

St Kentigern's RC Primary

Bethnall Drive, Fallowfield, Manchester M14 7ED

Inspection dates

20–21 September 2017

Overall effectiveness	Outstanding
Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Outstanding
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Outstanding
Early years provision	Outstanding
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is an outstanding school

- The headteacher is an inspirational leader. She has been instrumental in securing rapid and excellent improvement since the last inspection.
- The headteacher is very well supported by a highly skilled deputy headteacher and a team of willing, enthusiastic and highly committed senior and middle leaders. The cohesive team share a passion for pupils to succeed and enjoy their primary education.
- The curriculum is very well organised and resourced. As a result, pupils are engaged in their learning and achieve exceptionally well across a wide range of subjects. In particular, their artistic and musical skills and knowledge are especially noteworthy.
- The early years provision is extremely well led by an able and knowledgeable leader who has driven standards up since the last inspection.
- Teaching is outstanding. Teachers have strong subject knowledge which they use to engage the pupils in exciting lessons.
- Pupils build successfully on prior learning to achieve well above average standards in reading, writing and mathematics assessments at the end of key stage 1 and 2. Pupils make sustained excellent progress across both key stages that is above national levels. Progress in reading at key stage 2 is average.
- Pupils do well in phonics and reading by the end of key stage 1. Progress is not as strong where some pupils do not enjoy reading or fully understand what they have read in key stage 2.
- The school offers all the pupils a caring and secure environment in which to learn. The pupils are a credit to the school and their behaviour at all times is excellent. Learning attitudes in class are very positive. Pupils feel safe.
- Governors offer highly effective support and challenge to leaders. They are proud of the recent school achievements. They are a skilled and knowledgeable group who care about the school.
- Parents are highly supportive of the school and recognise the strong leadership offered by the headteacher in raising standards for their children. Every parent who responded to the 'Parent View' survey would recommend the school to another parent.

Full report

What does the school need to do to improve further?

- Build on recent strategies to improve pupils' achievements in reading so that they make the same exceptional progress in other subjects by:
 - placing a greater focus upon pupils who find reading more difficult
 - continuing to develop pupils' understanding of what they read
 - promoting a love of reading through high-quality reading provision and resources.

Inspection judgements

Effectiveness of leadership and management

Outstanding

- This school has 'risen like a Phoenix from the ashes'. Exceptional leadership, strong governance and committed staff have ensured that St Kentigern's has made an extraordinary journey since the last inspection. Consequently, pupils now achieve well above national levels and have an excellent foundation for future success.
- The inspiring headteacher is very well complemented by an extremely able and talented deputy headteacher. Together they have been extremely successful in ensuring that the school has moved on rapidly since the previous inspection. The headteacher has a very clear vision which is linked to pupils' success, well-being and enjoyment. She has the backing of staff, parents and governors. The governors have appointed highly skilled and experienced staff who have helped the school grow and develop so that the quality of education is outstanding.
- Senior leaders have very successfully improved the quality of teaching and pupils' outcomes since the last inspection. The leaders for English and mathematics have been instrumental in driving the very rapid improvement in pupils' outcomes. Their work has developed the skills of teachers and teaching assistants of all levels. Teachers are now highly skilled so that they reflect on, and continually improve, their teaching. As a result, the quality of teaching across the school is of the very highest quality.
- The curriculum offered to pupils is a key strength of this highly successful school. It is broad, imaginative and hugely enjoyable. Each subject is exceptionally well planned to ensure that pupils gain the skills, knowledge and understanding to make sense of the world and develop their talents. The curriculum is further enriched by a broad range of themed days, trips, visits, after-school clubs and residential trips. The exceptional quality of the broad curriculum is evident around school in art displays and pupils' work. Pupils are immersed in activities which captivate them. Pupils speak highly of the Shakespeare and music workshops where they were given a chance to develop 'as their teachers make it fun'. Pupils also spoke enthusiastically about residential trips to London and the Lake District.
- Pupils' spiritual, moral, social and cultural development is at the core of everything the school is trying to achieve. Pupils thrive in this very caring environment. Pupils speak with confidence about accepting others for who they are and that 'everyone has their own qualities'.
- Provision for pupils who have special educational needs and/or disabilities is very well organised by the efficient leader for this area. She has a very good knowledge of individual children and has established excellent tracking of pupils' progress and development. Provision and support is tracked carefully so that it is highly effective in ensuring that pupils make significant progress. Regular meetings are held with parents to discuss progress and support. The leader has been very successful in brokering additional help for pupils in the school. Data shows that the school has been highly effective in the spending of special educational needs and/or disabilities funds to deploy staff and resources to help these pupils make very strong progress from their starting points.
- Parents who made their views known to the inspection team were overwhelmingly

supportive of the school. Parents were positive about the school with comments such as, 'the school has made great progress and all my children have enjoyed attending the school', 'fabulous support assistants' and 'staff are amazing and the headteacher is very inspiring'.

