

St Charles' RC Primary School

Emlyn Street, Moorside Road, Swinton, Manchester, M27 9PD

Inspection dates 23–24 January 2014

Overall effectiveness	Previous inspection:	Requires improvement	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 has improved swiftly in a short space of time. This is due to the strong drive of the headteacher, highly committed staff and very supportive governors.
- Pupils now make good progress throughout the school, especially in reading and mathematics. Achievement is accelerating because the quality of teaching has improved and is now good.
- Leaders throughout the school are checking on the quality of teaching and using their expertise to improve it even more and support teachers well.
- The local authority has supported the school well to review its improvements in teaching.
- Attendance has improved so it is now above the national average. Pupils enjoy school much more and feel safe and secure.
- The use of meditation, alongside positive relationships between pupils and teachers, is helping to promote good behaviour.
- Partnerships with other schools and organisations, is helping pupils to enjoy a wide range of sports, as well as art and the use of information and communication technology.

It is not yet an outstanding school because

- Pupils' achievement in writing is not as strong when compared to reading and mathematics. Not enough opportunities are provided for pupils to write at length in a range of subjects.
- Teachers do not ensure that pupils always improve their work in response to the good guidance given in their books.
- Teachers do not always keep a close eye on how well pupils are doing in lessons. As a result, the most able pupils do not always have work that is hard enough and some pupils do not maintain their good level of attention and quality of work.
- The school's action plan is not reviewed or adjusted regularly enough to ensure that all areas for improvement are being addressed.

Information about this inspection

- Inspectors made 19 visits to lessons, of which four were joint observations with the headteacher.
- Inspectors took account of 146 responses to the on-line questionnaire (Parent View). They also looked at responses to a parental questionnaire recently carried out by the school and talked to parents on the school grounds.
- Meetings were held with two groups of pupils and inspectors spoke to pupils at break and lunchtimes.
- Inspectors also held discussions with six governors, including the Chair of the Governing Body, a representative of the local authority and school staff.
- The inspectors observed the school's work and looked at a number of documents, including the school's own data on pupils' current progress, documents relating to the school's plans for improvement, its procedures for checking the quality of teaching, records relating to behaviour and attendance and documents relating to safeguarding.
- Pupils' books were checked by inspectors.

Inspection team

Clarice Nelson-Rowe, Lead inspector	Additional Inspector
Clare Daniel	Additional Inspector

Full report

Information about this school

- This is an average sized primary school.
- Most pupils are of White British heritage.
- The proportion of boys is higher than average.
- The proportion of pupils who are supported by the pupil premium is below average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children who are looked after by the local authority.
- The proportion of disabled pupils and those with special educational needs supported through school action is average. The proportion of pupils supported at school action plus or with a statement of special educational needs is average.
- There are breakfast and after-school clubs, which are not managed by the governing body. These are subject to separate inspections and reports on their quality are available on the Ofsted website.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Further improve the quality of teaching so that more is outstanding in order to drive pupils' achievement further, especially for the most able and in writing by:
 - ensuring pupils consistently correct and improve work with relation to teachers' comments in books
 - providing more opportunities for pupils to write at length in different subjects, so they can practise using varying sentences and organising their ideas in paragraphs
 - teachers regularly checking that tasks are always hard enough for the most able pupils throughout lessons
 - ensuring that throughout lessons teachers sustain pupils' attention and check that pupils are producing their best work.
- To improve the effectiveness of leadership and management by regularly reviewing and adjusting the school's action plan in more detail to check that actions are improving pupils' progress.

