

# Chorlton Park Primary School

Barlow Moor Road, Chorlton-Cum-Hardy, Manchester, M21 7HH

**Inspection dates** 20–21 June 2013

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Outstanding</b>	<b>1</b>
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school.

- From increasingly well-below expected starting points when they enter the Early Years Foundation Stage, pupils reach above average standards in English and mathematics by the end of Year 6.
- Pupils' achievement is outstanding and increasing proportions of pupils are making better progress than similar pupils nationally. This reflects the school motto of 'make learning irresistible'.
- Children in the Early Years Foundation Stage make an excellent start to school life and are very well prepared for Year 1
- Consistently high quality teaching meets the needs of all pupils. Teachers and support staff have high expectations of pupils. They know pupils exceptionally well and always motivate them to keep on trying to achieve their best. Pupils thrive in this very positive climate for learning.
- Staff take every opportunity to develop and celebrate pupils' all round personal and academic skills. They ensure relationships are of the highest quality. As a result, pupils very much enjoy school, as reflected in their average and improving attendance. Pupils display highly positive attitudes to learning, they behave outstandingly well and know how to stay safe.
- The outstanding curriculum is highly stimulating and skilfully adapted to meet pupils' needs and interests. It provides excellent opportunities for pupils to develop their independence, exploration and investigative learning both in and out of classrooms. A vast range of clubs, visits, visitors and residential trips provide superb support to the outstanding learning experiences on offer. The curriculum provides excellent support in developing pupils' information and communication technology skills and those in music and sport.
- The highly motivational executive headteacher has ensured that the outstanding practice seen at the time of the last inspection has been sustained and indeed improved. He is very ably supported by the two excellent senior leaders, in a shared view of high expectations and continual improvement. The school has excellent relationships with parents and the wider community.
- Governors provide exceptional support and challenge in making the school the very best it can be. This has ensured that this outstanding school never stands still and continues to expect nothing but the best from the staff and pupils.

## Information about this inspection

- Inspectors observed a total of 28 lessons and observed pupils during break times, lunchtime and around school.
- Inspectors talked with pupils in lessons about their work, listened to them read and also held meetings with groups of pupils in Key Stages 1 and 2.
- Meetings were held with senior and subject leaders and members of the governing body. Inspectors also held a telephone conversation with a representative of the local authority. Inspectors also took account of 56 responses to the staff questionnaire.
- A total of 80 responses to the online questionnaire (Parent View) were taken into account, along with conversations with parents around the school. In addition, inspectors considered letters from parents and the school's own surveys of the views of parents.
- Inspectors observed the school's work and scrutinised a range of documents including the school's development plans, the school's records of its own performance, records of pupils' current and past progress and information on how well the staff are performing. Inspectors also scrutinised records of pupils' behaviour, child protection, safeguarding and attendance.

## Inspection team

Chris Maloney, Lead inspector	Additional Inspector
Carol Machell	Additional Inspector
Emma Jackson	Additional Inspector
Maria McGarry	Additional Inspector

## Full report

### Information about this school

- This school is much larger than the average sized primary school.
- Approximately one third of all pupils are from White British backgrounds. Other pupils are from a range of ethnic and cultural backgrounds, the largest of which is Pakistani.
- The proportion of pupils supported through school action is below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- An average proportion of pupils are eligible for the pupil premium, which provides additional funding for children who are looked after by the local authority, pupils known to be eligible for free school meals and those from service families. In this school, there are no children from service families.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The school offers a breakfast, after-school and holiday club which is subject to a separate inspection.
- The school is a national support school and has recently been awarded teaching school status.
- The school is federated with Old Moat Primary School, with which it shares the executive headteacher, who is a national leader of excellence. The Chair of the Governing Body is a national leader of governance.
- There have been significant changes in the teaching staff since the last inspection.

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

- Ensure that all marking by teachers to help pupils improve their work further is always up to the standard of the best.

