

# Mount Carmel RC Primary School

## Inspection report

---

<b>Unique Reference Number</b>	105555
<b>Local Authority</b>	Manchester
<b>Inspection number</b>	336516
<b>Inspection dates</b>	29–30 June 2010
<b>Reporting inspector</b>	Stephen Wall

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	439
<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>	7 March 2007
<b>School address</b>	Wilson Road Blackley Manchester M9 8BG
<b>Telephone number</b>	0161 7404696
<b>Fax number</b>	0161 2054260
<b>Email address</b>	admin@mountcarmel.manchester.sch.uk

---

<b>Age group</b>	3–11
<b>Inspection dates</b>	29–30 June 2010
<b>Inspection number</b>	336516

---

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

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester M2 7LA

T: 08456 404045  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2010

## Introduction

This inspection was carried out by four additional inspectors. Fifteen lessons were observed taught by 15 teachers. The inspectors held meetings with governors, staff and groups of pupils. They observed the school's work and looked at the tracking of pupils' progress and the school's monitoring, self-evaluation and planning for improvement. The inspectors also analysed 205 questionnaire returns from parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the consistency of pupils' progress as they move between key stages
- the effectiveness of the school's procedures to raise attendance
- how effectively the school uses assessment data to track pupils' progress and raise attainment.

## Information about the school

This is a much larger than average school in which the proportion of pupils known to be eligible for free school meals is above average. The proportion of pupils from minority ethnic groups is broadly average and has been rising since the previous inspection. The proportion of pupils who speak English as an additional language has also risen and is now average. These pupils come mainly from Eastern Europe and Africa; some have very little or no English when they join the school. The proportion of pupils with special educational needs and/or disabilities is broadly average, while the proportion with a statement of special educational needs is relatively low. The school is situated in an inner-city area and occupies a split site with about 500 metres between the two buildings. The school has gained the Activemark Gold and Healthy Schools awards.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

This is an outstanding school. Outstanding leadership and management at all levels, including governors, have tackled rigorously the issues identified in the last inspection report. Because of this, the school has improved in leaps and bounds. Every aspect of its work has improved significantly and in some cases quite remarkably. This is especially true of pupils' achievement and enjoyment which are now outstanding, including the achievement of pupils with special educational needs and/or disabilities and those who speak English as an additional language. The success of the school is reflected in the rising numbers of parents and carers choosing the school for their children. The outstanding Early Years Foundation Stage is oversubscribed. The dramatic improvements to all aspects of the school's work and the accurate evaluation of its own effectiveness demonstrate the school's outstanding capacity to improve even further.

Pupils love coming to school. They feel exceptionally safe because the school provides with them with outstanding levels of care, guidance and support. Their behaviour is exemplary. It reflects pupils' mature attitudes and high levels of respect which, together with their high levels of basic skills in English, mathematics and information and communication technology (ICT), show that they are exceptionally well prepared for the next stages of their education. The school has worked successfully to promote the importance of attendance which is now above average and rising as a result. Pupils work and play in an exceptionally harmonious and happy school community of which they are rightly proud. All pupils, regardless of ability or background are fully included and valued highly as individuals.

The consistently challenging teaching enables pupils to make excellent progress. However, some teaching, although highly effective, lacks some of the pace, variety of learning methods and vitality of the very best teaching. Leadership and management recognise this and are keen to make sure that all teaching is consistently as vibrant as the best. The outstanding curriculum provides pupils with a wide range of stimulating and memorable experiences.

Leaders and managers are driving the school forward with outstanding purpose and success. The school has forged outstandingly successful links with parents and carers and other partners to support pupils' learning and well-being. The school does a great deal of successful work to promote community cohesion. However, it does not yet systematically evaluate the impact of its actions.

## What does the school need to do to improve further?

- Make sure that the leadership and management of teaching and learning promote

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

methods that make all lessons as vibrant and exciting as the very best.

- Develop the procedures to evaluate the impact of the school's actions to promote community cohesion.

