

Manchester Road Primary School

Inspection report

Unique Reference Number	106208
Local Authority	Tameside
Inspection number	360970
Inspection dates	1–2 December 2010
Reporting inspector	Gill Jones 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	354
Appropriate authority	The governing body
Chair	Mrs Janine Taylor
Headteacher	Mr Philip Beaumont
Date of previous school inspection	27 January 2009
School address	Manchester Road Droylsden Manchester M43 6GD
Telephone number	0161 370 3079
Fax number	0161 370 6113
Email address	head@manchesterroad.tameside.sch.uk

Age group	3–11
Inspection dates	1–2 December 2010
Inspection number	360970

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 1234 234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

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

T: 0300 1234 234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out at no notice by one of Her Majesty's Inspectors and two additional inspectors. Twelve teachers were observed over 18 lessons, including a learning walk. Inspectors held meetings with governors, staff, groups of pupils and a representative from the local authority. They observed the school's work, and looked at a range of documents including the school development plan, governing body minutes, pupil progress data, curriculum planning and responses from the recent school questionnaire to parents.

The inspection team reviewed many aspects of the school's work. It looked in detail at the progress the school has made against the areas for improvement identified at the last section 5 inspection, which are as follows:

- Raise standards and improve achievement in Key Stages 1 and 2.
- Improve the quality of teaching and ensure that it consistently provides pupils with the challenge needed for them to learn as they should.
- Improve the quality and consistency of marking so that it lets pupils know how well they are doing and what they can do to improve their work further.
- Ensure that information about pupils' progress is used effectively and consistently by all teachers to meet pupils' learning needs fully.
- Ensure that managers rigorously evaluate all aspects of the school's work in order to identify and speedily address weaknesses in performance.

Information about the school

This is a larger than average-sized primary school situated in Droylsden, on the outskirts of Manchester. Most pupils live within walking distance of the school. The proportion of pupils known to be eligible for free school meals, at 21%, is above the national average. The majority of pupils are of White British heritage, 13% are from minority ethnic heritages. The proportion of pupils with special educational needs and/or disabilities is broadly in line with the national average at 22%. There is a very small minority of pupils with a statement of special educational needs and/or disabilities.

The school has gained the Healthy Schools award. It provides before- and after-school care. A separate report for this provision is available on the Ofsted website. The school has an Early Years Foundation Stage comprising a part-time Nursery combined with a full-time Reception class.

The school was placed in special measures in January 2009 because it was failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school were not demonstrating the capacity to secure the necessary improvement. Following a period of temporary leadership, in September 2009, a new headteacher started at the school. In June 2010, a new deputy headteacher joined the school. Over the past two years, several teachers have left the school and permanent staff have replaced them.

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

2

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.

Manchester Road is providing a satisfactory quality of education. Some aspects of its work are good, including the quality of teaching and learning. Throughout the period of special measures the headteacher has raised staff's expectations and skills systematically to improve the standards achieved by pupils, with good success. In 2010, pupils in Year 6 attained levels in mathematics and English that are in line with those expected nationally for 11-year-olds. This is a notable improvement on recent years, representing satisfactory achievement for this cohort of pupils and preparing them adequately for their secondary education.

The senior leadership team, strengthened by the appointment of the new deputy headteacher, is providing good support. Senior leaders track pupils' progress rigorously, monitor lessons, check the standards in pupils' exercise books and use this information well to drive further improvements. Staff morale is high. Parents, governors, staff and pupils testify to the huge impact the headteacher is making on improving the quality of education and 'making the school a better place'. This is evident in the improving quality of work in pupils' books, the good displays around the school and in the increasingly strong partnership between the school and parents and carers. Staff, parents and pupils told inspectors that, after some difficult years, the school community is once again proud of their school.

