

Inspection of Chorlton Park Primary

Barlow Moor Road, Chorlton-Cum-Hardy, Greater Manchester M21 7HH

Inspection dates: 4 and 5 June 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Outstanding
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteachers of this school are Stefanie Habershon and Meryl Blackburn. This school is part of the Changing Lives in Collaboration Trust, which means that other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO) and executive headteacher, Jo Ashcroft, and overseen by a board of trustees, chaired by Oliver George.

Ofsted has not previously inspected Chorlton Park Primary School as an academy under section 5 of the Education Act 2005 as, until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection of the predecessor school.

What is it like to attend this school?

This is a school where everyone matters. Pupils are known for their individual qualities. They benefit from the kind relationships that they have with each other and with staff. Pupils are happy. They delight in attending this caring, supportive school.

The school is highly aspirational for pupils. It wants the very best for pupils' academic success and for their wider development as active, positive citizens. Many pupils meet these high standards. They achieve well.

Pupils are courteous and helpful to other people. They are confident when speaking to visitors. Pupils are incredibly proud of their school.

The school prepares pupils for life in modern Britain extremely well. Pupils are taught about fundamental British values and about their rights and responsibilities. They celebrate diversity and warmly welcome others into the school community. For example, pupils learn about people from a range of cultures and backgrounds. They visit different places of worship and share cultural identity days in school.

Pupils have many opportunities to learn beyond the academic curriculum, such as during residential visits and exciting trips. They benefit from events that support their future lives, including an 'aspirations week', where they learn about potential career choices.

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

The school has created a highly ambitious curriculum. The small steps of knowledge that pupils learn in most subject curriculums are carefully ordered from the beginning of the early years to the end of Year 6. With the support and direction of the trust, the school has ensured that staff have the information and expertise to deliver the curriculum effectively. Staff check that pupils are learning well.

The school's provision in the early years is exceptional. From the moment that children enter the school, they are immersed in a world of learning, imagination and exploration. High-quality and well-designed activities help children to learn extremely well. Communication and language are seamlessly woven into each area of learning. Skilled staff enhance children's learning by effectively modelling ambitious language. There are no limits placed on children in the early years. As a result, children flourish and are ready for the next stage of learning.

The school's published data for writing in 2023 indicated that some pupils' attainment at the end of Year 6 was significantly below the national average. While pupils typically learn extremely well in most subjects, pupils' foundational knowledge and stamina in writing was hampered by the COVID-19 pandemic. The school has begun to take suitable action to bring about improvement. It has updated the way in which pupils learn to write starting from the time that children join the early years.

However, the school has not gone far enough in identifying the key knowledge that pupils should gain. This means that staff are sometimes unclear about what they should teach to help pupils become competent and accomplished writers.

Reading is at the heart of the school's curriculum. Pupils read books written by a wide range of authors. From the start of the early years, the school places a sharp focus on making sure that children learn to read confidently and fluently. Pupils who struggle in learning to read are quickly spotted and well supported. Pupils throughout school spoke of their love of reading and their understanding of its high importance.

The school has strategies in place to swiftly identify pupils with SEND. Pupils are supported to follow the full curriculum alongside their peers. The school works effectively with families and with external professionals to support pupils with complex additional needs well.

The school's programme for personal development is remarkable. It enhances pupils' talents and interests through a wealth of activities, such as steel pan drumming, gardening, comic and skateboarding clubs. Pupils learn about the local area. They become active members of their community, for example by collecting and donating resources to local food banks. Pupils share their own opinions during debates. Through their roles as ambassadors, they act as a voice and as role models for others. Pupils have opportunities to learn about similarities and differences between themselves and others.

Pupils are enthusiastic learners who behave sensibly. Children in the early years learn to interact considerately with each other. Pupils are polite and friendly. They have high levels of attendance. The school works well with pupils and families to successfully address any instances where pupils' attendance begins to decline.

Trustees and members of the local governing board are proud of their roles in supporting and challenging the school. They are mindful of staff well-being. Staff appreciate the considerate approach taken to distribute workload and to share expertise with colleagues across the trust.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school's programme for writing does not clearly identify the key information that pupils should learn and how this should be taught. On occasion, the activities that staff choose do not help pupils to learn the important knowledge that they need to become skilled and successful writers. The school should identify the

foundational knowledge that pupils should acquire in writing and support staff in developing the expertise to deliver this 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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	142343
Local authority	Manchester
Inspection number	10337707
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	691
Appropriate authority	Board of trustees
Chair of the trust	Oliver George
CEO of the trust	Jo Ashcroft
Headteachers	Jo Ashcroft (executive headteacher) Stefanie Habershon Meryl Blackburn
Website	www.chorltonpark.manchester.sch.uk
Dates of previous inspection	20 and 21 June 2013, under section 5 of the Education Act 2005

Information about this school

- The school is part of Changing Lives in Collaboration trust.
- Chorlton Park Primary converted to become an academy school in September 2016. When its predecessor school, of the same name, was last inspected by Ofsted, it was judged to be outstanding overall.
- The school does not use any alternative provision for pupils.
- The school provides a breakfast and after-school club.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteachers, other school leaders and staff.
- The lead inspector met with members of the local governing board, including the chair of governors. She also met with representatives of the trust, including the chair of the trust and the CEO.
- The lead inspector spoke with a representative of the local authority.
- Inspectors carried out deep dives in the following subjects: English, including early reading, mathematics, geography, science, physical education and modern foreign languages. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke with teachers, spoke with a range of pupils about their learning and looked at samples of pupils' work. Inspectors also discussed the curriculum in other subjects and looked at samples of pupils' work.
- The lead inspector heard some pupils from Years 1 to 3 read to a familiar adult.
- Inspectors spoke with pupils during meetings, breaktimes and lunchtimes. An inspector also visited the breakfast club.
- Inspectors considered the responses to Ofsted Parent View, including the free-text comments. Inspectors also spoke with some parents during the inspection.
- Inspectors considered the responses to Ofsted's online surveys for staff and for pupils.
- Inspectors reviewed a range of documents, including school policies, school improvement documents, records of support for families and a sample of documents for pupils with SEND. Inspectors also looked at minutes from local governing body meetings, information about pupils leaving and starting school and records relating to pupils' behaviour and attendance.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interest first.

Inspection team

Sheena Clark, lead inspector	His Majesty's Inspector
Katie Thornton	Ofsted Inspector
Katie Hague	Ofsted Inspector
Lisa Hesmondhalgh	Ofsted Inspector

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