



# Mount Carmel RC Primary School

## Inspection Report

**Unique Reference Number** 105555  
**Local Authority** Manchester  
**Inspection number** 287262  
**Inspection dates** 7–8 March 2007  
**Reporting inspector** John Ashton

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

<b>Type of school</b>	Primary	<b>School address</b>	Wilson Road
<b>School category</b>	Community		Blackley
<b>Age range of pupils</b>	3–11		Manchester M9 8BG
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0161 2057131
<b>Number on roll (school)</b>	390	<b>Fax number</b>	0161 2054260
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Rev Fr Bryan Cunningham
		<b>Headteacher</b>	Mrs Patricia Ganley
<b>Date of previous school inspection</b>	21 May 2001		

<b>Age group</b>	<b>Inspection dates</b>	<b>Inspection number</b>
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Mount Carmel is a larger than average split-site Roman Catholic primary school serving a socially and economically mixed urban area in the city of Manchester. An above average proportion of pupils are eligible for a free school meal. A broadly average and recently increased proportion have learning difficulties and/or disabilities, and a below average but increasing proportion have English as an additional language, 29 of whom are at a relatively early stage of learning English. A very small number of pupils are traveller children or in the care of the local authority.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

This is a satisfactory school with some good features. Chief among these are pupils' personal development, the improved curriculum, teaching and learning in the Foundation Stage and Key Stage 1, and the very good quality pastoral care the school provides.

After years of being above average, results at the end of Year 6 in the past two years have fallen to below average. An increase in the numbers of pupils with learning difficulties and/or disabilities and the underachievement of some boys are the main reasons for this. Children enter the Nursery with below average attainment. They quickly settle and make good progress during the Foundation Stage so that by the time they enter Year 1, most have reached the standards expected for their age. They make satisfactory progress in Years 1 to 6, reaching, at the end of Year 6 in 2006, average standards in English, though not in mathematics or science, reflecting the school's recent concentration on improving pupils' literacy.

Parents are very supportive of the school. A typical parental comment is that, 'All the staff are kind, caring and helpful, the well-being of the child as a whole is their utmost concern.' The pastoral care of pupils is particularly good. However, the monitoring of each pupil's individual progress and provision of information to pupils about how they are doing is at a relatively early stage of development and needs improving. Pupils enjoy school and understand the importance of regular exercise and eating healthy food. They know how to keep safe, behave well around school, and in the playground, and their attendance is broadly average. Pupils' spiritual, moral, social and cultural development is good overall.

Teaching and learning are satisfactory overall, but good in the Foundation Stage and in Key Stage 1. They are not consistently good enough in Key Stage 2 to raise standards back to their previously higher level by the end of Year 6. The quality of leadership and management is satisfactory, but with notable strengths, one of which is governance and another is the positive leadership of the headteacher. There are also some weaknesses. For example, some school systems, such as the monitoring of teaching and assessing of pupils' progress, are not sharp enough to guarantee the improvements needed in pupils' standards of achievement at Key Stage 2.

Improvement has been satisfactory since the last inspection. There is an accurate appreciation of what still needs to be done to bring about improvements but an over generous interpretation of how good some things are at present. Nonetheless, the school demonstrates that it has the capacity to improve further and currently gives satisfactory value for money.

### What the school should do to improve further

- Raise standards of achievement at Key Stage 2, especially in mathematics and science and particularly for boys.
- Sharpen the monitoring of teaching and learning in order to improve its consistency, particularly at Key Stage 2.

- Monitor the progress of individual pupils more effectively in order to give them more helpful information on how well they are achieving and what they need to do to improve.

## **Achievement and standards**

### **Grade: 3**

Pupils achieve satisfactorily overall. They enter the school with below average attainment and make good progress in the Nursery and Reception classes so that the majority reach the early learning goals before moving into Year 1. Pupils then make satisfactory progress through Years 1 to 6, resulting, in 2005 and 2006, in average attainment in English but below average attainment in mathematics and science. Current progress, although satisfactory overall, is variable from year to year, however, and is stronger in some classes and with some groups of pupils. An increase in the proportion of pupils with learning difficulties and/or disabilities has meant more time and energy devoted to helping them at the expense of stretching some of the more able pupils; the result is that some of these pupils fail to reach the grades they should have reached. Some boys, in particular, achieved less well than expected in 2006. Vulnerable pupils, particularly those who are looked after or who have learning difficulties and/or disabilities, make satisfactory progress and one or two do much better than this, reflecting the good individual support they receive. Pupils at an early stage of learning English, even with the limited amount of individual support the school is able to give them, achieve as well as could be expected and blossom in the very supportive atmosphere in the school.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development and well-being are good. Pupils respond well to the school's aims and values and behave well in lessons and around the school.