## Inspection judgements

### The achievement of pupils is outstanding

- Children join the Early Years Foundation Stage with skills that are increasingly well below those typically expected for their age, particularly in their personal and social and communication skills. They make excellent progress and are very well prepared for Year 1.
- Pupils continue to make rapid progress through Key Stage 1 and Key Stage 2 and by the time they leave Year 6, the standards they reach are above and sometimes significantly above the national average in English and mathematics. Pupils' achievement is outstanding given their starting points.
- Pupils of all abilities are making expected progress. The proportion making better than expected progress is increasingly above average. In the current Year 6, the proportion of pupils' working at above-average standards in reading, writing and mathematics is higher than previously.
- The excellent teaching of phonics (letters and the sounds that they make) in the Early Years Foundation Stage and Key Stage 1 helps pupils to develop their love of reading and supports their excellent progress. Above expected numbers of pupils reached the expected standards in the Year 1 phonics check last year. Pupils' reading comprehension and fluency develops exceedingly well in Key Stage 2.
- Pupils are provided with an excellent range of creative opportunities to write for different purposes across subjects and this has had a positive effect on increasing numbers of pupils working at the higher levels.
- Pupils' mathematical abilities are developed very well by the regular reinforcement of basic skills. In addition, a clear focus on the development of problem-solving skills through the application of mathematics to real life situations provides real interest and meaning to their learning.
- Pupils' achievement in music is excellent. Pupils very much enjoy learning to play a range of musical instruments and the opportunities they are given to perform for parents and outside the school.
- Pupils develop outstanding information and communication technology skills as they move through school, due to highly skilled teaching and excellent equipment.
- In the 2012 Year 6 tests, the standards reached by pupils eligible for the pupil premium funding was two and a half school terms behind those not eligible in school, but slightly above similar pupils nationally. In mathematics, they were one and a half terms behind other pupils in the year group but one and a half terms above similar pupils nationally. Evidence from the inspection shows that due to precisely targeted interventions and the use of additional staff, gaps in the standards reached are closing rapidly.
- The specific needs of pupils who speak English as an additional language, disabled pupils and those with special educational needs are identified early and successfully supported. Their progress in reading, writing and mathematics is similar to and often better than similar pupils in school and nationally.
- The excellent progress made by pupils eligible for the pupil premium and by those with special educational needs reflects the schools' success in ensuring that all pupils have an equal opportunity to learn and thrive.

### The quality of teaching is outstanding

- The quality of teaching over time is outstanding and a significant proportion of teaching seen during the inspection was of a very high standard. All staff have high expectations and firmly believe that every pupil should have an equal opportunity to succeed. Teachers have substantial subject knowledge, they regularly check on how well pupils are learning and plan work that fires their imagination and gets the best out of all groups of pupils. As a result, pupils make rapid progress in their learning and achieve outstandingly well.

- Staff know individual pupils well and use this information to motivate them to do their best. Teachers make full use of the outstanding teaching assistants to support pupils' learning and successfully address any specific difficulties they may have.
- Teachers ensure that pupils are fully involved in evaluating the success of their learning and that of others in the class. This helps them to make rapid gains in their learning.
- Pupils have many opportunities to develop their independence and work with partners in order to learn from each other and to boost their understanding. A typical comment from pupils is 'If my partner has a better technique than me that helps me to understand my work better.'
- Although teachers provide high quality advice through marking on how pupils should improve their work, not all is consistently as good as the very best.
- Teachers plan appropriate tasks that precisely suit pupils with special educational needs and those whose first language is not English. They receive superb support from highly skilled and trained additional adults. As a result, these pupils learn as well as and sometimes better than other pupils in school.
- Challenging work and creative learning was typical of many lessons seen. During an outstanding Year 6 mathematics lesson, pupils applied their calculation skills to working out the best mobile phone packages for different needs.

