

Chorlton Park Primary School

Inspection report

Unique Reference Number	131620
Local Authority	Manchester
Inspection number	341177
Inspection dates	25–26 November 2009
Reporting inspector	Kathleen McArthur

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	669
Appropriate authority	The governing body
Chair	Mrs Amanada Edwards
Headteacher	Mr David Watson
Date of previous school inspection	0 January 2007
School address	Barlow Moor Road Chorlton-Cum-Hardy Manchester M21 7HH
Telephone number	0161 8811621
Fax number	0161 8817081
Email address	dwatson@chorltonpark.manchester.sch.uk

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

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

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Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 23 lessons, and held meetings with governors, staff, groups of pupils and parents. They observed the school's work, and looked at pupils' books, assessment data and records, safeguarding arrangements and school documents. Inspectors also considered the responses in the 101 questionnaires returned by parents and carers and those from pupils.

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

- what is being done to sustain the rising trend in English, particularly in writing
- how senior leaders ensure their vision and aspirations are put into practice
- the consistency of teaching and learning and the use of assessment
- the strengths in the curriculum, particularly in information and communication technology.

Information about the school

Chorlton Park is very much larger than most schools. Just over one third of the pupils are of White British heritage, others come from a diverse range of cultural backgrounds with Pakistani pupils as the largest group. About twenty two languages are represented and over a third of the pupils speak English in addition to their home language. The proportion of pupils receiving free school meals is above the national average. A lower than average proportion has special educational needs and/or disabilities. The Early Years Foundation Stage provision consists of a Nursery and Reception classes

The school holds many national awards covering health, sports and the curriculum.

Before and after-school care is provided on-site by a private company and is subject to a separate inspection by Ofsted.

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 outstanding school is an extremely happy, harmonious learning community successfully providing education and care of the highest quality for every pupil. It makes every effort to reach out to engage and support parents, several of whom commented on the 'family' ethos. Pupils are exceptionally well cared for in the welcoming environment. Each one is known and valued as an individual so they feel secure and radiate pleasure in all they do. The inspectors agreed with the school's evaluation of its effectiveness, and value for money is excellent.

Achievement is outstanding. Pupils attain above average standards by the time they leave Year 6. Children enter the Early Years Foundation Stage with skills well below those typical for their age, especially in language and communication, and an increasing proportion of those admitted to older year groups have significant barriers to learning. Outstanding teaching that really captures pupils' interests and actively engages them in learning them ensures that they make excellent progress. Children get off to a flying start in the Early Years Foundation Stage and progress rapidly, particularly in their language skills. The school has successfully raised standards in English, but writing skills do not yet match those in reading. A national award recognises innovation in the high quality, enriched curriculum. Imaginative use of information and communication technology (ICT) is a real strength of the school; for example, pupils made a film, 'Don't judge a book by its cover' showing the danger of judging people by their appearance.

Pupils' enjoyment of school is clear for all to see, and is a major factor in their outstanding achievement. Their behaviour is exemplary, they say they feel entirely safe in school and are very aware of personal safety. The Healthy School and Activemark awards acknowledge pupils' excellent understanding of health issues. Pupils speak articulately of their contribution to the school and wider communities, are proud to act as peer mediators and councillors and willing to help in any way they can. Their personal and academic skills are very strong foundations for their future lives.

Dedicated and inspirational leadership, not content to rest on previous success, constantly seeks to improve provision to benefit every pupil. This has successfully moved the school forward, and deservedly gained local and national recognition. Very clear leadership roles help to successfully transmit the senior leaders' exceptionally high aspirations, which are seen in the commitment of staff, governors and pupils to achieve ambitious targets. This school knows itself extremely well, shown in tightly focused development plans. Sustained improvement in standards and the quality of the leadership team and staff give the school outstanding capacity for further improvement.

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What does the school need to do to improve further?

- Sustain the improving trend in English by;
 - embedding recently introduced strategies for writing so that pupils develop a wider vocabulary and structure their work more effectively.

Outcomes for individuals and groups of pupils

1

All groups of pupils make excellent progress as they move through the school. Their books, work in lessons and discussions show a clear understanding of their own progress. They are enthusiastic and ambitious to aim higher, listen carefully in lessons, cooperate with their teachers and with each other. 'Never settle for less than your best' was a typical pupil's comment. Consequently, pupils' attainment is above average in English, mathematics and science. Very well focused and targeted support enables pupils from a wide range of cultural groups and those with special educational needs and/or disabilities to make excellent progress and perform better than their counterparts nationally.