Inspection judgements

The achievement of pupils is good

- Children start school with skills that are generally below those typical for their age. They make good progress in the Early Years Foundation Stage, especially in early reading, writing and number skills. This is because interesting activities are thoroughly planned to help them enjoy learning.
- Good progress continues through Years 1 and 2. Pupils reached average standards in reading, writing and mathematics in 2013, but this varies and in 2012 was above average. However, it is clear that pupils make good progress overall in light of their lower starting levels when they joined the school.
- The achievement of pupils in Years 3 to Year 6, including that of boys, is good and has improved in a short space of time. Evidence from lesson observations, looking at pupils' work, talking to pupils and staff, shows this. The school's most recent results in national tests show that more pupils have made good progress leading to above average attainment, particularly in mathematics and reading.
- Due to the school's commitment to ensuring all pupils equally succeed, pupils who are disabled or who have special educational needs, make the same good rates of progress as their classmates and sometimes better. This is because well-planned lessons and extra individual support boost their reading and spelling skills.
- In the most recent Year 6 national tests, pupils supported by the pupil premium were around two terms below those of other pupils in mathematics, reading and writing. However, in light of their starting points, the progress they make is sometimes better than others in the school and pupils nationally. This is because leaders and governors ensure that specific monies allocated for their needs, is used wisely.
- The progress of the most able pupils is generally good by the time they reach Year 6. However, this varies in lessons when teachers do not check that the work consistently stretches pupils throughout the lesson. As a result, their progress in these lessons slows and they could reach a higher level.
- Progress in reading is good and sometimes outstanding. This is because of strong support of parents at home but also due to the strong improvements made by leaders in the school. For example, teachers now provide regular lessons on helping pupils to develop a good understanding of letters and the sounds they make from an early age. Older pupils also value lessons aimed at helping them to understand what they read. Pupils value the range of books available in class.
- Pupils' achievement in mathematics is good. Pupils say that they greatly enjoy this subject. Their enjoyment links to the effective changes made by leaders and teachers, such as the use of computers in lessons, as well as fast-paced and competitive activities.
- Although improving, pupils do not achieve as well in writing as they do in other subjects. This is also reflected in their results in the national tests at the end of Year 6 and overall their attainment in writing is not yet good. Pupils generally spell accurately, and write legibly in their main writing books. However, their skills to structure their work and write at length using paragraphs are not as strong, especially when writing in other subjects.

The quality of teaching is good

- Pupils value the improvements in teaching. One pupil summarised pupils' views well by saying, 'They now get us to think more.' This improvement has been pivotal in accelerating the progress pupils make.
- Pupils now find lessons more interesting and appreciate the teachers' careful organisation so that they know what is expected of them. Homework is now beneficial to learning and pupils say it helps them to learn better.

- Teachers promote pupils' good spiritual, moral, social and cultural development. For example, pupils' artwork around the school shows high-level skills in replicating patterns found on Japanese pottery. Older pupils were also observed reflecting well on whether it was right to have animals in cages, when they tried to write a balanced argument.
- Most lessons capture pupils' enthusiasm and they are eager to get down to work. However, some pupils start to lose their concentration as the lesson progresses. Some teachers do not check closely on different groups in the class, to see if they are maintaining good standards or are always focused on their work.
- Pupils know their targets and how to improve. This is because teachers' comments are usually very helpful and provide good advice. However, a small number of pupils do not regularly improve their work in response to teachers' comments. Therefore, they do not address weaknesses in their learning nor do they learn from their mistakes.
- The quality of writing and thought in pupils' work in their literacy books does not continue into other subjects. Older pupils especially, lack the opportunities to practise writing in paragraphs or varied sentences, as well as organising ideas in a coherent way.
- Overall, the most able pupils make good progress but this is not yet consistent in all lessons. Some teachers do not check often enough if work is hard enough and if it needs adjusting as the lesson progresses to make sure that these pupils always apply their best efforts to complete the work set.
- Teaching assistants are effective in helping pupils to learn well in lessons. Some very good support was observed for pupils of lower ability and those who had special educational needs. However, sometimes teaching assistants provide too much help and this limits the opportunities for these pupils to learn for themselves and try out their own ideas.