## Outcomes for individuals and groups of pupils

**1**

Pupils' attitudes to learning are exceptionally positive. As they move up through the school they develop a high regard for learning. They work very hard and with great concentration and obvious enjoyment. They are keen to contribute their ideas. Pupils take great pride in the presentation of their work, including the creative use of ICT to enhance its impact and quality. When they start school, the level of children's skills varies but overall it is well below average. The progress of all groups, including pupils with special educational needs and/or disabilities and those who speak English as an additional language, is consistently strong because of the strong and highly effective support they receive. By the end of Key Stage 2, attainment is above average and for some pupils well above average. This represents outstanding achievement. Pupils' excellent academic progress is matched by their personal development. This is best seen in the very high levels of respect they show towards adults and each other. It is also evident in their excellent behaviour which makes a very significant contribution to their successful learning in lessons. Pupils fully understand the importance of healthy lifestyles; numbers participating in the extensive range of sporting enrichment activities are very high. Pupils' spiritual, moral, social and cultural development is of the highest order; it is underpinned by the strong Christian ethos that pervades the school and a wide range of visits and visitors to broaden their horizons. Pupils greatly enjoy the many opportunities they are given to take on responsibilities. The school's very close relationship with the church ensures that the school and its pupils are at the heart of the community it serves.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>1</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

**How effective is the provision?**

Teachers have very good subject knowledge which they use to excellent effect to make lessons extremely challenging. The very best teaching not only challenges but excites outstanding levels of learning and interest. A few more formal lessons promote good learning but lack the variety and excitement of the very best teaching. The team of skilled teaching assistants is managed expertly to provide highly effective support for pupils with special educational needs and/or disabilities and for those who speak English as an additional language. Teachers mark pupils work regularly and include comments to show clearly what pupils need to do to improve their work. Assessment is used in exemplary fashion to track pupils' progress and identify where extra support is necessary. Pupils are crystal clear about the progress they are making towards challenging targets because they have regular one-to-one meetings with their form teachers to discuss progress. The curriculum is exciting; it is extremely well led and managed. It provides a wealth of imaginative learning opportunities which add interest and relevance to pupils' learning. The extensive range of extra-curricular activities in, for example, sports, the arts and foreign languages add hugely to pupils' enjoyment. Highly effective transition arrangements ensure pupils settle seamlessly when they join the school and when they move to secondary school. In this highly inclusive school, caring for children and their families is a top priority and results in pupils' exceptional levels of enjoyment and feeling safe.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>1</b>
Taking into account: The use of assessment to support learning	1
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

Leadership and management are driving the school forward strongly. There is

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

outstanding teamwork across the school, despite the challenges of the split site. Since the last inspection leadership has skilfully introduced many strategies for improvement. For example: teachers have been redeployed to their areas of expertise and interest; astute new appointments have been made; procedures for assessment have been completely overhauled and refined; the curriculum has been expertly refashioned; and the number of teaching assistants has been significantly increased. The combined effect of such initiatives has been to raise all aspects of the school's work and turn it into an exceptionally successful and happy learning community.

The governing body understands the schools strengths and areas for development extremely well. Its members participate fully in the life of the school and offer exceptionally strong support and challenge for the school's work.

The school's very strong commitment to inclusion means that pupils with special educational needs and/or disabilities and pupils who join the school with little or no English are integrated seamlessly into the everyday life of the school. The fact that all pupils regardless of background or ability make outstanding progress confirms the school's strong commitment to and success in promoting equality of opportunity.

Safeguarding procedures are good. The school adopts recommended good practice for its procedures and policies relating to safeguarding. Meticulous attention is paid to risk assessment. Staff training in safeguarding and child protection is regular and of good quality. Good links have been established with outside agencies to provide specialist support when need is identified. A few, minor lapses in attention to detail in handling and collecting data relating to safeguarding limit its effectiveness to good.

