



CofE School of The Resurrection

Inspection Report

Unique Reference Number 105547
LEA Manchester
Inspection number 277375
Inspection dates 12 July 2006 to 13 July 2006
Reporting inspector Mr Arthur Markham CfBT Lead Inspector

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Pilgrim Drive
School category	Voluntary aided		Beswick
Age range of pupils	3 to 11		Manchester, Lancashire M11 3TJ
Gender of pupils	Mixed	Telephone number	0161 2233163
Number on roll	237	Fax number	0161 2233163
Appropriate authority	The governing body	Chair of governors	Mr A Harland
Date of previous inspection	11 October 1999	Headteacher	Ms M Hogarth

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is an average sized Voluntary Aided primary school. The majority of pupils are from White British backgrounds, with around 25% of pupils from minority ethnic groups. There are very few pupils at an early stage of learning English. More than half the pupils are entitled to free school meals. The percentage of pupils with learning difficulties and/or disabilities is around average. On entry to the Nursery, many children have below average level skills. The school has been awarded ActiveMark Gold and ArtsMark Gold status.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school with some outstanding features. The school judges itself this way and inspectors agree. The school gives good value for money. Children make a good start to their learning in the Foundation Stage because provision is good and they are provided with suitable activities which enable them to learn through play. As a result, the majority of children achieve the standards expected by the end of Reception. Throughout Years 1 to 6, pupils make good progress to reach standards that are generally around the national average and well above those in similar schools. Progress is particularly marked in mathematics and science, though less so in English where the more able pupils are not challenged enough. An initial examination of the 2006 test results shows that the action being taken to address this is proving successful.

Strong and effective leadership by the headteacher ensures that the school is always seeking to improve. The leadership provided by other key staff is good and subject coordinators' monitoring skills have improved in English, mathematics and science, although this aspect is less effective in other subjects. Teaching is good overall, although there is some inconsistency in quality across the year groups. The curriculum is rich and varied with very good attention being given to sport and the arts. Pupils' personal development is outstanding. The school is fully inclusive and works well with outside agencies to ensure that pupils have the right learning opportunities to help them make good progress. Parents rate the school highly and are very pleased at the very good level of care taken of their children.

The school has improved well since its last inspection because all staff are continually striving to make it even better. It has a good capacity for further improvement.

What the school should do to improve further

- Raise the challenge for the more able pupils in order to raise standards in writing.
- Improve the effectiveness of subject coordinators in subjects other than in English, mathematics and science.
- Improve the quality of teaching to the level of the best practice in the school.

Achievement and standards

Grade: 2

Standards and achievement are good overall. When children start in the Nursery their attainment is below expectations. By the end of Year 6, standards are broadly average. This shows that pupils make good progress during their time at school. By the end of the Reception year most reach the expected goals for children of their age. Pupils achieve very well in Years 1 and 2. In Years 3 to 6 they achieve well in mathematics and science to reach above average standards by the end of Year 6. However, achievement in English is less strong, especially for the more able pupils. As a result, standards in English in 2005 were below average by the end of Year 6. The school has identified the need to raise the challenge presented to the more able pupils and an

initial examination of the 2006 results indicates that the action being taken is having a positive impact, although more remains to be done. Standards are well above average in the arts and physical education because these are subjects that are given very good attention and within which pupils are provided with a rich range of experiences.

Most pupils successfully achieve the challenging targets they are set. Those pupils with learning difficulties and/or disabilities and those from minority ethnic backgrounds make good progress and achieve well because they are given very good support in class and group situations.

Personal development and well-being

Grade: 1

Pupils' personal development and well-being are outstanding. Pupils really enjoy coming to school and are very keen to learn as indicated by their good rate of attendance. They state that they like the practical work that they do in class and one pupil commented, 'I don't know anything that needs changing about our school'. Behaviour is very good thanks to the systems that have been developed in the school, especially at lunchtimes. Pupils understand very well how to live healthily and behave in a safe manner. Bullying incidents are very rare, yet pupils know what to do if there is a problem.

Spiritual, moral, social and cultural awareness is outstanding. Pupils gain a very good awareness of other religions through lessons and visits, and links with the church are strong. The school council system ensures that all pupils have a voice. Their views are gathered in school suggestion boxes and there is a well organised system for school council members to report back to classes. Pupils give generously to charities and organise various fundraising events. Their very positive attitudes and effective acquisition of basic skills prepare them very well for the future.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good overall. Teachers set high expectations about the pupils' working attitudes and so a productive and focused atmosphere emerges, although there is a lack of challenge in much of the work presented to the higher attaining pupils in writing. Pupils say, 'Teachers make us work hard, but are kind and listen to what we say'. They consequently make good progress in lessons and cover a lot of ground. Good planning and clear explanations of activities make sure pupils understand precisely what they must do. A notable strength is the teachers' persistent use of challenging questions, which draw out thoughtful and well-reasoned answers. As one pupil observed, 'Our teacher's favourite word is why'. The pupils' good standards of presentation, evident in the good quality handwriting of learners of all abilities, reflect their teachers' very high expectations. The teachers make good use of assessment information to set pupils individual targets and they track progress