### **The behaviour and safety of pupils** are outstanding

- Pupils' behaviour and attitudes to learning are excellent and contribute exceedingly well to their outstanding achievement. Pupils are highly respectful of staff and each other. They are well mannered, friendly and play harmoniously together. A typical comment is 'We love this school because teachers always keep us safe and you get to learn with children from all over the world.'
- Pupils' all-round development is a key part of the school's work. Pupils eagerly take up the many opportunities for them to take on responsibilities, such as being a reading buddy to younger pupils. They say they enjoy attending the many clubs on offer or being a member of the school's excellent orchestra.
- Pupils display a very real pride in their school and welcome visitors with great enthusiasm. They speak confidently about how much they enjoy school and their eagerness to attend. Attendance is broadly average and rising.
- Pupils' self-confidence and self-esteem is boosted by the exceptionally positive relationships they have with all staff. Staff are always on hand to talk to them about their work or help them sort out any worries they may have.
- Pupils' involvement in lessons is extremely high, especially when they work with other pupils to investigate the answers to searching questions.
- Pupils have an excellent understanding of bullying and the different forms it can take especially cyber bullying. They say that bullying rarely happens but are confident in the way staff handle it.
- Pupils feel very safe and have an excellent understanding of how to stay safe. Parents are very happy with behaviour at the school and confirm that pupils feel safe here. A typical parental comment is 'Our children are incredibly safe and very happy.'

### **The leadership and management** are outstanding

- The executive headteacher provides highly skilled and ambitious leadership. His determination to ensure that the school never stands still and is always improving is shared by staff, governors and the whole-school community. He receives excellent support from senior leaders, particularly the two heads of school in maintaining and improving the excellent quality of teaching and achievement of pupils. The school demonstrates an excellent capacity for further improvement.
- The many changes in staff since the last inspection have been skilfully managed so that the

quality of teaching and leadership remain strong. All staff are valued and their professional development supported. As a result, morale is high.

- Leaders at all levels work well in teams, display excellent knowledge of the school and take decisive actions to bring about further improvement. There are excellent systems in place to regularly check on the quality of teaching and the progress of all groups of pupils. Prompt actions are taken to support pupils who are at risk of falling behind.
- Teachers reflect on their practice and benefit greatly from opportunities to share practice with other schools both locally and nationally. They regularly coach each other and learn from precise guidance, reflecting the government's Teachers' Standards on how to improve their skills further. Teachers are rigorously held to account and decisions about any increases in salaries are firmly based upon the effectiveness of their teaching on pupils' progress.
- The outstanding curriculum focuses on pupils' key skills and experiences developed through asking a 'Big Question' such as 'What is freedom?' The curriculum is enriched with pupils' own interests, visits and visitors and residential trips. Excellent use is made of the school grounds and their own Forest School to enhance learning about the world around them. The curriculum supports pupils' spiritual, moral, social and cultural development exceptionally well. Excellent relationships exist with parents who are highly complimentary about the school.
- The school benefits from a range of excellent partnerships, such as, with a reading project, where adults from the community support pupils' reading and help them to develop their love of books.
- The local authority has provided appropriate light touch support.
- **The governance of the school:**
  - Governors provide outstanding support and challenge to this highly successful school. They are extremely knowledgeable about the school and rigorously ensure that the quality of teaching is high and that all groups of pupils achieve outstandingly well. The school and governing body benefit greatly from the outstanding Chair of the Governing Body. The practice of the governors is of the highest quality and they are unrelenting in holding teachers to account and in making the school the best it can be. They have ensured that the impact of pupil premium funding on pupils' progress is very closely checked. Governors are fully committed to promoting equality of opportunity and tackling discrimination of any kind. Governors ensure safeguarding procedures are robust and meet legal requirements.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	131620
<b>Local authority</b>	Manchester
<b>Inspection number</b>	412385

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>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	733
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Amanda Edwards
<b>Headteacher</b>	David Watson
<b>Date of previous school inspection</b>	25 November 2009
<b>Telephone number</b>	0161 881 1621
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