The school is strongly committed to community cohesion. The school is happy and harmonious. Pupils are encouraged at every opportunity to be involved in the local community, especially through the school's close links with the church. Pupils have first-hand experience of other religions and cultures through visits, visitors and the school's partnership work with other schools. Pupils' show good knowledge and understanding of world cultures and religions. The school goes some way to evaluate its impact on community cohesion but accepts that it could conduct this more systematically and thoroughly.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>1</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

**Early Years Foundation Stage**

The Early Years Foundation Stage is outstanding. Children make very rapid progress and achieve outstandingly well because expert teaching fully meets their learning needs. Children play extremely happily together in a harmonious atmosphere where every child, regardless of ability or background, is valued equally. Overall, children join the Early Years Foundation Stage with skills well below those normally expected. By the end of Reception, the majority of children attain the expected age-related levels and some exceed them. Excellent foundations are laid therefore for children's future learning and progress. Children work and play in a welcoming and stimulating environment. Facilities in the Nursery are excellent. In Reception, the lack of a dedicated outdoor area limits children's opportunities to develop their knowledge and understanding of the world around them and their physical development. However, construction is about to begin on providing a new and exciting outdoor area for Reception children to improve provision. Teaching is enthusiastic and supportive. Children's progress is checked on regularly and the outcomes are used to plan activities according to individual children's needs. Children are exceptionally safe and happy in the nurturing environment. Parents and carers are informed on a regular basis of their child's progress. There are highly effective arrangements for ensuring that children settle quickly and smoothly into their new surroundings. Where necessary, effective use of outside agencies provides support for children with special educational needs and/or disabilities. Leadership and management of the Early Years Foundation Stage are outstanding. They provide a good vision for future success, a strong sense of purpose for its work and an excellent balance between exciting teacher-led and child-initiated activities to stimulate and engage children fully in work and play.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	1



**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Views of parents and carers

There was a high return rate of questionnaires from parents and carers. Almost all questionnaires indicate strong support for all aspects of the school's work confirming inspectors' judgements that this is an outstanding school.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Mount Carmel RC Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 135 completed questionnaires by the end of the on-site inspection. In total, there are 439 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	98	73	35	26	1	1	0	0
The school keeps my child safe	88	65	45	33	2	1	0	0
The school informs me about my child's progress	68	50	60	44	5	4	1	1
My child is making enough progress at this school	76	56	55	41	3	2	0	0
The teaching is good at this school	86	64	46	34	3	2	0	0
The school helps me to support my child's learning	76	56	52	39	6	4	0	0
The school helps my child to have a healthy lifestyle	75	56	57	42	3	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	68	50	53	39	7	5	1	1
The school meets my child's particular needs	67	50	61	45	4	3	0	0
The school deals effectively with unacceptable behaviour	73	54	54	40	3	2	2	1
The school takes account of my suggestions and concerns	62	46	59	44	8	6	2	1
The school is led and managed effectively	69	51	56	41	5	4	1	1
Overall, I am happy with my child's experience at this school	83	61	46	34	2	1	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



1 July 2010

Dear Pupils

Inspection of Mount Carmel RC Primary School, Manchester, M9 8BG

Thank you for your warm welcome during the recent inspection of your school. It was a real pleasure to meet you and see you at work and play.

You will be delighted to hear that you go to an outstandingly successful school. The care, guidance and support your school provides for you are outstanding. They support the excellent progress you all make and help you feel very safe and valued. Your behaviour is excellent – well done! You all get on together really well and this helps make your school exceptionally happy. Your teachers provide you with outstanding teaching and interesting things to do so that you all make excellent progress and achieve well. It is very pleasing to see your good and improving attendance – again, well done!

Your school is always looking for ways to make things better for you, so to help it do this, there are a few things I am asking your headteacher to do:

- make sure that all the teaching you receive is as lively and exciting as the best teaching in the school
- make sure that the school knows how successful it is being in developing your understanding and support for community cohesion.

You are very fortunate to go to such an outstanding school. I am confident that you will continue to work hard to play your part in making sure it becomes even more successful in the coming years.

I wish you the very best for the future.

Yours sincerely

Mr Stephen Wall

Lead inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**