Their social, moral, spiritual and cultural development is good. Pupils show very positive attitudes to school and clearly enjoy their learning. As one pupil put it, 'I like learning because Miss makes it fun.' Attendance is satisfactory and the school has implemented strategies to improve it further. Pupils understand about the benefits of healthy eating and talk enthusiastically about making their 'traffic light sandwiches.' Pupils say they feel safe in school and are confident that any bullying would be dealt with swiftly and effectively. They use their own initiative to raise money for a range of charities both locally and abroad. They are gaining a range of basic skills likely to help them to prepare for the next phase of education and future economic well-being.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory overall, although they are better than this in Key Stage 1 and the Foundation Stage because they are stronger and more consistent than in Key Stage 2. In the Foundation Stage, in particular, children are consistently challenged and encouraged with exciting hands-on learning activities which help them become enthusiastic learners. Teachers throughout the school manage pupils' behaviour well which results in a positive climate for learning. In Key Stage 2, work is mainly matched to the learning needs of different groups of pupils, there is effective deployment of support staff, effective use of time and suitable challenge. However, in some Key Stage 2 lessons, pupils are set the same work and as a result, the more able are not sufficiently challenged. Furthermore, there is a lack of pace in some lessons with children listening for too long, resulting in a loss of attention.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum is good, more balanced than at the time of the last inspection and enhanced by a good and much improved range of enrichment activities. Pupils enjoy the varied and well attended lunch time extra-curricular clubs. Teachers work effectively, and without much external support, to meet the needs of pupils who arrive at the school from other countries with little or no knowledge of English. Where available, the use of interactive whiteboards enriches the curriculum. There are, however, insufficient opportunities for pupils to develop their ICT skills through the use of computers in subjects across the curriculum. This is due, in part, to the effect of budget constraints restricting the purchase of additional modern computers. Pupils have good opportunities to learn about healthy lifestyles as indicated by the school having just achieved the silver award for healthy schools.

### **Care, guidance and support**

#### **Grade: 3**

Care, guidance and support are satisfactory overall. Pastoral care of pupils is very good. Health and safety are positively promoted and monitored. A typical comment from a parent is, 'I think my son is well looked after and that is the most important thing to me.' Safeguarding procedures meet current government guidelines. Pupils feel well cared for and know who to speak to if they have a problem. The provision for pupils with learning difficulties and/or disabilities is good. It enables their often complex needs to be met well and, as a result, they make at least the same progress as their classmates. However, there are weaknesses in the monitoring of individual pupils' academic progress. The school's systems are not rigorous enough. Too much stress is placed upon the presentation of pupils' work, which is therefore good, but not enough

on keeping pupils aware of how well they are doing compared to pupils of a similar age group elsewhere and what they need to do to improve.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory. Results in the national tests and assessments show that its impact is more successful in the Foundation Stage and Key Stage 1 than in Key Stage 2. This is because the monitoring of the quality of teaching and learning, although regular and well organised, does not result in clear enough feedback about how good the lessons are and what needs to happen to make them better. This particularly affects Key Stage 2 because the quality of teaching is less consistent there. There is a warm and welcoming atmosphere in the school which is the result of the high profile, very approachable, personable leadership of the headteacher. Teamwork between staff is good and they create a positive climate for pupils and for learning throughout the school. Procedures for self-evaluation are well established but overgenerous in some respects. The criteria for judging success in the school's development planning, for example, lack specific outcomes and challenge. Governance is good. Governors are much more involved in the monitoring of the work of the school than at the time of the last inspection and, in consequence, are in a better position to challenge the school as well as to support it.





## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	3

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

**Text from letter to pupils explaining the findings of the inspection**

Thank you for making Mrs Ravey, Mr Dorgan and I feel so welcome during our visit to your school last week. A very special thank you should go to those children who gave up some of their lunch time to talk with us.

We think your school provides a satisfactory standard of education and agree with you that it is a safe and happy place to learn, that it provides a good range of interesting extra-curricular activities and has friendly and helpful staff. We were particularly impressed by how very well cared for you all are, how well most of you are taught and how well supported are those of you that need extra help.

You, yourselves, deserve much of the credit for this. We saw for ourselves how much you enjoy your work in class, how well behaved you are and how hard you all work.

To help you even more we have asked the school to help to raise standards in Years 3 to 6 further, especially the achievement of boys, particularly in mathematics and science. We have also asked the school to check the quality of teaching and learning to make sure it is more consistent across the school, and also to keep you more up to date with details of how well you are doing and what you need to do to improve.

You can play your part in this by making sure that you all continue to work as hard as you do and some of you can persuade your parents to make sure that you attend even more regularly.