Pupils are polite and welcoming to visitors. Their behaviour in lessons and around the school is good. During the inspection, in heavy snow, the pupils were sensible while moving between the buildings and showed high levels of consideration towards each other. Pupils say they feel safe in school. They enjoy their lessons and were keen to tell the inspectors how much they appreciate the new teachers. Pupils' understanding of how to keep fit and healthy is satisfactory. The introduction of fruit and water at break times is developing the pupils' awareness of healthy eating, but not all pupils are making a healthy choice at lunchtime. Pupils make a satisfactory contribution to the community. The recent Christmas Fair was popular and pupils enjoyed contributing to its success. The school is now a cohesive community.

Pupils start Key Stage 1 with standards that are broadly average. Most make satisfactory progress and reach the standards expected for seven-year-olds. In Key Stage 2, a larger proportion of pupils are working below the levels expected for their age in English and mathematics. This is because of the legacy of inadequate teaching which no longer exists. In the vast majority of lessons observed by inspectors, pupils made good or better progress. This, and some well-targeted intervention work with groups and individuals, is enabling pupils who are underachieving to catch up with their peers. Teachers are starting

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

to use assessment information more effectively to ensure that the work they set in lessons matches pupils' individual learning needs and there are some examples of excellent practice. However, not all staff are confident in this aspect of their work and practice is not consistently strong across the school.

The curriculum is satisfactory. It meets statutory requirements and a wide range of clubs and activities provides good enrichment. However, it does not provide sufficient opportunities for those pupils who start the school with well-below average skills in communication, language and literacy to practise speaking, listening, matching letters to sounds (phonics), reading and writing. This means that potentially vulnerable pupils, such as those known to be eligible for free school meals, are not attaining as well as their peers in Manchester Road, particularly in the Early Years Foundation Stage and Key Stage 1.

Throughout the period of special measures, the local authority provided strong support to the governing body and headteacher financially, in human resources and by providing consultants to work with individual staff; this strengthened the school and contributed effectively to its improvement. The governing body is now providing good support and challenge to the school. Its policies for appointing staff are highly effective. As a result, the school now has a strong staff team. Subject leaders are developing their leadership and management skills well. However, their curriculum plans do not clearly meet the diverse needs of all pupil groups. Led effectively by the headteacher, all staff are taking responsibility for improving the outcomes achieved by pupils. They are successfully raising standards and are demonstrating a good capacity for driving sustained improvement.

What does the school need to do to improve further?

- Raise attainment in reading, writing and mathematics so that pupils in all year groups reach the levels expected for their age, particularly those who are most vulnerable.
- Improve the curriculum by:
 - ensuring it provides sufficient opportunities to practise speaking, listening, phonics, reading and writing to accelerate the progress of potentially vulnerable pupils, particularly in the early stages of their education
 - subject leaders developing curriculum plans which meet the diverse learning needs of all pupil groups.
- Improve the quality of assessment to ensure that work set in lessons matches the needs of individual pupils consistently well.
- Up to 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 say they enjoy school and their attendance is improving. They are friendly, courteous and behave well. Pupils were keen to tell inspectors about the improvements to behaviour at play and lunchtimes, saying that they now feel very safe. They demonstrated this during the inspection by their careful behaviour on the snow and ice. Pupils appreciate taking part in the 'hotshot' programme, where they learn to manage their emotions. They

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

enjoy working with the learning mentor and the other pupils, particularly if they have problems. They say, 'bullying is now a thing of the past'. Pupils are keen to take responsibility. The school council is active and they feel that staff listen to their views. They make a satisfactory contribution to the local community, by raising money for various charities and the choir sings in local events. Pupils' spiritual, moral, social and cultural development is satisfactory. Their rapidly improving moral and social development is evident in the increasing respect they show towards one another and visitors to the school.

Since the improvement in the quality of lessons, pupils are now making better progress across the school. However, because their achievement over several years was inadequate, as a result of weak teaching in the past, pupils in some year groups have a way to go before they are working at the levels expected for their age. Pupils told inspectors how interesting they find their work and were keen to share their successes with inspectors. For example, in Year 6, pupils demonstrated the model fairground rides they built in design and technology and showed inspectors their clear instructions for making one. In a Year 5 lesson, pupils were researching the Tudors, by using an inventory of a Tudor house and trying to work out the answers to questions such as 'What sort of lighting was used? What did the person do for a living?' They worked together effectively in pairs, using several sources of information to find the answers independently. They were highly motivated by this enquiry approach to history and their writing reflected a high level of understanding and interest in the subject. Pupils say they particularly enjoy the practical activities in all subjects. This is providing them with the vocabulary and level of understanding they need to write well. Inspectors noted the improving quality of work in pupils' exercise books.

