statutory requirements with regard to safeguarding. In addition, 130 questionnaires completed by parents and carers were scrutinized along with questionnaires returned by a representative sample of staff and pupils.

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

- How well different groups of pupils achieve, especially: pupils from different ethnic backgrounds; pupils who speak English as an additional language; those who join the school at other than normal times; and higher-attaining pupils.
- How effectively teaching and the use of assessment information combine to meet the wide range of pupils' differing abilities and needs in the school.
- How accurately leaders and managers at all levels, including the governing body, evaluate the effectiveness of the school and use the outcomes to drive improvement.

Information about the school

This is an above average-sized, inner-city primary school in which pupil numbers are rising rapidly. The proportion of pupils known to be eligible for free school meals is well above average. Over 90% of pupils are from a wide range of minority ethnic backgrounds. Over 60% of pupils speak English as an additional language. An above-average proportion of pupils has special educational needs and/or disabilities, although the proportion of pupils with a statement of special educational needs is broadly in line with the national average. Many more pupils than usual join different year groups at other than normal times. Many of these pupils speak little or no English on arrival.

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

Inspection judgements

Overall effectiveness: how good is the school?

1

The school's capacity for sustained improvement

1

Main findings

This is an outstanding school that provides excellent value for money. Outstanding leadership and management at all levels, including the governing body, are the cornerstones of the school's success. Leaders and managers evaluate the effectiveness of the school with pin-point accuracy. They welcome challenges, which they use as spurs to drive relentless and rapid improvement. However, leaders and managers do not forget that learning is also about fun and enjoyment, which the school provides in lavish amounts through outstanding teaching and the excellence of the curriculum. Since the previous inspection, the school has made huge strides in almost every aspect of its work. This demonstrates the school's outstanding capacity to carry on improving.

Children make excellent progress in the outstanding Early Years Foundation Stage, which they join with skills that are generally well below age-related expectations. Excellent progress is maintained as pupils move up through the school with the result that attainment is above average by the end of Key Stage 2. Outstanding care, guidance and support ensure that all groups of pupils achieve outstandingly well, including those whose circumstances may make them vulnerable. All aspects of pupils' personal development are outstanding. Behaviour is exemplary. Pupils love being in school where they feel exceptionally safe. They are confident, polite and welcoming to visitors. Their pride in their school is almost palpable. Race, religion and background are irrelevant to how seamlessly pupils interact with one another and adults in this exceptionally harmonious and happy school community.

Teaching has a razor-sharp focus on learning. Developing pupils' literacy skills is at the heart of every lesson in every subject. The school is eager to raise attainment even further by making sure that all teaching is equally outstanding. Assessment information is used to excellent effect to track pupils' progress towards demanding targets. Even lower-attaining pupils are expected to attain at least in line with national averages and, in the vast majority of cases, the school succeeds in bringing this about.

Leaders and managers leave no stone unturned to ensure that each pupil achieves at least in line with his or her potential. Excellent partnerships make a major contribution to developing staff expertise and pupils' learning. Parents and carers value the school extremely highly. The school's success in developing community cohesion is outstanding. The outstanding promotion of equal opportunities for every

pupil, regardless of ability or background, underpins every aspect of the school's work and its success.

What does the school need to do to improve further?

- Raise attainment even further by:
 - making sure that all teaching is as excellent as the very best
 - developing further the use of information and communication technology (ICT) to support pupils' skills as independent learners.

Outcomes for individuals and groups of pupils

1

Pupils love learning because teaching excites their curiosity and is never dull. Pupils are consistently keen to participate in lessons. Even those pupils whose English is still developing are confident enough to join in discussions and contribute their ideas. For example, in an outstanding numeracy lesson pupils worked in pairs on very challenging numeracy problems and then came confidently to the front of the class to explain the methodology they had used to solve them; spontaneous applause rang out, especially for those who struggled to express themselves. It is no wonder that, with such exciting and inclusive teaching, all groups of pupils including: pupils with special educational needs and/or disabilities; pupils known to be eligible for free school meals; different minority ethnic groups; and pupils who speak English as an additional language, make excellent progress and achieve outstandingly well at all stages as they move up through the school.