- The local authority has recognised the highly successful and strong progress that the school has made in improving teaching and pupils' achievement. Governors receive excellent monitoring reports for the authority. The school currently receives 'light touch' visits as the authority is very confident about the leadership team and their drive for the future.
- School leaders and governors use very robust procedures to check pupils' progress and the impact of teaching on pupils' learning. Pupils' progress is tracked prudently by the headteacher and deputy headteacher. The leadership team are very skilled in scrutinising pupils' work, observing lessons and ensuring the accuracy of teachers assessments. Monitoring records are accurate and precise. Parents are kept well informed of their children's progress. They told the inspectors that they are confident with the feedback they receive.
- Pupil premium funding is used effectively to provide academic and pastoral support. As a result, disadvantaged pupils achieve considerably better than other pupils nationally. The recent development of a nurture room enables the school to support pupils who have social and emotional difficulties. The breakfast club and after-school provision provides pupils with a calm and enjoyable start and end to the day.
- The primary physical education and sport funding is used very well. The school employs a very talented sports coach who has enabled the pupils to develop sports skills and to participate in a wide range of sports. Pupils take part in a wide range of inter-school competitions and have been very successful in football. This high-quality provision starts with the early years children to develop fundamental skills. Inspectors saw early years children undertaking high-quality and engaging games lessons even though they have only recently starting school. Many before- and after-school clubs enrich pupils' learning further and they are very well attended.
- British values are embedded completely throughout the school curriculum. Leaders know the school and community exceptionally well and respond accordingly to ensure that pupils gain a deep understanding of tolerance, empathy and respect for each other. Numerous wall displays and work in pupils' books reflect the quality of understanding.

Governance of the school

- Governors know the school extremely well and have high ambitions for the pupils. They are involved in the school's self-evaluation and improvement planning. Governors have been a driving force in the recent impressive school improvement. They appointed the present headteacher following a rigorous selection process so that they have confidence in the capacity of the leadership team.
- Leaders are well supported by governors who are highly skilled and have a clear and accurate view of the school's strengths and possible areas for development. The governors monitor and evaluate the school on a regular basis. Governors provide highly effective support and challenge to all leaders at the school.

- Governors have an excellent knowledge of the school based upon their regular visits to school and from the reports they receive from school leaders. Minutes from governors' meetings demonstrate that they are well informed.
- The chair and vice-chair have ensured that robust procedures are in place for managing staff performance and that these are applied effectively.
- Governors have a wide range of experiences. These include support for the school in safeguarding pupils and staff, curriculum expertise, finance and leadership support.
- Governors have been highly effective in ensuring that finances are used effectively to support children's learning throughout the school. Recent expenditure approved by the governors has enhanced the school interior so that all pupils are taught in clean, well-lit and modern classrooms. Future expenditure is being discussed to enhance provision for nurture groups and early years provision. Governors ensure that additional funding for pupil premium and sports premium are well spent and they monitor the impact of this money rigorously.

Safeguarding

- The arrangements for safeguarding are effective.
- Pupils' safety and welfare are given the highest priority. The school is proud of the care that it gives its pupils.
- Staff and governors are well trained on a regular basis by the designated safeguarding lead. The lead professional is very knowledgeable about the challenges faced by the pupils and carefully matches the training that the staff receive to these issues.
- The school makes all the statutory checks on staff, governors and volunteers to ensure that they are suitable people to work with children and the school maintains appropriately detailed records.
- Recruitment policies are robust and thorough. Several staff and governors have received 'safer recruitment' training and have applied it when recently appointing high-quality staff.
- Governors regularly check that the schools safeguarding procedures are effective and meet statutory requirements.
- Staff engage with outside agencies, carers and parents effectively to make sure that everything possible is done to ensure pupils' safety. The safeguarding lead is highly effective in organising early help and support for vulnerable families and children.

Quality of teaching, learning and assessment

Outstanding

- Teachers at St Kentigern's plan an exciting curriculum that engages pupils effectively and makes learning meaningful and enjoyable. Teachers are highly skilled and use effective questioning, feedback and support skilfully within lessons to extend pupils' knowledge and understanding. Teachers have excellent subject knowledge which is used to correct pupils' misconceptions. Teaching successfully captures pupils' interests and motivates them to try their very best. As a result, pupils make excellent progress in all subjects and they are very keen to learn.