In the lower part of the school, most pupils are making satisfactory progress. However, those who are known to be eligible for free school meals attain well below their peers. Because some of these pupils start school with a very limited vocabulary and are not confident speaking in sentences, it is particularly difficult for them to catch up with their peers. For example, in a Year 1 lesson, some potentially vulnerable pupils did not have sufficient support to enable them to understand and use new mathematical vocabulary, consequently, they did not make as much progress as other pupils in the class.

Pupils identified with special educational needs and/or disabilities are making progress in line with their peers. Pupils who have individual or small group lessons in reading, writing and spelling enjoy these and they are helping their satisfactory achievement. In lessons, these pupils contribute effectively and make good relationships with their peers and the adults who support them.

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

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	3
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	2
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	3
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

How effective is the provision?

The quality of teaching has improved steadily over the last two monitoring visits and is now good. Inadequate teaching has been eradicated and staff are working effectively together to improve pupils' progress in all subjects. Inspectors observed a range of lessons across the curriculum; two thirds of these were good or better. Typically, teaching is lively, relationships are strong and teachers engage the pupils' interest well. Most lessons provide a good balance of activities and in the very best observed, pupils were highly motivated to complete the challenging tasks set. For example, in a Year 5 English lesson, pupils applied themselves exceptionally well to writing in the style of an author. The teacher skilfully used drama to enable pupils to empathise with the characters in the play and the pupils reflected their emotions in the rapidly improving quality of their writing.

Where teaching was satisfactory rather than good, this was mainly because the pupils spent too long on the carpet listening to the teacher at the start of the lesson before they started on their activities. On a few occasions, the content of the carpet session was too difficult for some of the less-able pupils and this slowed their progress overall. In these lessons, the work set did not always match pupils' learning needs closely enough and pupils did not make as much progress as they could. This links to why the curriculum is satisfactory rather than good. Marking is improving. There are examples of excellent

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

practice which provides appropriate guidance to pupils. Subject leaders are identifying this and sharing it effectively with all staff.

The school provides a good range of activities outside the classroom, including a residential visit to Robinwood. Visits and visitors to the school are increasing, which enriches pupils' experience. Curriculum planning is improving and subject leaders now have a yearly overview of their subject. However, these do not yet give a clear indication of how to make the curriculum relevant for all pupil groups, which means that some pupils are tackling tasks beyond or below their level of understanding. The school is starting to introduce practising skills, such as writing, across the curriculum. This is working well and there is some excellent practice in some classes. The school is starting to build partnerships to support the curriculum, such as a local network for gifted and talented pupils; again, this is at a very early stage of development.

The quality of care, guidance and support is satisfactory. The pupils appreciate the good support from the learning mentor, they say she is always ready to listen and offers good advice. The school system for tracking pupils' attainment and progress is improving significantly. This is leading to an increase in the number of pupils identified as underachieving or with special educational needs and/or disabilities requiring additional support. It also links to some extent to the weak teaching many of these pupils received in the past. However, provision for these pupils is improving and this is evident in their satisfactory progress. The school works well with other agencies that support children and families in need to ensure that appropriate support is in place.

These are the grades for the quality of provision

The quality of teaching	2
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	3

How effective are leadership and management?

The headteacher, supported effectively by the senior leadership team and staff, has realised the ambition of the school community to lead the school out of special measures successfully. He has worked effectively with governors, staff, parents, the local authority and the Greater Manchester Challenge to strengthen the school, ensuring that the quality of provision is improving continuously so that pupils achieve better outcomes. The senior leadership team has good policies and protocols in place which are securing this improvement. The performance management of staff is robust and closely linked to pupils' achievements. Middle leadership is developing well, with staff taking responsibility for pupils' performance in their subjects. Governance is good. It provides sufficient challenge and is holding the school effectively to account for pupil outcomes, including for those pupils who are potentially at risk of underachieving, such as those known to be eligible for free school meals. Given the improving outcomes for pupils and the increasing strength of

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

leadership at all levels, the school is demonstrating a good capacity for continuous improvement.

