

St Elizabeth's Catholic Primary School

Calve Croft Road, Peel Hall, Wythenshawe, Manchester, M22 5EU

Inspection dates 20–21 March 2013

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

Summary of key findings for parents and pupils

This is a good school.

- The school is well led and managed by a committed headteacher who has very high expectations of all pupils.
- Supported by an able and dedicated leadership team the headteacher has ensured that the standards reached by pupils when they leave school have consistently improved over the last three years.
- Due to well focused support and carefully planned small-group teaching activities the school has ensured that standards have risen sharply this academic year, especially in mathematics and reading, and all groups of pupils are achieving well.
- Senior leaders and the governing body carefully check the quality of teaching and learning. They ensure that any pupils falling behind are given the support that they need to catch up quickly.
- Teaching overall is good. Teachers work hard to plan lessons which are interesting and imaginative. The introduction of an assertive mentoring scheme has created a sense of urgency and competition, which has led to an improvement in educational standards.
- Pupils are very well behaved, they say that they enjoy being in school and that they feel cared for. The vast majority of parents agree that their children are safe at school and that they learn well.

It is not yet an outstanding school because

- The quality of teaching is not yet outstanding. Variations in its effectiveness means that rates of progress are not always consistent across the school.
- Pupils, particularly the more able, are not always challenged sufficiently or given enough opportunities to use their skills and knowledge to take responsibility for their own learning.

Information about this inspection

- Inspectors observed 18 lessons including small group activities, parts of lessons and the teaching of phonics (the links between letters and sounds). Three lessons were jointly observed with the headteacher and deputy headteacher. Two assemblies were observed, one of which was presented by pupils.
- Inspectors listened to pupils read from Years 1, 2, 5, and 6 and held discussions with two groups of pupils from across the school.
- Pupils' work was scrutinised during lessons and separately with the headteacher.
- Inspectors took account of 12 responses to Ofsted's online questionnaire, Parent View, the school's own and independent surveys of parents' views and one letter from a parent. Questionnaires completed by 20 members of staff were also taken into account.
- Meetings were held with the vice-chair of the school's governing body, and a separate discussion was held with one of the school's foundation governors.
- A meeting took place with the school's independent consultant, and a telephone conversation took place with a representative from the local authority.
- A number of short discussions took place with individual parents.
- Various school documents were examined; these included the school's development plans and self-evaluation, monitoring records of the quality of teaching, school data on pupil progress, minutes of governing body meetings, records of attendance, consultant's reports, behaviour records and safeguarding documentation.

Inspection team

Lenford White, Lead inspector

Additional Inspector

Mary Liptrot

Additional Inspector

Full report

Information about this school

- This is a smaller than average-sized primary school.
- The proportion of pupils for whom the school receives additional funding through the pupil premium is above average.
- A small but increasing proportion of pupils are from minority ethnic groups but very few speak English as an additional language.
- The proportion of pupils with special educational needs who are supported at school action is average.
- The proportion of pupils who are supported at school action plus, or who have a statement of special educational needs is above average.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school provides a well attended on-site breakfast club.
- Since the last inspection a new assistant headteacher has been appointed and there have been changes to the governing body, including the appointment of a new Chair.

What does the school need to do to improve further?

- Raise the quality of teaching from good to outstanding, so that pupils' learning and achievement are outstanding, by:
 - sharing the expertise of outstanding teachers within the school, and supporting and challenging those whose teaching is not yet consistently good, to improve
 - making sure that teachers plan tasks in lessons that always stretch and support all pupils, especially the more able, to learn as much as possible
 - ensuring that all lessons are well paced and move all pupils on quickly, particularly the more able, to undertake independent work and think for themselves.

Inspection judgements

The achievement of pupils is good

- The majority of children enter the school Nursery with skills and abilities which are below those typically expected for their age. Due to good teaching and well planned activities children make good progress through the Early Years Foundation Stage.
- Pupil progress slowed through Key Stage 1 during the last academic year. However, due to consistently good teaching in Key Stage 1 and well targeted small-group teaching activities pupils are now on track and progress for all groups of pupils has improved and is good.
- Good progress is made through Key Stage 2 with all pupils achieving at least national standards by the time they leave Year 6. However, the rate of progress in Key Stage 2 is not always consistent across all year groups because the quality of teaching is not always consistent.
- Targeted support provided through pupil premium funding has enabled the school to ensure that its teachers and teaching assistants are well trained. Initiatives such as 'Numbers Count' have resulted in improvements in mathematics.
- Phonics is a strong feature of the school, with Year 1 pupils performing better than their peers nationally. Those pupils who read for inspectors said that they enjoyed reading. Younger pupils were able to read unfamiliar words and correctly sound them out. A lower-ability Year 2 reader explained that, 'I can sometimes read to teachers by myself and I chop up big words that I don't know, then read them out.'
- The school has done well to increase the number of pupils reaching the higher levels in Years 5 and 6. Due to a close focus on 'assertive mentoring' and regular mathematics testing, all pupils make good progress in this subject. Some groups are making accelerated progress and many are already currently working at the higher levels.
- One-to-one support and small-group teaching activities have led to an improvement in standards for all groups, including those entitled to free school meals, who do at least as well as their peers nationally.
- The quality of support for pupils who are disabled or who have special educational needs is good. A well trained and highly experienced manager ensures that pupils with special educational needs develop well socially and emotionally and that their attainment compares favourably with that of their peers nationally.
- The achievement of pupils from minority ethnic groups and those who speak English as an additional language is at least as good as that of their peers in school.

The quality of teaching is good

- The quality of teaching has improved since the last inspection and is now good, with some that is outstanding. A small minority of lessons observed during the inspection required improvement.
- As a result of good teaching, pupils' learning and progress is good. Relationships between pupils and teachers are strong and pupils want to do their best. The school's assertive mentoring programme has made many pupils passionate about their learning.
- Pupils who spoke to inspectors said that they enjoyed their weekly tests and that these had focused them on continually improving. A close examination of pupils' mentoring files indicates that the vast majority of pupils are making good progress with many exceeding their targets.
- In the best lessons teachers are careful to make sure that all pupils make good progress. An outstanding fast-paced Year 6 lesson started off with quick-fire mental mathematics activities. Then, focusing on equations and factors, the teacher and teaching assistant managed to start six groups of pupils off on different tasks, with some reviewing work from a previous lesson. However, sometimes, weaker lessons are not planned well enough to stretch and support all pupils, especially the more able, to reach the levels they are capable of attaining.
- Teachers take great care with their marking, which is consistently good across all year groups.

Pupils benefit from comments which are helpful, and often detailed. Teachers provide opportunities for pupils to review their comments and encourage them to assess for themselves how well they have done in their class work.

- In the best lessons, pupils are provided with many opportunities to explore the world around them. The approach to learning taken in the Early Years Foundation Stage is very effective with a very good balance provided between activities which are led by teachers and those which pupils decide for themselves.
- In a continuous provision session involving Nursery and Reception children, great delight was shared between children who engaged in role play as doctors, used electronic tablets, wrote cards and letters and worked cooperatively in the construction area.
- Teachers generally have high expectations of pupils, but in weaker lessons where the pace is slower, pupils and especially the more able are not moved on quickly enough to allow them to think for themselves and undertake work on their own.
- Teachers are highly effective when they work together in pairs with groups of pupils. This is particularly the case in lessons where more experienced teachers mentor newly qualified teachers. Those being supported indicated that their teaching had improved and that they valued the expertise of their colleagues. However, there are too few opportunities to extend this practice more widely across the school.