Pupils' enjoyment of school is clearly evident. Attendance is above average and improving because the school works very effectively to promote the importance of attendance and because pupils want to be there. 'I learn something exciting every day' and 'I really never want to leave this school', are typical comments from pupils. The school prepares pupils outstandingly well for future success by making sure they love learning and take pride in doing their very best. Pupils' outstanding spiritual, moral, social and cultural development is evident in their outstanding behaviour and their outstanding interest in and knowledge of the world around them. Pupils show excellent knowledge of how important healthy lifestyles are. Even the youngest pupils can explain what foods are good for them and which are best enjoyed in moderation. Participation rates in the raft of sporting enrichment activities are very high.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1

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

The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Teaching is consistently at least good with much that is outstanding. Teachers have excellent subject knowledge. Teaching uses assessment data expertly to match tasks closely to the wide range of needs and abilities in every class. Some lessons are taught in mixed-age groups, not through necessity but by choice, so that younger pupils learn from the role models of older pupils. In these lessons tasks are skilfully set to match age requirements as well. In one combined Year 2 and Year 4 literacy lesson, for example, older pupils made a point of explaining to the younger ones what the task demanded and how to tackle it to best effect. The younger pupils' eyes lit up as they understood what was expected. Talking is central to every lesson in every subject. Astute use of questioning demands that pupils give extended justification for their answers. Skilful teaching assistants support pupils expertly, especially those pupils who find learning difficult and those who speak English as an additional language. Resources for ICT are somewhat limited and, as a result, opportunities for pupils to develop their research skills to promote independent learning are restricted. The school is aware of this and has plans in place to rectify the situation.

The excellent curriculum meets the needs of individuals and different groups of pupils extremely closely. Pupils are heavily involved in deciding what cross-curricular topics are taught. Topics are exciting and relevant such as the Black History topic that classes of different ages work on together. Pupils produce exciting and creative written work that festoons every inch of corridor and classroom display space. The extensive range of enrichment activities in sports and the arts together with a multitude of visits spark pupils' curiosity and make excellent contributions to their personal development and attitudes to learning.

Excellent care, guidance and support ensure that every pupil is known exceptionally well as an individual. Pupils whose circumstances may make them vulnerable and their families are exceptionally well cared for by dedicated support assistants. As a result, these pupils are fully included in the life of the school and achieve outstandingly well. Similarly, pupils who join the school at other than normal times and those who speak English as an additional language are welcomed with open arms. Their needs are quickly assessed and plans are drawn up to make sure they achieve their potential.

These are the grades for the quality of provision

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

How effective are leadership and management?

The inspirational and infectious enthusiasm of the headteacher sets the positive, 'can do' tone of the school. Team work is exceptionally strong across the school in the pursuit of excellence. 'Only the best for every child will do', is a typical comment from a member of staff. Professional training for staff is sharply and expertly focused on improving teachers' expertise and improving pupils' learning. Exceptionally strong partnerships with other schools and higher education establishments make a very strong contribution to developing best practice in the school. This is a true learning community that constantly looks for ways to improve its already formidable levels of success in helping pupils to aim even higher and learn even more effectively. The outstanding governing body provides very strong support and makes a major contribution to the school's aims and strategic direction with the result that planning for future success is sharp and secure.

Equality of opportunity for all regardless of colour, race or creed is at the heart of all the school does. As a result, all groups of pupils achieve outstandingly well. There is no evidence of discrimination whatsoever in this exceptionally harmonious multi-ethnic community.

The school adopts recommended good practice for safeguarding children. Statutory responsibilities are fully met. Checks on the suitability of adults working with pupils are carried out and recorded meticulously. Risk assessments are comprehensive and of good quality. The curriculum fosters pupils' strong awareness of personal safety and what constitute potentially unsafe situations.

The school uses a highly-accurate analysis of its religious, ethnic and socio-economic circumstances to tailor its actions to promote community cohesion expertly and outstandingly well. Pupils all pull together to make this an exceptionally harmonious community. The school is heavily involved in local initiatives to support the local community. For example, its work on breaking down gang cultures in the area it serves is highly regarded and valued. Activities such as International Food Day involve the whole community and bring together families from diverse religious and ethnic backgrounds. Such activities serve as excellent role models for the pupils' understanding of the importance of tolerance, understanding and respect for diversity.