- Teachers' expectations are extremely high. They follow the headteacher's ethos of 'zero tolerance of any lesson that is not engaging'. Pupils' work books reflect the teachers' high expectations for their work and presentation.
- Pupils' phonic skills are taught very effectively in the early years and key stage 1. Pupils read widely for different purposes as part of the school's new initiative on reading novels on daily basis. During the inspection, Year 6 pupils were thoroughly engaged in an interactive session following the exploits of 'Willie' in 'Goodnight Mr Tom'. However, some pupils in key stage 2 do not read regularly enough using different texts to make rapid progress in developing their reading skills. Teachers need to ensure that these pupils read more frequently to develop a wide vocabulary and a love of reading.
- Writing is taught extremely effectively across the curriculum. Teachers ensure that pupils gain an excellent understanding of the features of different types of writing. Key writing skills and techniques are extended both in English lessons and in other areas of the curriculum. Consequently by the time they leave key stage 2 pupils are very confident writers across a range of text. Pupils' work books across the curriculum reflect this whole-school drive for high standards in writing.
- Teachers develop pupils' high-quality mathematical skills through a very well organised mathematics curriculum. The mathematics leader ensures that all classes make learning interesting and offers pupils opportunities to develop their reasoning and problem-solving skills. Teacher's expectations are extremely high, as was seen in a lesson in which Year 6 pupils were challenged to solve problems involving algebra and geometry. Pupils responded positively to the challenge and demonstrated high level of understanding.
- Teaching assistants provide highly effective support for learning. They work well with teachers and foster an in-depth understanding of new learning.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils say they enjoy having the chance to take on positions of responsibility, such as being 'class ambassadors' and 'sports leaders'. Roles such as these underpin pupils' mature attitudes and pride in their school.
- The school has placed a strong emphasis on developing values for life. This is developed through core values and fundamental British values such as democracy and tolerance. As a result, pupils are well prepared for life in modern Britain.
- Pupils have a well-developed understanding of how to keep themselves safe outside of school. Recent developments, such as the 'e-safety week', provide additional opportunities for pupils to learn how to keep themselves safe when using the internet. Pupils also have a detailed understanding of different types of bullying. They respond accordingly if bullying takes place, although instances are extremely rare within this warm and harmonious school. Pupils have an excellent awareness of diversity and are very clear about treating everybody with respect and tolerance.

- Parents are positive about pupils' personal development and say that 'school is very good at dealing with concerns raised around the needs of my child'.

Behaviour

- The behaviour of pupils is outstanding.
- Pupils' behaviour in and around school is superb. They listen well to both their teachers and their classmates. Little time is wasted in lessons. Pupils are polite, friendly and welcoming to visitors. At playtimes, pupils play well together and have a buddy system that ensures that nobody is left on their own.
- Pupils are extremely proud of their school. They appreciate the support and guidance they receive from their teachers. They are smart and wear their school uniform with pride.
- The school has well organised behaviour management procedures in place. Pupils respond well to these procedures. They are polite and conduct themselves well in and around school. Older pupils readily look after the younger children at playtimes.
- Attendance is above national average overall and few pupils are persistently absent from school. This is due to the excellent systems in place to spot any patterns in absence and to support parents so that pupils are in school regularly and on time. Pupils enjoy coming to school. This was summed up by one parent who commented: 'We have a well organised start to the school day, with children looking happy and confident going into the classroom.'

Outcomes for pupils

Outstanding

- Pupils make outstanding progress from their different starting points as they move through school. In 2016, pupils achieved standards in writing and mathematics that were well above the national average. In 2017 unvalidated results, plus current assessment information and the work in pupils' books, show that the outstanding outcomes are being maintained and built upon. From their excellent start in the early years, all groups of pupils enjoy tremendous academic success. Consequently, they are exceptionally well prepared for the next stage of their education. This is a remarkable improvement since the previous inspection results.
- Younger pupils are taught phonics skills exceptionally well. Consequently, the Year 1 phonics screening test scores are well above average and increasing each year. By the time they leave Year 2, pupils achieve well in reading compared to other pupils nationally. However, by the time they leave Year 6, older pupils do not achieve as well in this subject as they do in others. This is because some pupils who find reading more difficult do not always have enough targeted support in school. Other pupils can read words but they sometimes struggle to understand the meaning in written pieces of text. Leaders are well aware of this deficiency and have already taken steps to lift older pupils' reading skills. This is bearing fruit. The work in books show pupils are developing the skills to read and understand more complex and demanding texts.
- Pupils currently in the school are making rapid progress across almost all subjects in the curriculum. For example, pupils study a variety of artistic technique and can

describe in detail the paintings of Warhol and Lowry with confidence. Music teaching enables pupils to play confidently a variety of instruments.