Senior leaders are taking effective action to tackle pupils' barriers to learning and to ensure that the curriculum is relevant to their learning needs. However, this aspect is only satisfactory because it is at an early stage of development and, although the gap is narrowing between the most disadvantaged and the rest, there remain some differences between the outcomes for different pupil groups. Safeguarding procedures meet statutory requirements and policies, such as race relations, disability discrimination and community cohesion are in place. The school is working well within its own community, but other aspects of community cohesion are at a relatively early stage of development.

The school is providing satisfactory value for money. Long-term staffing issues have created pressures on the school budget, but the local authority, governors and the senior leadership team have plans of good quality to manage this effectively.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
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	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
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

Children start in Nursery with levels of skills and abilities which are below those expected for their age nationally. They make good progress and by the time they enter Reception, most have levels of development in line with those expected nationally. They continue to develop well and by the time they enter Year 1, the vast majority of pupils have reached levels of skills, knowledge and understanding that are at or above those expected nationally. The Early Years Foundation Stage has maintained its good provision throughout the period of special measures.

Children in the Early Years Foundation Stage are confident learners. They explore all the areas available to them, including outdoors. During the inspection, children were playing

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

happily in the snow with a range of apparatus, which included paint rollers. They were exploring and experimenting how the different tools worked in the snow. Children know classroom routines well. For example, when it was time to tidy up, all children left their play and helped each other to put away the equipment. Children are keen to take part in phonic lessons, where they quickly learn which sounds letters make and are beginning to recognise simple words by blending the sounds together. They contribute well to these lessons and make good progress. The children have opportunities to practise their writing skills, but during the inspection, few children chose this option, preferring to play outside or at dressing up. This is limiting the opportunity for some of the more potentially vulnerable children to catch up with their peers in their communication, language and literacy skills.

Reception and Nursery are well led and managed. The staff work well as a team and relationships are good. Parents appreciate the good communication between home and school and say their children are happy. Staff keep close track of the progress children make and identify any who are falling behind their peers. However, although some children perform less well in the area of language, literacy and communication, the actions taken so far have not led to the children progressing as quickly in this aspect as in other strands of the Foundation Stage curriculum.

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 Stage	2

Views of parents and carers

Questionnaires for parents and carers are not normally distributed by Ofsted for special measures monitoring inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so.

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.



3 December 2010

Dear Pupils

Inspection of Manchester Road Primary, Droylsden. M43 6GD

You may remember that I have been visiting your school regularly since July 2009 with other inspectors because it was in special measures. Thank you to those of you who spoke to inspectors. This letter is to tell you what we found.

We judge that your school is now providing you with a satisfactory quality of education. It is a much better place for you to learn. The teachers make your lessons interesting; the work in your exercise books is of a higher standard than at my last visit and the display of your work in the classrooms, in the infant and junior hall and in the corridors is very good. Well done!

You told us that Mr Beaumont is good at appointing teachers and we agree. It was clear that you really appreciate the improvements to your school and are working hard to make faster progress. Keep up the good work! You told us that behaviour is now good and we agree. Your behaviour in the snow was impressive. You said that bullying is rare and that staff listen to you. This means you now feel safe in school.

Although your school is much better than it was, there are still some things it needs to do better. We have asked your school to:

- improve the standards you reach in reading, writing and mathematics
- make sure that everyone is given enough time in lessons to practise their speaking, listening, reading and writing skills
- make sure that teachers use their knowledge of your different abilities to match the work in lessons to your individual learning needs.

Because your school is satisfactory, another inspector may visit before the next inspection to check how well you are getting on. Thank you for making me welcome at Manchester Road and I wish you all the very best for the future.

Yours sincerely

Gill Jones

Her Majesty's Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 1234 234, or email enquiries@ofsted.gov.uk.