These are the grades for the leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1

The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

The outstanding Early Years Foundation Stage gets children off to an excellent start to school. Children join the nursery with skills that are generally well below age-related expectations. The excellence of the setting and the teaching enable them to make extremely rapid progress. Above all, the Early Years Foundation Stage lays excellent foundations for learning that are built upon and extended as children move up through the school. As in the main school, talking is the catalyst for children's learning. Teaching exploits every opportunity to get children to verbalise their thoughts and experiences. The curriculum is built around this principle to provide children with a wealth of stimulating activities that they are keen to share with others. Children work and play in a very safe and stimulating environment. There is a multitude of opportunities that encourage children to work together both indoors and outside. Assessment of each child's progress is regular and meticulous. It enables teaching to target successfully specific actions to meet individual children's needs. It also enables any specific problems to be identified very quickly so that the support of specialist outside agencies can be called upon. Parents and carers receive regular and detailed progress reports on their children. Outstanding leadership and management of the Early Years Foundation Stage ensure that there is a laser-sharp focus on meeting the needs of every child and providing each child with the necessary learning experiences and support for effective learning and rapid progress.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management in the Early Years Foundation Stage	1

Views of parents and carers

An above-average rate of returned questionnaires from parents and carers was received. Almost all responses were positive showing how happy parents and carers are with the education provided by the school. The returns were unanimous in expressing how much children enjoy school and how well led and managed the school is. Discussions with parents and carers during the inspection also confirmed this. A few thought that the school does not help them to support their child's

learning. Inspectors passed this perception on to the headteacher. However, during the inspection inspectors found that the school has in place a wide range of strategies to encourage parental involvement in their child's learning and in the wider life of the school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Chrysostom's CofE Primary School to complete a questionnaire about their views of the school.

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

The inspection team received 130 completed questionnaires by the end of the on-site inspection. In total, there are 292 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	99	76	30	23	0	0	0	0
The school keeps my child safe	92	71	37	28	1	1	0	0
The school informs me about my child's progress	79	61	45	35	5	4	0	0
My child is making enough progress at this school	72	55	54	42	3	2	0	0
The teaching is good at this school	77	59	50	38	0	0	2	2
The school helps me to support my child's learning	68	52	54	42	6	5	2	2
The school helps my child to have a healthy lifestyle	54	42	74	57	1	1	0	0
The school makes sure that my child is well-prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	61	47	59	45	4	3	0	0
The school meets my child's particular needs	57	44	66	51	5	4	0	0
The school deals effectively with unacceptable behaviour	70	54	54	42	2	2	3	2
The school takes account of my suggestions and concerns	53	41	68	52	4	3	2	2
The school is led and managed effectively	77	59	51	39	0	0	0	0
Overall, I am happy with my child's experience at this school	82	63	46	35	2	2	0	0

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

Glossary

What inspection judgements mean

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

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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

The data in the table above is for the period 1 September 2010 to 08 April 2011 and is consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add up exactly to 100. Sixth-form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school



7 November 2011

Dear Pupils

Inspection of St Chrysostom's C of E Primary School, Manchester, M13 0DX

Thank you for making me and my fellow inspectors so welcome during the recent inspection of your school. We enjoyed your company and were impressed with how confident and polite you are when welcoming visitors to your school.

Your school is outstanding. The excellent teaching you get and the exciting range of things you do help you make outstanding progress at all stages from the Early Years Foundation Stage to the end of Key Stage 2. Of course, you also work very hard and with great interest and this is also a major factor in your outstanding achievement – well done! Your headteacher and all the adults working with you take excellent care of you so that you feel very safe in school. It was really good to see how well you all get on with each other and with all the adults working with you. You told us how much you enjoy school and we could see that from how happy you are and how interested you are in learning new things – again, well done!

Much of the teaching in your school is of outstanding quality. To help raise your attainment even further, I am asking your school to make sure that all the teaching in every class is equally outstanding. I am also asking your school to make sure you use computers more effectively to help your learning so that you find out more things for yourselves.

You have done so much to make your school so successful and I am confident that you will continue to work hard to make sure it goes from strength to strength in the coming years.

I wish you all the very best for the future.

Yours sincerely

Stephen Wall
Lead inspector

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