

# Oswald Road Primary School

## Inspection report

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<b>Unique Reference Number</b>	131030
<b>Local authority</b>	Manchester
<b>Inspection number</b>	381293
<b>Inspection dates</b>	3–4 October 2011
<b>Reporting inspector</b>	Yvonne Mills-Clare

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

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<b>Type of school</b>	Primary
<b>School 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>	460
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Peter Attfield
<b>Headteacher</b>	Sharon Campbell
<b>Date of previous school inspection</b>	22 April 2009
<b>School address</b>	Oswald Road Chorlton-Cum-Hardy Manchester M21 9PL
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## Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 17 lessons and observed 17 teachers. Meetings were held with governors, staff and groups of pupils. Inspectors observed the school's work, and looked at pupils' workbooks, assessment information about pupils' progress, records of the school's reviews of its actions for improvement, the current school development plan and updates of progress towards meeting priorities. They also considered questionnaire responses from 99 pupils, 37 members of staff and 129 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How well teaching at all stages impacts on learning and enables all pupils to achieve as well as they should.
- Whether the use of teacher assessment is ensuring that all groups of pupils achieve as well as they can.
- To what extent leaders and managers at all levels are driving whole-school improvement.

## Information about the school

This is a significantly larger-than-average primary school. Just over half the pupils are drawn from minority-ethnic heritages, mainly Pakistani. A very high proportion of pupils attending the school speak English as an additional language. The proportion of pupils known to be eligible for free school meals is below average. The number of pupils with special educational needs and/or disabilities is below average. The school has received several awards including the Leading Parent Partnership and the International Schools Award. It holds Investor in People and Healthy Schools status.

Before- and after-school care is provided on-site by a private provider. This provision is inspected and reported on separately.

**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

Oswald Road Primary School provides a satisfactory standard of education. Warm and caring relationships in the school and a bright learning environment with good-quality art displays in classrooms and public areas mean that pupils are very happy to come to school. Parents and carers appreciate the school's commitment to the well-being and personal development of its pupils. Consequently, pupils feel very safe and have positive attitudes to learning. They have a good understanding of healthy lifestyles. The school works effectively with outside agencies to ensure that all pupils, including those whose circumstances make them potentially vulnerable, are well cared for. During lessons pupils are willing learners, behave well and respond positively to their learning.

Progress is satisfactory in most years and better towards the end of Key Stage 2. Effective support in some year groups and classes help to ensure that pupils with special educational needs and/or disabilities and those learning English as an additional language make similar progress to their peers. Although teaching is satisfactory overall, inconsistencies in the quality mean that for some pupils their progress is not always steady. By the end of Key Stage 2 attainment in English is above average. However, in mathematics it is not as high. There are examples of some good and outstanding teaching. However, across Key Stage 1 and much of Key Stage 2 too much is satisfactory and pupils only begin to make greater progress in Years 5 and 6.

Leaders and managers accurately evaluate priorities to improve the school. A drive to target pupils' absence has successfully resulted in above average attendance. Many strategies to raise attainment and achievement for different groups have been put in place. The good curriculum, enriched well by visits and visitors, is being skilfully used to narrow the gap in attainment between different groups of pupils. Although there is more to be done, evidence of improvement, especially in English, is apparent. This, coupled with an accurate self-evaluation, demonstrates the school's satisfactory capacity to improve further. Middle leaders and managers, however, are not yet fully effective in supporting the drive for improvement. The school monitors and evaluates strategies for improvement; however, it does not always use the outcomes of this monitoring effectively to identify the steps needed for further improvement.

Up to 40% of schools whose overall effectiveness is judged to be satisfactory may receive a monitoring visit from an Ofsted inspector before the next Section 5 inspection.

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

- Improve the consistency of teaching to ensure good progress and raise attainment by:
  - making more effective use of assessment information when matching work to the needs and abilities of all groups of pupils
  - ensuring more effective use of lesson evaluations in informing day-to-day activities to provide consistent challenge for all groups of pupils
  - using targets and marking consistently to better inform pupils of how well they are doing and what they need to do to improve.
- Ensure that monitoring and evaluation activities by school leaders at all levels impact as fully as possible on provision and pupils' outcomes by:
  - developing the monitoring and evaluation role of subject and phase leaders so that they play a greater role in whole school improvement
  - monitoring and evaluating the impact of the school's actions more rigorously and systematically in order to provide next steps in the cycle of improvement.

