

Old Hall Drive Primary School

Inspection report

Unique Reference Number	130394
Local Authority	Manchester
Inspection number	360985
Inspection dates	16–17 November 2010
Reporting inspector	Mark Williams HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	367
Appropriate authority	The governing body
Chair	Mrs Rachel Daniel
Headteacher	Mrs Jane Gornell
Date of previous school inspection	9 July 2009
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Introduction

When Old Hall Drive Primary School was inspected in July 2009, it was judged to require special measures. Subsequently, the school was inspected on three occasions. At the last monitoring inspection the school was judged to be making good progress.

This inspection, the fourth monitoring inspection, was carried out at no notice by one of Her Majesty's Inspectors (HMI) and one additional inspector. Inspectors visited 15 lessons taught by 14 teachers and one teaching assistant. They held meetings with governors, staff, groups of pupils, and with 25 parents and carers in a specially arranged meeting on the first morning of the inspection. Inspectors observed the school's work, and looked at a range of documentation including that related to safeguarding. They also made use of the questionnaires issued termly by the school to parents and carers and pupils.

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

- Whether or not the school was maintaining the good progress it had made in dealing with the areas for improvement identified in the July 2009 inspection.
- If the proportion of good teaching was high enough to lead to improved learning and progress and higher standards.
- Evidence that leaders were demonstrating at least satisfactory capacity to sustain improvement.

Information about the school

This is a larger-than-average primary school. The proportion of pupils known to be eligible for free school meals is above average. A higher than average proportion of pupils come from one of approximately 16 minority ethnic groups. The proportion of pupils who speak English as an additional language is twice the national average. An average proportion of pupils have special educational needs and/or disabilities. A high number of pupils leave or enter the school partway through their education.

Most pupils are taught in mixed-age groups. The school runs a daily breakfast club. The Early Years Foundation Stage comprises the Nursery and two Reception classes. Staffing has stabilised recently with four members of staff, including the deputy headteacher, new to the school in September 2010. The school holds several awards, including Healthy Schools.

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?

3

The school's capacity for sustained improvement

3

Main findings

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures. Its leaders and governors are demonstrating a satisfactory and growing capacity to build on some of the good improvements made since the previous inspection. The result is that satisfactory rates of achievement have been maintained while, at the same time, the attitudes and attributes pupils display in their personal development have improved. Some are good. Overall, the school now provides a satisfactory education for its pupils.

The school has made good progress in improving pupils' behaviour. It is now satisfactory with much that is good. Also improved is the checking of procedures and policies related to safeguarding and pupils' well-being. These are now good and pupils are confident they are safe. Good work has been undertaken to ensure that parents' and pupils' views are taken into account when evaluating the school's performance. Questionnaires completed by parents and pupils regularly and in good numbers highlight improved satisfaction and confidence. Likewise, the school's systems for recording incidents and investigating parents' complaints are thorough. The governing body and leaders recognise the need to keep parents and carers actively engaged and to extend this further to promote greater involvement in their children's learning and development. A key factor in securing these necessary improvements has been the concerted effort to improve better levels of care, guidance and support. They are now good.

Satisfactory progress has been made in increasing the proportion of good teaching so that the improvements in achievement are sustained and standards rise. The quality of teaching and the way staff use assessment to support learning are both satisfactory but improving. Degrees of inconsistency still exist but are less marked. While no teaching is less than satisfactory, and in about half of lessons it is good, the quality can be different from one class to the next, even in the same age-range. This is a factor in the variable rates of pupils' progress which is not yet raising standards from their low levels. Another feature why this is so, is that pupils are not always provided with opportunities to put the skills they are developing in literacy and numeracy into practise across the curriculum. This variability, which is continuing to result in low standards and sometimes lack of challenge for pupils, is one reason why the school's capacity to sustain improvement is satisfactory rather than good. Another is that measuring of the impact in terms of outcomes for pupils of what has been put into place, while improved, is not yet systematic.

A number of features in pupils' personal development are good. These include how they feel safe, the way they keep healthy and their contribution to the community. Also good is the quality of provision in the Early Years Foundation Stage. The children progress well in their time in Nursery and Reception. The headteacher and the leaders of this key stage

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are constantly on the look-out to enhance the provision. They have identified, for example, more opportunities could be afforded to Reception children to use the outdoor area and that adults, when observing the children in independent activity, could ask more questions to move the children even further on in their learning and development.

What does the school need to do to improve further?

