

# Charlestown Primary School

Pilkington Road, Blackley, Manchester, M9 7BX

**Inspection dates** 10–11 October 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
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.

- Continuous improvement since the previous inspection has moved the school from satisfactory to good.
- The quality of teaching is good and some is outstanding.
- As a result, pupils achieve well from their starting points.
- The school is led and managed well by senior leaders and the governing body. Their capacity to promote further improvement is good.
- There is a positive climate for learning in the school.
- Pupils feel safe. They behave well and attitudes to learning are good. Attendance is above average.

### It is not yet an outstanding school because

- There is not enough outstanding teaching and there are some inconsistencies in teaching quality.
- Resources and provision for outdoor learning in the Nursery classes are not of the same good quality as in the Reception classes.

## Information about this inspection

- Inspectors observed 25 lessons and parts of lessons.
- Meetings were held with pupils, parents, members of staff and members of the governing body and telephone contact was made with representative from the local authority
- In addition, inspectors took account of the views of 10 parents who responded to the on-line questionnaire (Parent View).
- Inspectors observed the school's work and looked at a wide range of documentation, including national assessment data and the school's assessments, the school's self-evaluation, local authority reports, curriculum information, samples of pupils' work and safeguarding documents.

## Inspection team

Kevin Johnson, Lead inspector

Additional Inspector

Maria McGarry

Additional Inspector

Anthony Buckley

Additional Inspector

## Full report

### Information about this school

- This is a larger than average sized primary school in which the very large majority of pupils are White British.
- The proportion of pupils known to be eligible for the pupil premium is much higher than the national average.
- A below average proportion of pupils is supported by school action.
- The proportion supported by school action plus or with a statement of special educational needs is average.
- The school meets the government's current floor standards which set the minimum expectations for pupils' attainment and progress.
- A breakfast club is provided by the school.

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

- Raise the quality of teaching to outstanding by:
  - ensuring that, in every lesson, teachers maintain the highest expectations for all groups of pupils and that there is always a good pace to their learning
  - achieving consistency, throughout the school, in high quality marking
  - using existing outstanding teaching to model high quality teaching performance in all classes.
- Improve outdoor learning provision in the Nursery classes by providing suitable good quality resources.

## Inspection judgements

### The achievement of pupils

is good

- When children enter the Nursery classes their abilities are significantly below those generally found for children of their age, particularly in language development and communication skills. They get off to a positive start overall because steadily improving teaching and other provision in the nursery is built upon well in the Reception classes. This results in children making good progress by the time they are ready for Year 1. Children's all-round development in the Nursery classes is hindered, however, by a lack of stimulating resources outdoors, to promote exciting play and more confident physical and language development.
- Good progress continues in Years 1 and 2 due to good teaching. Phonics (letters and the sounds that they make) is taught well overall and there was some outstanding teaching seen in phonics sessions. This gives a good boost to pupils' confidence in reading and writing. By the end of Year 2 pupils develop good reading skills. They are accurate and fluent readers who read regularly in school and at home. Pupils' attainment in reading, writing and mathematics is average, the most recent assessments showing good improvement.
- Attainment at the end of Year 6 shows a steadily rising trend since the previous inspection. Pupils reach average standards in English and above average in mathematics. Year-on-year progress also shows good improvement. The proportion of pupils who make expected or better progress compares well with the national picture. Given pupils' starting points, that represents good achievement. Pupils read well by the time they leave the school. They choose suitably challenging books that interest them and read with good fluency and expression. They are keen to talk about books they have read previously and have good awareness of a range of different authors.
- Disabled pupils and those with special educational needs make good progress. Teaching provision, as well as the physical and pastoral care they need, is very carefully planned so that all needs are properly met. Additional learning needs are very quickly identified and teaching is planned and organised well to ensure suitable challenge and good progress.
- Pupils supported by the pupil premium also make good progress. School assessment data shows clearly that the attainment gap between that group and others in the school is closing quickly. School leaders are monitoring progress carefully to ensure that the decisive actions taken continue to show positive results.

### The quality of teaching

is good

- Pupils' good learning is underpinned by the positive climate for learning that teachers create in their classrooms. Relationships are very good, consequently pupils feel confident that their work is valued and they work hard as a result.
- Teachers encourage pupils to be independent and to assess their own progress in order to make decisions about their learning. For example, it is common practice in the school for teachers to present a graded list of lesson objectives, rather than just one. In a Year 2 art lesson this showed pupils how far they could go, raised their expectations and encouraged them to strive for the highest level so that the papier mache models had good shape and texture.
- Resources, including electronic technology, are used well to help learning. Electronic whiteboards provide good visual support in lessons and help pupils to focus their learning. Computers are used routinely throughout the school.
- In most lessons teachers take full account of pupils' varying abilities. They ensure that work is matched appropriately and that adult support is on hand for those who need it most.
- Where teaching is outstanding there is always a rapid pace to pupils' learning. This was a main feature of a mathematics lesson in Year 6 for example, in which pupils' mental calculation skills were exceptionally well challenged. Pupils not only had to explain their calculation methods to others, but to assess the quality and accuracy of their own and each others' work.

