

# St Edmund's RC Primary School

Upper Monsall Street, Miles Platting, Manchester, M40 8NG

**Inspection dates** 5–6 June 2013

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

## Summary of key findings for parents and pupils

### This is a good school.

- The achievement of pupils is good and improving with pupils doing particularly well in reading and mathematics.
- From low starting points pupils make good progress to achieve results that are in line with national figures in English and mathematics at the end of Year 6.
- Teaching is good and sometimes outstanding. Teachers make skilful use of questioning and listen carefully to pupil responses.
- The teaching of reading is a particular strength. All pupils including those who find aspects of learning more difficult make excellent progress in their reading. Pupils rapidly develop a love of books.
- Pupils who qualify for the pupil premium funding make good progress and achieve higher standards than usually found.
- Behaviour is outstanding and is consistent with the caring family atmosphere of the school. This contributes well to pupils' learning.
- Pupils feel exceptionally safe and valued in the school. They are proud of their school and their responsibilities.
- The school's Catholic status is demonstrated in a strong sense of mission that is integrated throughout the school day with regular prayer, celebration and opportunity for reflection.
- The leadership of teaching is good with regular observation and developmental feedback proving effective in continually improving the quality of teaching.
- School leaders know the school well and identify and tackle issues with appropriate strategies to secure improvements as seen in recent work in mathematics and reading.

### It is not yet an outstanding school because

- There is not enough teaching that is outstanding.
- Pupils do not always have sufficient opportunities to extend their own learning.
- The achievement of pupils in writing is not as good as in reading and mathematics.

## Information about this inspection

- Inspectors observed 16 lessons or part lessons, including a number of small support groups, and they listened to pupils read.
- Discussions were held with pupils, staff, the Chair of the Governing Body, and other governors, and a representative from the local authority.
- The 31 responses to the on-line questionnaire (Parent View) were considered by inspectors along with the 29 responses to the staff questionnaire.
- Inspectors observed the school's work and took into account the work in pupils' books, the school's own data on pupils' current progress, planning and monitoring documentation, records relating to behaviour and attendance and documents relating to safeguarding.

## Inspection team

Mick Blaylock, Lead inspector	Additional Inspector
Martin Pye	Additional Inspector

## Full report

### Information about this school

- St Edmunds Roman Catholic Primary School is a slightly smaller than average-sized primary school.
- Pupils who attend come from a range of ethnic backgrounds. Just over half of the pupils come from families of White British heritage and just over a quarter from African families. There is a rich variety of other ethnicities represented within the school but no group is larger than 5%.
- A much larger than average proportion of pupils are eligible for the pupil premium (which provides additional funding for pupils known to be eligible for free school meals, those in the care of the local authority and those from forces' families).
- The proportion of pupils who speak English as an additional language is much higher than average.
- There is a smaller than average number of pupils with special educational needs who are supported through school action.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is much lower than the national average.
- A larger than average number of pupils join or leave the school at times other than the start of the school year.
- The school meets the current floor standards set by the government for pupils' attainment and progress in English and mathematics.

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

- Increase the proportion of teaching that is outstanding by:
  - providing more opportunities for pupils to explore and develop their work independently
  - always giving pupils the opportunity to excel, ensuring that their work is not limited by worksheets or over-reliance on teachers.
- Improve standards in writing so that they are as good as those in reading and mathematics by:
  - exploiting every opportunity to develop written skills throughout the curriculum
  - giving pupils greater opportunity to fully respond to teachers' marking comments with their own comments and further work in response, where appropriate.

## Inspection judgements

### The achievement of pupils is good

- Achievement is securely good and improving. Pupils' progress is good and sometimes outstanding. Pupils currently in the school are on track to achieve increasingly higher standards.
- The standards achieved by Year 6 pupils in national tests have risen over the last three years from below average to above average. In 2012, the progress made by pupils in both English and mathematics was excellent. The proportion of pupils who achieved the higher Level 5 in reading was outstanding!
- Children start school with skills and knowledge that are below and in some cases well below those typically expected for their age. The high quality adult-child interaction, care and support help pupils develop rapidly and make good progress towards national standards by the end of the Reception class.
- Standards reached by pupils at the end of Year 2 were low in 2012, particularly in reading and mathematics. The school has addressed these concerns so that pupils currently in school are making better progress and are achieving standards that are in line with national figures.
- Pupils are given many opportunities to read for interest and enjoyment. Early work linking letters and sounds helps all pupils swiftly develop reading skills, including those for whom English is an additional language. Consequently, regardless of their starting points, pupils make spectacular progress in their reading.
- Pupils eligible for the pupil premium are mostly making better progress and achieving higher standards than is usually found elsewhere. The gaps between their performance and that of other pupils fluctuate but are expected to narrow for the current Year 6 pupils.
- The progress of pupils supported at school action plus or with a statement of special educational needs is good. Pupils receive targeted support that is well suited to their needs with regular review and careful tracking. The needs of vulnerable children are extremely well met through the caring family nature of the school which includes the involvement of teachers and support staff and the school's supportive work with parents.

### The quality of teaching is good

- In the lessons observed the quality of teaching was mostly good with some outstanding and requiring improvement in one lesson. No inadequate teaching was seen.
- Teachers make skilled use of questioning to engage all pupils and help them reflect on and develop their understanding. There is good use of other adults in the classroom including student teachers and teaching assistants to provide targeted support for pupils.
- The use of talk partners is well established and is used well to develop pupils' thinking through speaking and listening. The use of drama in small group improvisation was very effective in one lesson in helping pupils consider moral choices.
- Teachers are prepared to take risks in the classroom in trying out new ideas. A range of resources are used intelligently to support pupils' learning in both reading and writing as well as in mathematics. This is proving effective in raising standards in these subjects.
- The excellence of the school's work in reading was seen in one very simple yet highly effective short reading session where pupils read to their classmates. One pupil read with expression and intonation, capturing and holding the attention of every pupil. The genuine interest of the teacher shone through in specific questions that drew out thoughtful responses from pupils about both characters' emotions and the author's intentions.
- In some cases pupils can be over-reliant on teachers, thus limiting independent learning. Teachers have high expectations although the work set for pupils sometimes lacks sufficient extension opportunities.

- The marking of pupils' work is detailed and conscientious with written teacher comments for further developments. However, opportunities are not always given for pupils to respond and pursue teachers' comments. Pupils have a good grasp of their work targets although there is some lack of consistency of practice in target-setting.
- The work of pupils supported at school action plus or with a statement of special educational needs is closely checked. They make good progress overall and excellent progress in reading.
- Parents and staff agree that children are taught well.

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

- Pupils' behaviour is outstanding. They show respect to each other, to their teachers and other adults. The Catholic family nature of the school is evident in the care of both pupils and staff. High expectations of behaviour in showing respect to all are emphasised and reinforced through lessons and assemblies.
- Pupils say that there is nearly always very good behaviour in lessons and that staff 'notice you being good'. The positive attitudes of pupils help them learn well and make good progress in class.
- Different break times for older (Key Stage 2) pupils work well to provide fuller access to playground resources for all pupils. At lunchtime the adult supervision and engagement with pupils is excellent. Pupils are engaged in a range of activities including gymnastics, drama, ball games, and socialising in a very happy and harmonious playtime that caters for most interests.
- The school's rewards systems are motivating for pupils. Every week six children who have done something special, helpful and/or worthwhile are chosen to sit on the top table for lunch. This public reward is valued by all and helps to notice and reward good behaviour and promote positive attitudes to life and each other
- Bullying is very rare. If it does occur it is taken seriously, thoroughly investigated, and dealt with appropriately, involving parents as necessary.
- Pupils say they feel exceptionally safe and valued in the school and parents agree. Older pupils act as 'buddies' to younger children helping them to feel safe. Pupils are taught about different aspects of safety in lessons including e-safety and road safety.
- Pupils are proud of their school and their responsibilities, such as prefects and buddies, for which they undergo a selection process with written applications.
- Attendance has improved since the previous inspection. It is now above the national average due to the school's dogged persistence in addressing concerns and implementing a range of incentives.
- Exclusions are low with just one pupil excluded in 2010. Overall the school's management of pupils with behaviour difficulties is a particular strength. Often the school succeeds with pupils who have failed elsewhere. In doing so, the school demonstrates its strong commitment to equal opportunities.

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

- The headteacher is ambitious for the school. She is committed to continuing to improve every aspect of the school and enjoys the support of the staff and governors. Recent and ongoing building work has enhanced the school. The new library will further support work in reading. At the time of the inspection the school's website was under reconstruction.
- The school's view of its current performance is accurate. Where weaknesses are identified, appropriate strategies are pursued to resolve issues and secure improvements.
- Teaching is well led and managed with a sharp focus on pupils' progress. Rigorous performance management targets include pupil progress, narrowing attainment gaps, links to whole-school

priorities and training needs. Key leaders are involved in a programme of lesson observations that includes the review of pupils' work with the opportunity to share good practice and learn from each other.

- Middle leaders have clearly identified responsibilities as part of the school's commitment to the professional development of its own staff. This strong commitment to continuing improvement in teaching has enabled teachers to progress in their careers.
- The school is a caring family, proud of its Catholic heritage and committed to promoting good citizenship and supporting local families. The school knows the community it serves well and has the support of parents. Every respondent to the Parent View questionnaire said that they would recommend the school to other parents.
- Breakfast club provides a good start to the day for about 40 pupils with a healthy nourishing breakfast and a range of physical activities before school starts.
- The curriculum is well planned to meet the needs of all children and is subject to further review and development. It supports the spiritual, moral, social and cultural development of pupils well. Pupils develop a good sense of right and wrong and are generous in their support of both international and local charities. The school works hard to broaden horizons for its pupils through, for example, visits to Manchester Museum and the city art gallery and in promoting the use of public transport, particularly the nearby tram station. Sporting activities are popular with Manchester City Football Club providing coaching during lunchtime. Musical opportunities include Irish folk singing and dancing. There is constructive involvement with local police – pupils performed 'the laughing policeman' at an event in the Greater Manchester Police Headquarters.
- The local authority knows the school well and has commissioned good quality support for the school, particularly to support the headteacher during her first year of headship last year.
- The school's safeguarding procedures meet statutory requirements.
- **The governance of the school:**
  - The governors are aware of their responsibilities which they discharge conscientiously and well, fulfilling the role of 'critical friend' to the headteacher. Recent appointments have strengthened the governing body. Governors have a good grasp of current school priorities and recognise the drive, passion and energy of the headteacher. They respect and welcome her commitment to making children's interests paramount. Governors are well informed about the quality of teaching and fully involved in performance management decisions, including setting targets for the headteacher. They are aware of the use of pupil premium funding to: employ an additional teacher to help close achievement gaps; subsidise the breakfast club; run a homework club for disadvantaged pupils; increase teaching assistant hours; and to subsidise visits and trips and external support from children's services. Governors are also well informed of the effect of these initiatives.

## 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>	105527
<b>Local authority</b>	Manchester
<b>Inspection number</b>	413282

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>	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>	229
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rev.Fr Gerald Murphy
<b>Headteacher</b>	Mrs Anne Clinton
<b>Date of previous school inspection</b>	1 April 2009
<b>Telephone number</b>	0161 2051700
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