- Improve rates of pupils' progress further so the standards they attain in English and mathematics rise, by July 2012, to at least average levels by ensuring that:
 - teachers in their planning and teaching make more consistent use of assessment to make clear what pupils are to learn so that all pupils, regardless of their ability, are challenged in their learning
 - pupils have consistent opportunities to put their literacy and numeracy skills into practise across the curriculum
 - the quality of teaching is consistently good or better in every class
 - recent good improvements in attendance are sustained.
- Strengthen the school's satisfactory capacity to improve by:
 - continuing to involve parents and carers in all aspects of the school's work, particularly their children's learning and development
 - more systematically measuring the impact of any interventions put into place in terms of the progress pupils make in their learning and development.
- Enhance the good provision in the Early Years Foundation Stage by:
 - widening the opportunities for children in the Reception classes to access the outdoor area
 - adults identifying further opportunities to ask the children questions about what they are doing independently in order to extend their learning and development beyond the good levels they are already at.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

3

Pupils, including those with special educational needs and/or disabilities, as they did at the inspection of July 2009, achieve satisfactorily with no significant differences between groups of learners. The majority of pupils in Key Stage 2 entered Year 1 with skills and abilities which were wide-ranging but generally below to well-below average. Over time, pupils have made satisfactory progress in attaining low standards in English and mathematics. In more recent years, owing to the good start made in the Early Years Foundation Stage, pupils in Key Stage 1 have entered Year 1 with broadly average skills and abilities. They, too, have made satisfactory progress and in 2010 standards attained in reading, writing and mathematics improved. Overall though, writing standards are low. Work seen in pupils' books confirms pupils are making satisfactory progress. It could, however, be better and standards could be higher. Reasons why they are not are the

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variability in the quality of teaching, missed opportunities to put developing literacy and numeracy skills into practise across the curriculum, and inconsistent levels of challenge to pupils, regardless of their ability. This variability and inconsistency is also impacting on pupils' development of workplace skills meaning it, too, is satisfactory.

Pupils' personal development has improved. Behaviour is better with much that is good. Lessons are now much less likely to be disturbed and learning interrupted. Nonetheless, incidents of this remain. Pupils' attendance has improved and, over time, is average; this year so far, it is above. This means they are now benefiting from being in school more. Pupils are confident they are safe and know how to keep healthy. They demonstrate this through participating in a range of exercise activities, for example dancing at the breakfast club. They understand being healthy is also about healthy attitudes. They demonstrate this in their willingness to contribute to a range of councils and teams, Eco-schools, media and health for example. Older pupils act as peer mentors and value their work so much they willingly talk about it to parents and fellow pupils in assembly in order to recruit more volunteers. Their influence extends beyond the school. For example, work has been done with Greater Manchester Police regarding parking issues and their adoption of the local train station led to the pupils receiving an award. Such examples demonstrate the pupils' good contribution to the community. Pupils' spiritual, moral, social and cultural development has also improved. It is now satisfactory, although their understanding and appreciation of festivals such as Eid show the cultural aspect to be good.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

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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How effective is the provision?

The key strength of the school lies in the good levels of care, guidance and support it provides. This is a significant improvement from the July 2009 inspection. Partnerships with parents and carers and other agencies have been strengthened. Most parents of pupils with special educational needs and/or disabilities are now involved in the reviews of their children's progress. This has nearly doubled in the last 18 months. In addition, owing to rigorous checking and follow-up, attendance has risen over the same period from low to above average levels. Pupils whose circumstances have made them vulnerable are supported well through, for example, art therapy and the Kiwi Club. This club meets on a Saturday and involves a small group of pupils developing a range of skills, for example setting the budget for visits to local attractions. The provision of the breakfast club is helping pupils get the day off to a good start. The high quality work the school's family worker has undertaken to engage parents and provide opportunities for them to develop skills which, in turn, will help their children, is much appreciated. The impact of this good care, guidance and support is seen best in pupils' personal development.

The quality of teaching and the use of assessment are both improved and are satisfactory. About half the teaching in the school is of good quality and in lessons where it is present learning is good and pupils are challenged. For example, pupils in a Year 5 and 6 class were able to vary sentences to create suspense well because their teacher made clear to them what they were to learn, she used good quality questioning to draw out from the pupils their responses in their own work, and she allowed them to share ideas and learn from each other through short, snappy partner work sessions. The teacher, throughout the lesson and always on the look out for even better work, effectively challenged the pupils to refine their sentences. They did this successfully. Such good teaching, challenge and learning are not yet consistent features.