## Outcomes for individuals and groups of pupils

<b>3</b>
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Pupils work hard and are keen to learn. Their good behaviour and attitudes to work underpin their learning. Teaching in some lessons is too teacher led and lacking in pace with the result that the pace of learning for pupils slows. However, where teaching is brisk and the level of challenge is high, pupils make much more rapid progress. Where teaching assistants are effectively deployed to support the learning of pupils with special educational needs and/or disabilities, pupils make similar progress to their peers. However, this is not consistent across all classes and year groups. A majority of children enter the Early Years Foundation Stage with skills which are expected for their age. As a result of the many curriculum initiatives and the range of provision on offer, progress is good and a large majority of children enter Year 1 with skills above those expected, except in writing and creative development. Progress in Key Stages 1 and 2 is satisfactory overall, although it accelerates towards the end of Key Stage 2. Overall attainment by the end of Key Stage 2 is above average, because a successful focus on English has produced a significant increase in attainment. However, despite some improvement, attainment in mathematics has not kept pace with improvements in English.

Pupils understand the wisdom of eating healthily and keeping themselves fit. The school council provides a forum for pupils' views but other responsibilities in the school are limited largely to older pupils. Pupils apply their basic skills securely, particularly in English, but lessons do not always capitalise on existing skills pupils' have; through meaningful discussions and collaborative learning opportunities. Pupils

are not always aware of the next steps they need to take to improve their work. In these respects, the skills they are developing prepare them soundly for later life.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
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
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Generally, teaching promotes good relationships, resulting in adults and pupils working together in a calm and positive climate for learning. Some teaching is good or better. In these lessons, teachers use their knowledge of their pupils to plan activities that challenge and motivate them. Here expectations are high: for example, in a Year 6 lesson, through meaningful discussion, 'The Caged Bird' poem was effectively used to encourage pupils to explore its deeper meaning and develop empathy and thinking skills. Teachers focus on and evaluate learning. They adapt future tasks so that pupils' skills and knowledge are built upon. Pupils are given guidance on how to improve their work, and targets are meaningful and well used. However, this is the exception rather than the rule and the quality of experiences the pupils receive is inconsistent. Because teachers' expectations are sometimes not high enough and tasks are too easy. In some lessons, teachers talk for too long and do not provide enough time for pupils to practise the skills they are learning. Teaching assistants are generally effectively deployed to support the learning of pupils with special educational needs and/or disabilities. This ensures that they make similar progress to their classmates.

The curriculum is good and has a clear focus on the development of numeracy and literacy. It promotes pupils' personal development well. A recent focus on mathematics has improved the number of pupils attaining expected levels, but the subject still lags behind English at the higher levels. Through effective links with the high school, pupils enjoy the performing arts. A range of after-school activities, visits and visitors enhance the curriculum.

Well organised arrangements for care, targeted support and a wide range of support programmes ensure pupils feel they are well looked after and trust in the staff in

<sup>1</sup>The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

school. A range of workshops for parents in their home language encourages parents to play an increasing role in their child’s learning, while effective links with outside agencies provide support for pupils whose circumstances make them vulnerable. Arrangements for children moving from the Reception classes into Year 1 are effective, resulting in a seamless transition where pupils settle quickly and securely.

*These are the grades for the quality of provision*

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

### How effective are leadership and management?

Generally, senior leaders evaluate the school’s effectiveness accurately. Senior leaders and managers use the outcomes effectively to identify where the school could and should be doing better and plan strategies to tackle them. However, middle leaders and managers are not yet fully effective in supporting and driving improvement. The school monitors and evaluates its strategies for improvement regularly; however, it does not always use the outcomes effectively to identify the next steps needed to bring about further improvement. Governors are increasingly involved in the school through clearly structured committees. They are well informed, but currently have little involvement in closely monitoring improvements first-hand.

The leadership and management of the school have been successful in establishing a safe and caring learning environment by putting in place good safeguarding procedures, including regular risk assessments and good quality training for staff in child protection. The promotion of equality of opportunity is satisfactory, with strengths in the way the school cares for its pupils. However, variations in the level of challenge mean there are inconsistencies in the rate of pupils' progress. Community cohesion is well promoted on a local, national and global level. Good links have been forged with schools in different circumstances, both nationally and abroad. Contacts with other local schools, organisations and community groups promote good awareness of multicultural issues among the pupils.

Links with parents are good. Most parents and carers are positive about the school and feel communication has improved. