

# Old Hall Drive Primary School

Old Hall Drive, Gorton, Manchester, M18 7FU

## Inspection dates

5–6 February 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Teaching is not consistent enough in quality at Key Stage 2 to make pupils' achievement good in writing and mathematics. Aspects of teaching, which are strengths in some lessons or classes, are weak in others.
- In some lessons, the pace is too slow at times, or work is not set at the right level for all the pupils.
- Marking does not always tell pupils how they can improve, and the standards of pupils' presentation and handwriting vary too much between classes.
- The monitoring of lessons by senior leaders does not focus enough on the progress that different groups of pupils are making.
- The governing body has not established a clear policy on how extra funding to support particular pupils should be used, nor how to track the effectiveness of this.
- Most members of staff are insecure in using the school's new assessment system to check on the progress that pupils make.

### The school has the following strengths

- Pupils make good progress in the Reception and Nursery classes.
- Progress in reading is good throughout the school.
- Behaviour is good and has improved since the last inspection. Pupils enjoy learning and feel very safe in school. Attendance is above average.
- Clear leadership from governors and senior leaders has greatly improved achievement at Key Stage 1 so that it is now good, and there is a strong commitment to keep the momentum for improvement going.
- Provision for pupils' spiritual, moral, social and cultural development is good.
- Boys and girls from a wide range of backgrounds get on well together, play and work together happily, and make similar progress.

## Information about this inspection

- Inspectors observed substantial parts of 19 lessons and made shorter visits to observe pupils learning phonics (how the sounds in words relate to how they are written) and to see how well younger children learn outdoors. Several younger children read to inspectors.
- The team analysed work in pupils' books and displays around the school.
- Discussions were held with staff, groups of pupils, representatives of the governing body, a representative of the local authority, a consultant who has advised the school for some years and the former executive headteacher.
- The team observed pupils at break-times, lunch-time and around the school generally, and talked to them informally.
- A variety of documentation was examined, including the school's self-evaluation, records of pupils' progress, and information about how pupils are kept safe. The team also analysed examples of how the school monitors lessons, and anonymous examples of how teachers' performance is checked and targets set for improvement.
- No results were available from the online parental questionnaire (Parent View), because less than 10 parents submitted their views. However, an inspector met with a group of over a dozen parents to discuss their views of the school, and the team checked the results of the school's own questionnaires for parents and carers.

## Inspection team

Steven Hill, Lead inspector

Additional Inspector

Deana Aldred

Additional Inspector

John Shutt

Additional Inspector

## Full report

### Information about this school

- This is a larger than average size primary school in an urban location.
- The school receives pupil premium funding for over half the pupils on roll. This is because these pupils are known to be eligible to free school meals, are looked after by the local authority, or come from armed forces families. This is a very high proportion.
- About 40% of pupils are White British, with the others coming from a wide range of different minority ethnic heritages. Over a third of pupils speak English as an additional language, a high proportion.
- The proportion of disabled pupils and those who have special educational needs, who are supported at school action, is below average. The proportion who are supported at school action plus or who have a statement of special educational needs is also below average.
- The school meets the government's current floor standards, which are minimum expectations set for pupils' attainment and progress.
- A large proportion of pupils start in the school at other than the usual times. Many of these pupils are new to the country, and speak little English when they start. As a result, the number of pupils on the school roll has gone up significantly in the last few months.
- There have been major changes in staffing in the last year. Until December, in the absence of a substantive headteacher, the school was led on a part-time basis by an executive headteacher from another local primary school. Last term, a new deputy headteacher was appointed. A new headteacher took up post in January this year.
- Alternative education is currently provided for a small number of pupils on the school roll, in Bridgelea pupil referral unit.

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

- Make the quality of teaching more consistent, especially in Key Stage 2, and so raise pupils' achievement, particularly by:
  - ensuring a good pace is maintained so pupils are involved and interested throughout lessons, and time is not wasted moving from one activity to another
  - making sure that tasks are neither too easy nor too hard for different groups of pupils
  - telling pupils consistently how they can improve their work when marking their books, and ensuring that they have time to respond to their teachers' comments
  - insisting that pupils take more care in presenting their work, and that they use a legible, joined style of handwriting more consistently from an earlier age.
- Improve leadership and management by:
  - ensuring that when senior leaders check on the quality of lessons, there is a greater focus on how well different groups of pupils are making progress
  - the governing body and staff developing a clear policy for spending the pupil premium funding, and checking systematically how effective this is in raising achievement for those pupils for whom it is intended
  - providing more training to help staff use the new assessment system to check on the progress of different groups of pupils.

## Inspection judgements

### The achievement of pupils

### requires improvement

- The achievement of pupils requires improvement in writing and mathematics because the progress made during Key Stage 2 is erratic between year groups and classes.
- Attainment remains below average at the end of Year 6, despite some improvements over the last few years.
- Pupils make good progress in many lessons, but in too many lessons in Key Stage 2 their progress requires improvement.
- Pupils now make good progress in reading throughout the school, because of a greater emphasis on teaching phonics in younger classes, and more time spent on teaching reading in older classes. Pupils are enthusiastic readers by the end of Year 6.
- Achievement in the Early Years Foundation Stage remains good and is improving. Children start in the Nursery and Reception classes with skills that are well below those expected. Last year, improved progress meant that pupils went into Year 1 with attainment that was slightly better than the national average.
- Achievement at Key Stage 1 has improved for several years running, and pupils are now making good progress to reach average attainment at the end of Year 2.
- Disabled pupils and those with special educational needs make the same progress as their classmates so that, for them, achievement is sometimes good, and at other times it requires improvement. The same is true of pupils who speak English as an additional language, and those from different ethnic groups. There are no systematic differences between the achievements of boys and girls.
- Pupils new to learning English are given good quality help to settle in and to make progress. As a result, they learn English quickly and so make the same progress as their classmates.
- Pupils who are known to be entitled to the pupil premium do as well as their classmates in terms of the progress they make, although this varies from year to year. In the national tests at the end of Year 6 in 2012 pupils known to be eligible for free school meals attained higher standards than those pupils who are not.

### The quality of teaching

### requires improvement

- Although most teaching is now good, and none is inadequate, there is still too much variability in teaching quality, particularly in Key Stage 2.
- Teachers do not always match work closely enough to the different needs of different pupils, although in many lessons, work matched well to pupils' needs is a strength. In the best lessons, good use is made of assessments to plan different work for different groups. In other lessons, however, this is not done well enough so that pupils are set tasks that are too easy or too hard.
- In some lessons, the pace slows because pupils take too long in moving from one activity to the next, or teachers fail to use suitable strategies to involve everyone. For example, although teachers give pupils frequent opportunities to be actively involved through discussing their work in pairs or small groups, they are sometimes missed. At times, pupils spend too long waiting for their turn and passively observing their teacher or their classmates.
- The quality of marking in pupils' books is extremely variable. Although the best examples are of high quality, consistently telling pupils how they can improve, in other classes such advice is too infrequent. Even where useful advice is given, too often there is little evidence that pupils have acted on their teachers' suggestions.
- Teachers in different classes are not consistent in their insistence that pupils present their work neatly, or in ensuring that they develop a fluent, joined style of handwriting.
- In all classes, positive relationships and clear expectations of behaviour and effort ensure that pupils try hard with their work and carry out tasks conscientiously.

- Teachers' explanations are generally clear, helped by the use of interactive whiteboards to clarify ideas, and they often give pupils engaging, practical activities that hold their interest.
- Teachers in the Early Years Foundation Stage are very skilled in intervening in children's play to enhance their understanding, or to model behaviour or speech that help to improve children's speaking and listening skills.
- The teaching of reading is of good quality and has greatly enhanced pupils' progress and their interest in books. Good use is made of teaching assistants to provide extra support for any pupils who need it, and to ensure that those at different stages of reading are challenged at the right level.