National and school data show a clear trend of improvement over time in both Key Stages, sustained despite the fact that the school now welcomes many more pupils with significant barriers to their learning. Throughout the school, reading skills are stronger than in writing. The 'reading habit' project really captured pupils' enthusiasm. The focus now is to improve writing skills to match reading and sustain the improving trend in English. Early signs of improvement are seen, for example, in Year 6 pupils' well-considered and mature writing about Ann Frank. However, it will take time to really embed and consolidate pupils' skills, such as using more interesting vocabulary and organising their ideas more effectively.

Outstanding spiritual, moral, social and cultural development offers pupils varied opportunities to reflect on emotions and experiences; each class has a 'LEAF' chill out zone where pupils can sort out any problems. Pupils of all backgrounds form friendships and mix happily together, and respect the diverse beliefs, customs and lifestyles represented in school. They are considerate, show a keen sense of right and wrong and clearly understand that their actions have consequences. 'Think safe' is the school motto and pupils move round the extensive buildings with careful regard for their own and others' safety. They say bullying is not a problem and know staff will always help. In-school 'work experience' and additional responsibilities raise pupils' aspirations, and give them greater independence so they move to the next stage of their education with confidence. Attendance is satisfactory and punctuality first-rate. Everything possible is done to help the small number of families who find regular school attendance difficult. There are clear signs that these actions are resulting in rapid improvement.

These are the grades for pupils' outcomes

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

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Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account: Pupils' attainment ¹	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
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Every member of staff demonstrates very high expectations for their pupils, who know this and rise to the challenge, saying teachers are helpful and make them work hard. Different teaching styles, secure subject knowledge and highly effective questioning techniques stimulate pupils' thinking and reasoning skills, really involving them in their learning and promoting excellent progress. Extremely precise tracking of pupils' progress and understanding ensures activities are very well matched to different abilities and additional support is carefully targeted where needed. Skilled teaching assistants make a strong contribution. Work is thoroughly marked, pupils are sure of their targets and they are very confident about what they must do to improve their work; as one said, 'Teachers put comments that tell us what they want us to work on'.

The rich curriculum provides high quality opportunities for pupils to develop basic skills, an excellent programme for personal development and is very effectively adapted for pupils with additional needs. The 'Big Question' discussions link subjects imaginatively, so pupils want to find out more, whilst acquiring skills and knowledge. For example, in Year 1 the 'Big Question' on light drew together cultural festivals, celebrations, literacy and science. High quality ICT is used extremely well across the curriculum, and some pupils are trialling the use of electronic notebooks at home to extend their learning. Carefully considered actions intended to boost writing include 'Talk for writing' to help pupils organise their ideas, drama and using writing across the curriculum. Pupils spoke highly of the very wide range of enrichment activities, particularly visits and the popular after-school clubs. Extended partnerships provide specialist teaching and opportunities the school alone cannot provide, for example, additional activities for gifted and talented

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pupils or the chance to learn a musical instrument.

Excellent care procedures show that each pupil really matters as an individual; staff know pupils and their families well. The parent support advisors really 'go the extra mile' to reach those who find it hard to be involved with their children's learning or need help with matters relating to attendance. Very good induction and transition arrangements ensure starting school or moving to the next stage of education are confident, happy experiences. Specific, high quality support and pastoral care very effectively target pupils with special educational needs and/or disabilities, those learning English and those who need additional challenge so they all develop and progress equally well. Parents value the range of information provided about their child's progress, activities and school events and the school works hard to incorporate their views.

These are the grades for the quality of provision

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

How effective are leadership and management?

Leaders' aspirations and ambition to provide equal opportunities and eliminate discrimination are at the heart of the school and shared by all members of the school community. They successfully achieve their aim of giving every pupil the best possible opportunities in all aspects of school life. Leaders and managers at levels monitor teaching and learning rigorously. They complete action plans focused firmly on raising standards and improving provision in their areas of responsibility. Excellent governance brings high levels of challenge based on training, skills and knowledge gained from very well organised systems for evaluating the work of the school.