- Not all lessons are conducted at a fast enough pace, however, and occasionally pupils' work-rate is not as good as it should be because too little is expected of them. The school acknowledges that there is scope for the best practitioners to model their skills for others in order to help bring all teaching to the highest level.
- Teaching assistants provide good support for class teachers and are a significant force in the teaching team. They are trained well to give targeted support to pupils' whose basic skills need a boost. Their work in classrooms is effective because they are thoroughly prepared and know their pupils well.
- Teachers use assessment information well to set pupils' targets. They review these regularly to check that their pupils are on track to achieve them. However, day-to-day assessment through marking is not consistent. While some teachers, for example, always mark clearly and give pointers for improvement, in some books comments are not helpful enough in showing pupils what they should do next.

### **The behaviour and safety of pupils** are good

- Pupils enjoy school. They have positive attitudes to learning and name mathematics as one of the favourite lessons. Pupils know their academic targets and what they should do to achieve them.
- They say that they feel safe in school. They share trusting relationships with adults and are confident that they are cared for very well. That view is shared by parents, particularly those whose children have very specific physical needs.
- Pupils understand the different forms that bullying can take, including name-calling, and are adamant that there is none in school. Their judgement that behaviour in school is good is fully endorsed by inspection evidence.
- Pupils are invariably polite and well mannered. They are respectful toward adults and each other and tolerant of each others' differences. Pupils have a strong sense of fair play. They know what is and what is not acceptable and feel strongly that they are treated fairly in school.
- They are aware of the potential dangers they may have to face outside of school, for example, cyber-bullying or pressure from other groups, but have sensible views about how to deal with situations and keep themselves safe
- Pupils contribute well to the everyday life of the school. The active school council ensures that the pupils' voice is heard and the 'Urban Crew' is watchful over the use of energy in the school as well as its tidiness. Pupils' above average attendance and good punctuality (encouraged by pre-school sports clubs), and good spiritual, moral, social and cultural development prepare them well for the next stages of their education

### **The leadership and management** are good

- Leaders have built well on the positive trends identified in the previous report. Issues linked to middle management (for instance, management of subjects) and governance have been dealt with successfully. Leadership and management have strengthened as a result and outcomes for the school have been rewarding.
- The headteacher is a driving force in setting the school's vision and direction. Consistently high expectations are clearly shared and her determined monitoring ensures that they are maintained. Thus, all pupils, whatever their ability or background, are guaranteed equal opportunities for success.
- She is ably supported by a very skilful and energetic senior team, whose relative inexperience is no barrier to their commitment, drive and the incisive support they provide for colleagues.
- Since the previous inspection, the school has worked productively with the local authority to help maintain a continuous focus on the most essential issues for improvement and to support the

development of teaching and learning.

- Almost half of the teaching staff have been appointed in the last two years and are new to the profession. This has tested and proven the robustness of leaders' systems for the management of teaching. It also confirms the effectiveness of the support that leaders provide through professional development, performance management and attention to the expectations laid down in the national Teachers' Standards.
  - The school provides an engaging curriculum which enables pupils to achieve well in a range of subjects. Their learning and personal development are enriched by the good selection of sports and other activities to help pupils nurture their various skills and interests. Pupils learn Spanish and benefit from the expertise of a teacher from a nearby high school.
  - **The governance of the school:**
    - Governance has improved since the previous inspection. The governing body has increased its members. There is a broader range of expertise and relevant training has been undertaken.
    - The governing body challenges the school strongly. It analyses national and school performance data and holds the school to account for academic standards and the quality of teaching.
    - It knows the school well through the work of link governors and good quality reports from the headteacher.
    - The headteacher's performance management is done efficiently and clear targets for school improvement are set. There is also a good overview of the quality of the work that teachers do throughout the school.
    - Governors are fully aware of how the pupil premium funding is used and keep a close eye on the outcomes for pupils who are eligible for help through the funding.
    - Statutory responsibilities are fulfilled effectively. Safeguarding requirements are fully met and reviewed regularly to ensure the continued well-being of pupils and staff.
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## 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

<b>Unique reference number</b>	105405
<b>Local authority</b>	Manchester
<b>Inspection number</b>	404990

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3-11
<b>Gender of pupils</b>	mixed
<b>Number of pupils on the school roll</b>	315
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Ken Power
<b>Headteacher</b>	Mrs Sarah Starkey
<b>Date of previous school inspection</b>	13 January 2011
<b>Telephone number</b>	0161 740 3529
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