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

- The school is a very positive multi-cultural community where pupils from a wide range of backgrounds get on well together and value each other's different cultures and interests. Pupils are thoughtful, caring of each other and take on responsibilities willingly and conscientiously.
- Behaviour is good and has improved greatly since the last inspection. This is confirmed by the results of parental questionnaires, as well as by pupils' own comments. Pupils listen attentively in class, work hard and take a pride in their work. They value the friendships they make in school and play energetically but safely together.
- Pupils develop good collaborative skills, and work effectively in pairs and small groups, listening to each others' views and giving their own opinions thoughtfully. Their enjoyment of school is reflected in their good attendance.
- Pupils have a good understanding of the different kinds of bullying and how it differs from other poor behaviour. They insist that bullying is increasingly rare in the school, and that the adults quickly deal with any incidents that arise. This was confirmed by the parents who spoke to inspectors.
- Pupils feel very safe in the school and have a good understanding of how they can help keep themselves and others safe. They are particularly knowledgeable about internet safety.
- The school is successful in helping pupils who struggle to conform to expected standards of behaviour to settle down in class, and improve their achievement. The school is working well in collaboration with the pupil referral unit (PRU) to support a small number of pupils in coping with behavioural and emotional difficulties. It has contributed extra funding to the PRU to ensure that these pupils are given enhanced help and so feel safe and secure during their time in this new setting.
- A thriving, well-attended breakfast club is popular with pupils, contributing to their enjoyment of school, as well as providing a healthy meal to set them up for learning for the day. Good relationships between pupils themselves and with adults make this a very positive social occasion.

### **The leadership and management requires improvement**

- Although there have been significant improvements since the last inspection, leaders have not yet succeeded in improving teaching enough. Changes in staffing have undermined progress to some extent. The checks made on lessons, while often providing sound advice to help teachers improve their practice, are not sufficiently concentrated on how well different groups of pupils are learning.
- The arrangements for spending pupil premium funding are not clear and arrangements to evaluate the success of this funding are not systematic enough.
- The new arrangements to analyse assessments of pupils' achievement have the capacity to give a much clearer overview of progress, but staff are not yet secure in how to use the system to see how well different groups are making progress in each class and year group.
- The system to manage teachers' performance is of good quality and establishes clear targets

linked to the progress of pupils, teachers' management responsibilities and their own professional needs. Suitable links are made to pay, so that good performance can be rewarded, and clear plans are drawn up to provide training to help teachers meet their targets.

- The new headteacher and deputy headteacher have quickly built upon successful work by the governing body and the executive headteacher over the last year to establish clear direction and useful plans to improve teaching and learning. Middle leaders are playing an increasingly strong part in supporting their colleagues, analysing issues and working as a team to bring about change.
- Leaders have successfully raised achievement at Key Stage 1 and improved behaviour and attendance since the last inspection, despite considerable disruption to staffing. The school is well placed to build on this, now that staffing is becoming more stable.
- Planning has recently been improved to link subjects together more effectively and to make learning more meaningful. It is too early to assess the impact of this on attainment, but a positive impact is already clear in pupils' enjoyment of lessons.
- The school is very successful in promoting pupils' spiritual, moral, social and cultural development. Pupils are encouraged to think about important ideas, to take responsibility and to work well together. Adults consistently reinforce positive moral values and insist that pupils conform to good standards of behaviour and politeness. A wide range of work is undertaken to increase pupils' understanding of a range of cultures, such as the lively work on the Chinese New Year during the inspection.
- The local authority has provided good support to the school by helping analyse needs, funding a consultant to support and challenge leaders in making improvements, and supplying an executive headteacher to help maintain stability during a time of great changes in staffing.
- Good provision to promote equality of opportunity and to combat discrimination is clear in the good relationships and the similar achievements of different groups.
- **The governance of the school:**
  - Governors have a good understanding of the strengths and weaknesses in teaching, and in pupils' achievement. They have contributed greatly to maintaining a clear sense of direction during the many changes in recent times. In particular, they have worked with the local authority to appoint suitable staff to lead further improvements. They keep a careful eye on most spending and its impact on pupils' progress, but have not yet established a clear policy to allocate pupil premium funding and to evaluate its impact. Meetings are planned shortly to remedy this shortcoming.

## 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>	130394
<b>Local authority</b>	Manchester
<b>Inspection number</b>	400134

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>	427
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	John Corcoran
<b>Headteacher</b>	Michael Cowieson
<b>Date of previous school inspection</b>	16 November 2010
<b>Telephone number</b>	0161 223 2805
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