The behaviour and safety of pupils are good

- Pupils are very respectful, they care very much for each other, their teachers and adults, and have a maturely developed sense of charity. Throughout the inspection pupils engaged in a wide range of activities to raise money which showed imagination and ingenuity. These included bring-and-buy table sales, competitively selling cakes and drinks and spending the whole day in pyjamas in order to raise money for CAFOD.
- All behaviour observed in and around the school during the inspection was at least good. The overwhelming majority of pupils behave well in lessons, though some lose interest on occasions when lessons are not fully engaging.
- Pupils say that they feel safe in school, so do their parents. The overwhelming majority of parents who completed Ofsted's online survey Parent View said that they were happy with behaviour in the school. This is confirmed by independent surveys commissioned by the school and the views of staff.
- Pupils show a well developed understanding of internet safety, which is high on the agenda for the school. During a well received, pupil-led 'Super SMART' internet safety assembly, Key Stage 2 pupils addressed the whole school on the potential dangers of using the internet and on how to report cyber bullying.
- Bullying in the school is rare, with few concerns expressed by pupils or parents. Those pupils who spoke to inspectors said that they knew what to do if they were treated unkindly and that they were confident that their concerns are always taken seriously. The school's behaviour logs confirm that poor behaviour is rare and that there have been no exclusions of any kind for at least three years.
- The school delivers a wide range of programmes through the curriculum that help pupils to stay safe. These include: road safety awareness, Bike Rite, Transport First, Fire Safety, First Aid and drug awareness. The school also works closely with Crucial Crew in order to further develop pupils' understanding of bullying.
- Pupils know that all people should be treated equally. In keeping with the Christian ethos of the school, human and civil rights are given a high priority. This is exemplified through the curriculum and through pupils' learning about Mahatma Ghandi and Martin Luther King.

The leadership and management are good

- The school is led by a very able and highly ambitious leadership team which has focused closely on the areas for improvement identified from the previous inspection. The quality of teaching and the achievement of pupils have improved considerably over the last three years.
- Good leadership and management have enabled the school to identify where it needs to improve further. Governors have authorised the school's significant investment in teaching programmes, training and resources to ensure that those entitled to pupil premium funding are performing well and that they have equality of opportunity.
- Good leadership and management of teaching has ensured that any gaps between the performance of different groups of pupils, boys and girls for example, are no more significant than those seen nationally.
- Good leadership has also meant that the school's engagement with parents is good and continuing to improve. This has been helped through the production of a regular and informative newsletter, helpful communication with parents through the school's website and an early alert system which informs parents if there are any concerns over pupils' absence or punctuality.
- The spiritual, moral, social and cultural development of pupils is excellent. This is because pupils learn to care deeply for others, they work well together in class and enjoy taking on extra responsibilities as buddies and school council members.
- The creative curriculum covers a wide range of topics, it meets the different needs of pupils and ensures that they develop their capabilities and acquire the skills that they will need in later life. It also provides opportunities for pupils to develop their information and communication technology, literacy and numeracy skills across all subjects.
- The school organises special themed days and weeks, for example, Spanish day and World of Work Week, and develops pupils' knowledge of cultural diversity through its links with schools in Spain and China. Spanish is taught throughout the school and some classes are taught Chinese. Older pupils experience residential trips at Boreatton Park and Brettargh Holt.
- The local authority has classified the school as only requiring 'light touch' support, and as such the school is visited by a school improvement partner once during the academic year. The school works closely with an independent consultant who provides advice on the quality of the school's work overall, including teaching. The school also works closely with its local cluster network and with its local family of Catholic schools.
- Safeguarding procedures are followed closely and meet requirements.
- **The governance of the school:**
 - Governors are very supportive of the school and many play a direct role in improving standards. For example, a highly experienced governor was observed helping pupils to improve their reading during the inspection. Governors are fully aware of the school's strengths and what it needs to do to improve. They work closely with the headteacher to ensure that all subjects are constantly improving across the school. Governors ensure that their training is up to date and that the quality of teaching is good. They do this by meeting regularly to review how well teachers are performing in relation to their targets. Governors ensure that pupil premium funding is spent wisely, they regularly monitor the effectiveness of the small-group teaching that it pays for and assess how this is helping pupils.

What inspection judgements mean

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

School details

Unique reference number	105542
Local authority	Manchester
Inspection number	400783

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	208
Appropriate authority	The governing body
Chair	Mrs J Speak
Headteacher	Mrs L Kelly
Date of previous school inspection	26 May 2010
Telephone number	0161 4373890
Fax number	0161 4907024
Email address	admin@st-elizabeths.manchester.sch.uk

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



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

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

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

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

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

© Crown copyright 2013

