



# Chorlton Park Primary School

## Inspection Report

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**Unique Reference Number** 131620  
**Local Authority** Manchester  
**Inspection number** 293796  
**Inspection date** 10 January 2007  
**Reporting inspector** Arthur Markham

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

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<b>Type of school</b>	Primary	<b>School address</b>	Barlow Moor Road
<b>School category</b>	Community		Chorlton-cum-Hardy, Manchester
<b>Age range of pupils</b>	3-11		Lancashire M21 7HH
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0161 8811621
<b>Number on roll (school)</b>	720	<b>Fax number</b>	0161 8817081
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Ms K Spencer
		<b>Headteacher</b>	Mr David Watson
<b>Date of previous school inspection</b>	12 March 2001		

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## **Introduction**

The inspection was carried out by one Additional Inspector.

## **Description of the school**

This large three-form entry school serves a mixed residential area in Manchester. The number of pupils claiming free school meals is above that in most schools. Nearly two thirds of the pupils are from minority ethnic backgrounds, with a high number at the early stages of learning English as an additional language. The percentage of pupils with learning difficulties and/or disabilities is broadly average. The school has Healthy School 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 where pupils' personal development is outstanding. Parents rate the school highly and express confidence in the staff and its leadership. Statements such as, 'This is an excellent school that provides a challenging and enjoyable curriculum to a very diverse population of pupils', and, 'This is a great school, the head and staff are very keen to listen to parents and there is a good atmosphere', typify the views of many parents. The headteacher provides strong leadership and direction with a clear focus on raising standards. A strong emphasis has recently been given to improving the quality of teaching and learning. The provision of a rich and exciting curriculum motivates pupils to learn. As a result, teaching and learning are good and pupils really enjoy lessons and the way that teachers, 'make learning fun'. Provision in the Foundation Stage is well planned and children progress well; most reach the standards expected for children of their age by the end of the Reception year. Pupils make steady progress in Key Stage 1 and good progress in Key Stage 2. Standards in Years 1 and 2 have risen steadily over the last few years and, by the end of Year 6, are above those expected nationally overall. In relation to their average attainment on entry to the school, pupils achieve well.

Pupils' outstanding personal development and well-being are central to the success of the school. The school's aim to create a 'learning community' is clearly reflected in the way that pupils develop very positive attitudes for learning and personal skills as they progress through the school. Behaviour is good and pupils show high levels of respect for one another. They have a good awareness of the need for healthy lifestyles and do much to contribute to the school community. Parents appreciate the good care given to their children by the staff. Relationships are warm and friendly and pupils, consequently, feel safe and value the support of staff. Their work is monitored closely and they have a good awareness of the group targets they are set to help them understand how to improve. However, the school understands the need for these targets to become more specific to the individual in order to support further the raising of standards.

Leadership and management are good and a key factor in the school's success. The headteacher and deputy headteacher have developed a strong team approach within the staff, who are committed and work hard to ensure that the needs of all pupils are met. A new management structure has been implemented recently and staff are taking on their new responsibilities enthusiastically in order to improve provision further. However, the school understands that this system is in its infancy and the role of middle managers is an area requiring further development. The school's monitoring and self-evaluation is broadly based and accurate, although it has modestly underestimated its success in fostering pupils' personal development. Governors fulfil their responsibilities well and are closely involved in the school's management and monitoring its work. Finances are carefully managed and the school provides good value for money. There has been good improvement since the last inspection and the school is well placed to improve further.

## What the school should do to improve further

- Set individual targets for pupils in English and mathematics to help them understand better what they need to do to improve.
- Develop the role of middle managers to enable them to carry out recently allocated responsibilities effectively.

## Achievement and standards

### Grade: 2

Pupils achieve well throughout the school. They make good progress from average attainment on entry to the Nursery to reach standards that are above national averages by the end of Year 6. Provision in the Foundation Stage is good. Classrooms are well organised, bright and stimulating so that children really enjoy their start to school. The strong focus placed on developing language skills through practical activities enables all children, including those learning English as an additional language, to make rapid progress. As a result, most reach the expected standards by the end of the Reception year. In Years 1 to 6, pupils continue to make good progress because teaching is good and the curriculum rich and exciting. By the end of Year 2, standards in writing and mathematics are close to national averages and in reading are above average. Over the last five years, standards in national tests at Year 6 have generally been above average. Pupils with additional learning needs and those learning English as an additional language make good progress because their needs are identified accurately and they are supported well.