The behaviour and safety of pupils are good

- Pupils enjoy coming to school. This is reflected in their improving attendance, which is now above average. They value improvements in teaching and the school environment.
- Pupils enjoy a good range of play equipment at lunch and break times, as well as support from a sports coach, to keep them fit, develop their sporting skills and keep them happy.
- The behaviour of pupils is good. Pupils say that behaviour has improved well since the last inspection. One child stated that this is because, 'we all understand the rules now better'. Teachers and pupils get on well with each other, as well as pupils from different backgrounds.
- Pupils very much value the meditation times in lessons. One pupil commented that, 'It helps to keep us calm.' The opportunities to reflect on how to improve their own lives and the lives of others are taken seriously. Pupils also learn the importance of values and show a sincere appreciation for what they have.
- Pupils generally work in groups. They also perform well together, for example, in an assembly where the school choir performed with confidence, sang well and with pride in front of parents and the whole school.
- Behaviour of pupils is good overall, although a few pupils have a tendency to talk over other pupils or teachers when they are explaining something to help them to improve their learning. A few pupils have some difficulty with managing their behaviour. However, the incidents of disturbances in lessons, has reduced significantly overtime. This is due to the improved ways that teachers are now managing behaviour.
- The school's work to keep pupils safe and secure is good. Procedures in school keep pupils secure and they feel that any concerns they have are dealt with quickly and handled sensitively and well, including any bullying. They are aware of different types of bullying and know it is unkind to call someone names and that this can upset others. Pupils have good awareness of safety issues, such as with the internet, roads and fire.
- Pupils treat the school with respect. They use the interesting outdoor equipment sensibly and play safely with each other.

The leadership and management are good

- The headteacher has inspired and motivated teachers with a determination to improve the school since the previous inspection. She is supported well by other senior and middle leaders, who check different aspects of the school's work. The school is in a good position to improve further. This is evident in pupils' rising attendance, improved quality of teaching and the expanding expertise of leaders in improving pupils' achievement in a short space of time. Parents are happy in sending their children to this school.
- Arrangements to improve the quality of teaching have been effective. Closer checks on the quality of teaching have identified the aspects that still need attention. Staff appreciate the support they have been given to help them become more effective teachers. Decisions on salary increases are now linked closely to teachers' performance and their impact on pupils' progress.
- Middle leaders are having a positive impact on improving achievement. They check the quality of teaching effectively and support teachers well in order to improve teaching in their subject areas.
- Improvements in checking the quality of teaching have made sure that training is provided for teachers and teaching assistants to increasingly equip them with the skills and knowledge required to raise standards for all pupils.
- Senior leaders have an accurate view of how well the school is performing. The monitoring of pupils' progress is good and information used well to provide help for those pupils who need it most.
- Action plans are clear but not all aspects are checked in enough detail to make sure that the necessary adjustments are made to address any new or existing areas of weaknesses. For example, all staff are very aware that pupils' writing needs further improvement due to the regular review of pupils' progress. However, the school's plans do not reflect this nor how they will be measuring the improvements.
- The school uses links with other schools and organisations well to help to improve the school. This includes support with pupils' computing skills and art.
- The new primary school sport funding is used to improve and develop pupils' physical well-being and performance through specialist teaching by professional coaches. Pupils enjoy the range of sports and activities on offer, such as street dance, horse riding, basketball and hockey. This all makes a good contribution towards healthy lifestyles. Staff observe these sessions thus enhancing their own skills for the future.
- The local authority provides effective support for the school, especially in checking on improvements in the quality of teaching.
- **The governance of the school:**
 - The governing body is well informed and holds leaders to account for the performance of the school. Governors have an accurate picture of the school, what it has achieved since the previous inspection and what it needs to do next. This has been achieved through meetings, reviews of data on pupils' achievement, and by visits to the school to see first-hand what is now improving. Astute questions are now asked about any dips in performance and actions being taken. Governors recognise the quality of teaching and make sure that systems to manage the performance of teachers are in place and effective. Financial resources, including the use of pupil premium funding, are targeted to impact well on pupils' progress and improving achievement. Governors ensure that the school meets statutory requirements for safeguarding 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	105955
Local authority	Salford
Inspection number	432135

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	250
Appropriate authority	The governing body
Chair	Noreen Collins
Headteacher	Clare Campbell
Date of previous school inspection	10 April 2013
Telephone number	0161 794 4536
Fax number	not applicable
Email address	stcharles.rcprimaryschool@salford.gov.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 2014

