

Inspection of CofE School of the Resurrection

Pilgrim Drive, Beswick, Manchester M11 3TJ

Inspection dates: 10 and 11 January 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Requires improvement

What is it like to attend this school?

Pupils like coming to this school. They enjoy learning, and they know that staff will look after them and keep them safe. Pupils trust staff to support them when they have worries or when problems arise. Leaders deal with bullying and other inappropriate behaviour effectively. This helps to ensure that pupils feel safe in school.

Expectations are high. Pupils know that staff expect them to be 'ready, respectful, safe and kind', as spelled out in the 'Resurrection Way'. Pupils also know they are expected to give their best in lessons. Pupils rise to the school's high expectations. They behave well and work hard. They learn effectively from Nursery to Year 6.

The school's ethos is based on clear Christian values. Diversity is celebrated. Pupils value and respect others, including those who are different from them in some way. They have a clear sense of right and wrong. They discuss and debate in a sensible and mature manner.

Pupils value the wide range of extra-curricular activities that the school offers them. Many learn musical instruments and sing in the choir. Sport, including tennis and squash, is popular. Older pupils enthusiastically told inspectors about the debating and book clubs they attend.

What does the school do well and what does it need to do better?

Leaders and staff have worked hard over recent times to revise the curriculum. Pupils study an appropriate range of subjects in all classes. Leaders have thought carefully about the curriculum's content and the order in which topics are taught. The curriculum in the early years prepares children well for Year 1. Pupils' learning builds well from year to year in all subjects.

Teachers deliver the curriculum effectively. For example, teachers have good subject knowledge. They are clear about what they want pupils to learn and remember in each unit of work that they teach. However, some aspects of curriculum delivery are not as consistently effective as they could be. Teachers' explanations of new content are not clear sometimes. This can slow pupils' learning.

The school's approach to assessment is sensible and fit for purpose. For example, leaders are increasingly able to use assessment information to adapt future content. However, teachers' checks on how well pupils are learning are not consistently effective. Therefore, staff are not always aware of pupils' misconceptions or the material they have not understood. Again, this sometimes slows pupils' learning.

Leaders have made reading a high priority throughout the school. Children begin to match letters and sounds in the Nursery Year. Phonics is taught each day from the

start of the Reception Year. Teachers and teaching assistants have good levels of expertise thanks to the comprehensive training that leaders have provided. Teachers regularly assess pupils' progress. Pupils who are falling behind are given high-quality extra support, which helps them to catch up. Consequently, most pupils become proficient readers. Moreover, pupils enjoy reading. Many pupils told inspectors about the books they were reading and why they were enjoying them.

Pupils with special educational needs and/or disabilities (SEND) are supported well. Leaders identify their needs accurately. Often, this happens while children are in the early years. Staff provide effective support, in class and through additional one-to-one or small-group intervention. Consequently, pupils with SEND study the same curriculum as their classmates, and they learn effectively.

Almost all pupils have excellent attitudes to learning. They are studious and keen to do well. Attendance is consistently strong. A very small number of pupils present challenging behaviour at times. Some other pupils are frustrated by this. Inspectors concluded that staff manage challenging behaviour well. They ensure that pupils are supported well and that disruption to learning is kept to a minimum.

The school's work to promote pupils' personal development is highly effective. The personal, social and health education (PSHE) curriculum shares the strengths found in other subjects. Pupils learn about British values and how these are exemplified by famous individuals. For example, pupils explained to inspectors why democracy is important. They cited Manchester-born Emmeline Pankhurst as an important historical figure in securing women the right to vote.

The school's staff form a committed team. They appreciate the clear direction and leadership provided by senior leaders and governors. In particular, they value leaders' efforts to ensure that workload has been manageable during a time of intense curriculum development. They recognise leaders' and governors' investment in the development of staff expertise.

Leaders are involving parents in their children's education effectively. Parents enjoy and value the regular 'family time sessions', where they learn alongside their children. Staff help parents of children in the early years to encourage learning at home.

Safeguarding

The arrangements for safeguarding are effective.

This is a school with a strong culture of keeping pupils safe and caring for them. Leaders have trained staff thoroughly. Consequently, staff understand their safeguarding responsibilities and are confident in spotting the signs that pupils might need extra help. Leaders are tenacious in ensuring that pupils get the support they need in a timely manner.

The PSHE curriculum helps pupils in all classes to learn how to keep themselves safe. They learn how to stay safe when using the internet. They learn, in an age-appropriate way, about healthy relationships.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- At times, teachers do not present and explain new content clearly. When this is the case, pupils do not understand these concepts as quickly and securely as they could. Leaders should ensure that teachers consistently present new material effectively.
- Teachers' use of assessment is not as effective as it could be. At times, teachers do not identify and address pupils' misconceptions and gaps in their learning. When this is the case, pupils do not learn as effectively as they should. Leaders should ensure that teachers use assessment consistently well.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

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.

School details

Unique reference number	105547
Local authority	Manchester
Inspection number	10256075
Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	228
Appropriate authority	The governing body
Chair	Adam Robertson
Headteacher	Ashley Harrison
Website	www.resurrection.manchester.sch.uk
Date of previous inspection	6 and 7 March 2019, under section 5 of the Education Act 2005

Information about this school

- The headteacher took up her post in April 2021.
- There have been several changes within the governing body, including a new chair of the governing body, who took up the post in June 2022.
- The school does not use any alternative provision.
- The school is a voluntary-aided Church of England school. Its most recent section 48 inspection took place in June 2019.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors met with the headteacher and other school leaders. They held discussions with five governors, including the chair of the governing body. They met with a representative of the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, science, history and physical education. For each deep dive, they discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers and pupils, and looked at samples of pupils' work.
- Inspectors considered the school's work to support pupils with SEND.
- Inspectors discussed safeguarding with the designated safeguarding lead. They scrutinised policies and records relating to child protection and examined the safeguarding checks made on staff before they join the school.
- An inspector listened to pupils read and talked to them about their reading.
- Inspectors spoke with several members of staff, including those who have recently joined the teaching profession. They considered the responses from staff to Ofsted's online inspection questionnaire.
- Inspectors spoke informally with pupils at breaktime and lunchtime. They observed the school at these times. They considered the responses from pupils to Ofsted's online questionnaire for pupils.
- Inspectors spoke with parents at the start of the day and considered the responses, including written responses, to Ofsted Parent View.

Inspection team

Alun Williams, lead inspector	Ofsted Inspector
Charlotte Oles	His Majesty's Inspector
David Lobodzinski	Ofsted Inspector

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