## Personal development and well-being

### Grade: 1

Parents value highly the way pupils benefit from the diverse mix of cultures in the school and the way that all pupils are made to feel special. Pupils' spiritual, moral, social and cultural development is outstanding. They clearly value each other and all the cultures around them. They know what is right and wrong and learn that racial abuse in any form will not be tolerated. Behaviour is good. Pupils really enjoy school and develop positive attitudes to learning because close attention is given to providing a rich and exciting diet of learning experiences. Attendance has improved to a level close to average as a result. Pupils carry out responsibilities sensibly, contribute very effectively to the school community through the school council and support fund raising activities for several charities. They say they feel safe in school and would feel confident to talk to staff if they had any concerns. The emphasis given to developing their basic skills and personal qualities prepares them well for later life.

## Quality of provision

### Teaching and learning

#### Grade: 2

Pupils achieve well because the quality of teaching and learning is good. Pupils enjoy school because they find lessons stimulating and say that teachers, 'make learning fun'. Good relationships and high expectations encourage pupils to behave well and to do their best. Teachers ensure that pupils understand what they are expected to do by outlining the objectives of the lesson at the outset. Activities are well matched to pupils' abilities and lessons move along at a brisk pace. Effective use is made of the skilled teaching assistants, who give good support to the pupils with learning difficulties and those at the early stages of learning English. Although teachers assess pupils' work carefully and set them group targets, the use of individual targets, which clearly indicate what each pupil must do to improve, is not well developed.

### Curriculum and other activities

#### Grade: 2

The school provides a good curriculum, which enriches and enlivens pupils' learning very effectively. The basic skills of literacy and numeracy are promoted well. Emphasis is also given to all the other subjects through a well planned programme of topics and themes. The very effective use of information and communication technology (ICT) across the curriculum enhances learning. Pupils enjoy the broad range of activities and the developing emphasis placed on creativity which excites and stimulates them to want to learn. A wide range of visits, visitors and after school clubs enhances provision very well and older pupils talk excitedly about the residential visit to Winmarleigh. Work by specialist teachers enables a high proportion of pupils to learn musical instruments and to develop their skills in a range of sports. The school is not complacent and is constantly seeking ways to improve provision. For example, recent work on the development of writing is having a positive impact on standards.

### Care, guidance and support

#### Grade: 2

Parents value highly the good quality care and support provided for their children and say they find staff very approachable. Procedures for ensuring pupils' health and safety are thorough and child protection procedures are in place. Well organised and effective arrangements help children to settle into the Foundation Stage and Year 6 pupils are well prepared for the next stage of education. Pupils know where to get support if they are unhappy and say they feel safe in school. The academic guidance given to pupils is good. Pupils' progress is monitored carefully so that intervention can be planned effectively for any who may be in need of additional support. Pupils benefit from the clear guidance they are given through their group targets and teachers' marking of their work, but not enough use is made of specific individual targets to help them become fully aware of what they need to do to make their work better.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The excellent leadership of the headteacher provides a strong direction to the school. He is well supported by the deputy headteacher and their very clear vision of what must be done to further improve the work of the school has been successfully conveyed to staff and governors. New management structures have been introduced and staff are enthusiastically taking on board their recently allocated responsibilities. A strong team approach is developing, although the work of the newly appointed middle managers is not yet fully developed. Governors are committed and knowledgeable. They have a good understanding of the school's strengths and weaknesses and are supportive yet challenging.

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## 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>	2
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	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

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

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	1
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	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<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>	2

<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>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
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**

As you know, I recently visited your school to find out how well you are learning. Thank you for being so friendly and talking to me. I very much enjoyed being in your school and listening to what you had to say. I judged Chorlton Park Primary to be good and think you are very lucky children to go there.

I particularly liked the welcoming atmosphere and the way the staff take good care of you so that you feel safe and happy. They work hard to make learning interesting for you so that you do well. This was very clear to me because many of you told me how much you like your teachers and enjoy school. I was very impressed by the mature approach you have to your learning and how hard you work for your teachers. This is the main reason that you make such good progress and achieve well. I was also pleased to see how well you behave in lessons and around the school, and how older pupils take care of the younger ones. It was also good to see that you have a good understanding of the importance of a healthy diet and how to keep fit and healthy when I talked to some of you at lunchtime.

I was impressed by the way your headteacher and the staff work hard to give you a good education. I have asked them to make sure that they set you individual targets that make very clear to you what you must do to improve even more. I have also asked them to ensure that those teachers in charge of areas of the school's work are given opportunities to make the school even better.

Thank you for helping me so much with the inspection. I hope that you will continue to work hard in school and help the teachers so that Chorlton Park Primary becomes an even better school.