closely. Flexible use of well-trained and very efficient teaching assistants enables pupils with additional learning needs to learn well. In the outstanding lessons the pace is relentless, the methods motivating and the pupils inspired. However, there is some less effective teaching where the pace slows and a rather narrow range of learning methods is used that makes teaching less exciting for pupils.

Curriculum and other activities

Grade: 1

The school judges its curriculum to be good but inspectors judge it to be outstanding because it is enhanced by a varied enrichment programme, especially in the arts and sport, which makes learning exciting for pupils. The emphasis on the arts and sport makes an outstanding contribution to the pupils' personal development and helps them to develop a healthy lifestyle and an involvement in the wider community. A strong focus is also given to developing the basic skills in English, mathematics and information and communication technology. Work is very well planned to meet the needs of all pupils, including those with learning difficulties and/or disabilities. The pupils relish the many opportunities for personal expression, as seen in their powerful Year 6 dance/drama and their continuous exchange of letters with the Archbishop of Canterbury. An excellent range of visits and visitors enhances the curriculum. Year 6 pupils were bursting with excitement following their visit to Lambeth Palace. Creativity is enhanced in all years by innovative projects such as the 'Take One Picture' theme.

Care, guidance and support

Grade: 1

The care, guidance and support provided for pupils are outstanding. Pupils appreciate the way staff look after them and say that, 'Teachers listen to what we say and help keep us safe'. Health and safety procedures are in place and regular risk assessments carried out to ensure pupils are safe. Child protection procedures are thorough and appropriate checks are made on all adults who work with pupils. Support staff provide good supervision during playtimes and lunchtimes.

The school works well with a variety of external agencies to support all pupils including those most at risk. Pupils' academic and personal development is closely monitored and information used well by teachers to plan work to meet their differing learning needs. Pupils are set challenging targets to aim for, and marking provides clear guidance for them on how to improve their work. Parents appreciate the way the school works to involve them in their child's learning. One parent stated, 'The school always keeps us informed about our child's progress or if there are any concerns that need addressing'.

Leadership and management

Grade: 2

Leadership and management are good overall. The leadership of the headteacher is outstanding and she is very well supported by the deputy headteacher. Their excellent

partnership and very clear vision ensures that there is a strong focus on helping pupils to achieve as well as possible. The core subject coordinators lead their subjects well, although the role of other subject coordinators is underdeveloped. Parents rate the school highly and appreciate the progress that their children make in the school.

The school's evaluation of its own performance is accurate and perceptive. Monitoring procedures are well organised and close attention is given to ensuring equality of opportunity. Pupils' performance is analysed closely, which has enabled the school to identify the need to increase the challenge presented to the more able pupils, particularly in English. School improvement planning is good and places a strong focus on raising standards. The views of parents and pupils are gathered to inform planning and staff are involved in the process, although the school has recognised the need to develop the skills of the coordinators of the non-core subjects to improve this further. Performance management is used effectively to drive forward improvements and develop the expertise of teachers. Governors are supportive of the school and fulfil their responsibilities well. A number of them have direct responsibility for an aspect of the school's work and monitor this effectively.

Improvement since the last inspection has been good. There has been a significant improvement in both the resources for ICT and the standards attained by pupils. Financial management is now efficient. The school's capacity for further improvement is good.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	1	NA
How well are learners cared for, guided and supported?	1	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

As you know, three inspectors recently visited your school to find out how well your teachers are helping you with your learning. Thank you for being so friendly and talking to the inspectors. It was really interesting to listen to what you had to say. The things that we particularly liked were:

- the way your headteacher and all the staff run the school and take good care of you
- your excellent behaviour in lessons and around the school and the way you help each other
- the way you work hard for your teachers and take a pride in your work
- the wide range of interesting activities and visits that make learning more exciting for you
- the enthusiastic and polite way you told us your views about school.

We think your school is a very exciting and welcoming place, but have asked your teachers to improve three things to make it even better. We want them to:

- help you to improve the standards you reach in English by making sure the work you are set is challenging
- enable teachers in charge of subjects to check how well you are learning so that they can help you improve
- ensure that all lessons are exciting and help you learn well.

Thank you for helping us so much with the inspection of your school. We all hope that you will continue to work hard in school and help the teachers so that Church of England School of the Resurrection becomes an even better school.