Relationships with parents are excellent. The school is passionate about involving them, holding Family Learning weekends with activities to appeal to everyone, including salsa dancing and ICT, literacy and numeracy information sessions. These activities and the work of parent support advisers make a strong contribution to the school's outstanding community cohesion provision, which is based on an excellent understanding of its context and local needs. Consequently, the school is a calm, harmonious environment that reaches out to support its local community, where all pupils thrive and gain respect for the different cultures and lifestyles in Britain and the wider world. Valuable partnerships with external agencies support pupils and their families, and the school leads the development of many activities for other establishments. Safeguarding procedures are excellent and meet requirements, and pupils and parents agree that the school is extremely safe. Very rigorous risk assessments cover all activities and are

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discussed with pupils so they share equally in the collective responsibility for their safety and well-being.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Excellent provision ensures all children make outstanding progress in their learning and development. From well below average starting points, most reach the learning goals for their age by the time they move to Year 1. The children are very well cared for and supervised at all times, so they feel very secure, safe and keen to learn. Their behaviour is excellent and their enjoyment is obvious as they laugh and play happily together. Parents and children enjoy excellent warm, friendly relationships with all the adults in the setting. Every morning, parents stay for a short while, for example reading, modelling and playing games with their child; this settles the child and forges strong links between home and school. From the moment they arrive each day, the bright stimulating environment captivates the children and invites them to explore and investigate indoors and outside. They love painting the fence, digging the garden and visiting the Forest School which offers even more exciting outdoor learning activities. Outstanding teaching and carefully planned activities move learning along in small steps through challenging experiences that encourage children to think independently and solve problems. Children begin to look after themselves, enjoy their daily milk and fruit and say they must wash their hands after blowing their noses 'to keep germs away'. Exceptionally strong leadership imparts a very strong vision for future improvements. Very good use of the particular skills and knowledge of each member of staff provides learning that takes full account of each child's individual learning and cultural needs.

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These are the grades for the Early Years Foundation Stage

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

Views of parents and carers

The great majority of responses to the parental questionnaires were very positive. All agreed that their child enjoys school. They said their child makes enough progress, is kept safe, teaching is good and they feel well informed. They are very supportive of the leadership and very happy with their child's overall experience of school.

A very small number said they felt unacceptable behaviour was not effectively dealt with and others that their suggestions and concerns were not taken account of. Inspection findings did not support these views, and found that:

- behaviour is outstanding
- pupils do not think there is a problem with unacceptable behaviour and know how to get help if they have any difficulties
- the school uses a range of methods to seek and respond to the views of parents, including newsletters, surveys, the website, telephone, parents evenings, and parent support workers.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Chorlton Park 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 101 completed questionnaires by the end of the on-site inspection. In total, there are 669 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	85	84	16	16	0	0	0	0
The school keeps my child safe	71	70	27	27	0	0	0	0
The school informs me about my child's progress	52	51	46	46	3	3	0	0
My child is making enough progress at this school	52	51	46	46	1	1	1	1
The teaching is good at this school	65	64	34	34	1	1	0	0
The school helps me to support my child's learning	54	53	43	43	3	3	0	0
The school helps my child to have a healthy lifestyle	59	58	35	35	3	3	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)	57	56	36	36	1	1	0	0
The school meets my child's particular needs	51	50	42	42	2	2	0	0
The school deals effectively with unacceptable behaviour	54	53	39	39	5	5	0	0
The school takes account of my suggestions and concerns	49	49	42	42	4	4	0	0
The school is led and managed effectively	67	66	32	32	0	0	0	0
Overall, I am happy with my child's experience at this school	69	68	30	30	2	2	0	0

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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



27 Nov 2009

Dear Pupils,

Inspection of Chorlton Park Primary School, Manchester, M21 7HH

Thank you for making us so welcome when we inspected your school. The inspectors really enjoyed visiting your classes and assembly, looking at the colourful displays, seeing the pictures of Year 6 in the water on their residential trip, and of course talking to you! We could tell you are very proud of your school and your parents told us they are pleased that you enjoy everything you do. We were very impressed by your excellent behaviour and the way you look out for each other.

We judge that yours is an outstanding school and found that just about everything is outstanding at Chorlton Park! This includes:

- your excellent progress and the way you work hard in all subjects so you reach high standards
- the leaders, governors and staff
- the Early Years Foundation Stage
- the way in which you are cared for, guided and supported and kept safe
- the really exciting curriculum.

We think you can do better in your writing, so we have asked the headteacher and teachers to help you do this. You have already made a good start, so keep up the good work, make sure you attend regularly and continue to enjoy life at Chorlton Park School.

We send you our very best wishes

Yours sincerely

Kathleen McArthur

Lead inspector

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