The curriculum is satisfactory because of the variability in opportunities for pupils to put their literacy and numeracy skills into practise. Often, in subjects such as science and in themed work, pupils do similar work regardless of their ability. This limits challenge. Other aspects of the curriculum, for example the provision of French and the range of enrichment opportunities which include tag-rugby, are good.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Leaders and the governing body continue to grow in confidence and in their capacity to not only bring about improvement but sustain it. Governance is now good. The governing

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body understand the school's strengths and areas for development well. They have good systems in place to check on the school's work and do so regularly challenging and supporting the school in its performance. They have been actively involved in working with the school in the engagement of parents, which is now good, and in promoting community cohesion, which is now satisfactory. The work undertaken by leaders and governors to promote community cohesion in the immediate locality has been good. An example of this in engagement with the police with regards to parking issues around school.

An important improvement since the previous inspection has been the establishment of policies related to safeguarding and pupils' well-being. These are now regularly checked for their effectiveness; the termly questioning of parents and carers and pupils informing leaders and the governing body well. Safeguarding arrangements are good. Another improvement, as seen in the much better quality care, guidance and support is the school's work with other agencies to promote pupils' well-being. This, also, is good.

A number of features of leadership and management are satisfactory. The school community is clear in its ambition to improve. The driving of this improvement, particularly in terms of pupils' achievement, the quality of teaching and the curriculum is still developing. The variability in this provision and in the progress pupils make means that the promoting of equality of opportunity is satisfactory. Leaders' checking of pupils' progress has improved but the information gained is not consistently used to plan for future learning. In addition, the checking of work undertaken and the measuring of success against outcomes for pupils, while again improved, is not yet systematic enough. Two examples highlight this. Firstly, checks to see whether recent revisions to the Year 1 curriculum have impacted positively on pupils' learning have not been regular enough. The next planned review date is too late in the term if modifications need to be made. Secondly, while leaders have growing confidence of what is happening in their own phases, their whole school view is more limited. Nonetheless, the school, led effectively by the headteacher, continues to move in the right direction.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

The good quality provision in the Nursery and Reception classes, driven by leadership of equal quality, ensures that children get off to a good start. Relationships with parents and carers are good. Adults regularly assess what the children can do and use this information well to plan for future learning and development both indoors and outside. Both areas provide stimulating areas for learning. For example, throughout the year a space rocket is ready to blast off in the Nursery and igloos appear in Reception. Because of the Nursery class' proximity to the outdoor area, children in this class benefit more often from it than Reception children, a little further down the corridor. There is a good balance between child- and adult-initiated activities. Children play and learn happily, responding to each other well and to adults with warm, trusting relationships. Leaders have identified that adults, when observing the children in independent activity, could ask more questions to move the children even further on in their learning and development. The impact of the good all-round provision is that the children make good progress. This is particularly evident this year when children went into Year 1 with skills and abilities higher than those found typically.

These are the grades for the Early Years Foundation Stage

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

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Stage	
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Views of parents and carers

An inspector met with 25 parents on the first morning of the inspection. Nearly all present were overwhelmingly positive about the improvements the school had made since being made subject to special measures. Well-attended meetings such as this one have been held in each of the three previous monitoring inspections. After each HMI has been able to report growing parental confidence in the school. The termly questionnaires – based on the Ofsted questionnaire – provided to parents, including the most recent survey conducted earlier this term, confirm this positive view of the school and its progress.

Responses from parents and carers to Ofsted's questionnaire

Parental questionnaires are not normally distributed for inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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">■ 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.



18 November 2010

Dear Pupils

Inspection of Old Hall Drive Primary School, Manchester

I am writing to you to let you know that your school no longer requires special measures. Your school now provides you with a satisfactory education and looks after you well, making sure you are safe. You get off to a good start in Nursery and Reception and we could see how much fun the children were having. In Years 1 to 6 you make satisfactory progress in your learning but more of you need to be at Levels 4 and 5 in English and mathematics by the time you leave. To help you reach these higher standards we have asked that teaching is consistently good for all of you and that you have opportunities to put your literacy and numeracy skills into practise across the curriculum. This, we believe, will give you a little more challenge. We could see how, when this is given, you respond really well.

We were very pleased to see how attendance and behaviour have improved. Keep this up – both are so important. Likewise, we were impressed by your awareness of how to keep safe and healthy. You do a lot of work in the school and for the local community. You should be proud of your newsletter and the work you have undertaken to promote rail safety in the adoption of your local station. Your award is well deserved – well done again!

Lots of people have contributed to the important improvements in your school. This working together has really helped. To help the school improve further we have asked the governors and leaders to continue to involve your parents and carers, particularly with your learning. We have also asked them to check what is going on more regularly and to make sure the benefits to you are made clear. To make the good work of the Nursery and Reception classes even better it would be good if the Reception children could get into the outdoor area a bit more. I know you will do all you can to help them.

I have really enjoyed visiting your school over the last year. You have made me very welcome. Thank you. As I say goodbye to you let me wish you all every success for the future!

Best wishes

Mark Williams

Her Majesty's Inspector

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