- The disadvantaged pupils currently in school make progress and attain standards that are typically better than that of other pupils nationally. Pupil premium funding is effectively used to provide additional support for disadvantaged pupils. Pupils are encouraged to develop their talents in sport, art and music.
- The most able pupils are typically challenged successfully in lessons. Consistent high-quality teaching enables these pupils to reach the highest levels in reading, mathematics and writing by the time they reach the end of key stages 1 and 2.
- Pupils who have special educational needs and/or disabilities progress quickly from their varied starting points to match or better that of other pupils. The school ensures that they receive highly effective support from additional adults to meet their diverse needs.

Early years provision

Outstanding

- Strong leadership has enabled the early years to improve dramatically since the last inspection. During the time the children spend in early years almost all make excellent progress. By the end of the early years a very large majority have achieved a good level of development and are ready to start Year 1.
- The leader has had a positive impact upon all areas of early years. She has established a high-quality learning environment both indoors and outside.
- Children start in early years from a variety of starting points but these are below those that are typical for their age. They make excellent progress to secure foundations for further learning.
- The early years leader has introduced a very effective tracking and assessment procedure. The staff are well trained and confident in their assessments through high-quality observations. All staff assess regularly about what children know, understand and can do. This thorough tracking of children's progress is used to identify areas for further development. Staff work hard to ensure that activities match the children's own interest and stage of development. They engage well with children so that children enjoy their learning. Parents are now kept well informed by detailed information that they receive about their children's progress.
- Parents are encouraged to be involved in their children's learning by feeding back to staff about their child's home learning experience and regularly come into school. Home-school liaison is very effective.
- During the inspection, children enjoyed their learning outdoors. Careful planning ensured that all activities promoted challenge and curiosity to develop children as independent learners. A group of boys worked together to develop a system whereby water could flow from one container to another using pieces of pipe and guttering. Staff supported by modelling new vocabulary while assessing children's understanding of language skills.
- Children's behaviour in the early years is excellent. Children have a clear understanding of the behavioural expectations within school.

- Children benefit from well-established school routines and strategies are in place to ensure maximum learning time. Staff are deployed effectively to ensure that children are engaged with tasks and activities. They adapt the activities quickly to help children learn more effectively.
- The recently established unit for two-year-old children has made a significant impact in the induction of children into school. Highly skilled staff ensure that the needs of this group meet statutory requirements and children settle quickly into routines. Children joyfully played with adults using tissue-paper squares so that their language and vocabulary could be developed.
- The Nursery class provide full-time care for three-year-old children. The staff work closely with the early years leader to provide high-quality provision. Transition is planned well to ensure that children's skills continue to develop as they move from the Nursery into the Reception class.
- The early years leader works very closely with outside agencies to ensure that children who have special educational needs and/or disabilities are provided with effective provision from the early stages. She spends the additional funding for these children effectively.
- The safety and well-being of the children are given a high priority. All statutory welfare requirements are met. Relationships and positive welfare arrangements are thorough.

School details

Unique reference number	105584
Local authority	Manchester
Inspection number	10036767

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	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	340
Appropriate authority	The governing body
Chair	Gerry Hodson
Headteacher	Barbara Harrold
Telephone number 0161 224 6842	0161 224 6842
Website	www.st-kentigerns.manchester.sch.uk
Email address	head@st-kentigerns.manchester.sch.uk
Date of previous inspection	30 September – 1 October 2015

Information about this school

- The school meets requirements on the publication of specified information on its website.
- The school is a larger than average primary school.
- The proportion of disadvantaged pupils is well above average.
- The proportion of pupils from minority ethnic groups is above national.
- The proportion of pupils who speak English as an additional language is lower than the national average.
- The provision in the early years is a two-year-old unit, Nursery class and Reception unit.
- The school provides a before- and after-school unit, which is managed by the governing body.
- The school meets the government's floor standard, which is the minimum expectation for pupils' achievement in English and mathematics at the end of Year 6.

Information about this inspection

- Inspectors observed teaching and learning across the school. They spoke to pupils and examined the work in their books and subject portfolios. The inspectors heard pupils read and talked to pupils informally around the school.
- Meetings were held with senior and middle leaders, governors (including the chair of the governing body), a representative from the local authority and one group of pupils.
- Inspectors considered the 14 responses to Parent View, including 14 free-text responses. Inspectors also spoke to parents informally before school. Inspectors took into account 15 responses to the staff survey.
- Inspectors examined documents relating to governance, self-evaluation, school improvement planning, pupils' progress, behaviour, the curriculum and safeguarding.

Inspection team

David Fann, lead inspector	Ofsted Inspector
Doreen Davenport	Ofsted Inspector
Moira Atkins	Ofsted Inspector

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

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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.gov.uk/government/organisations/ofsted.

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

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

© Crown copyright 2017

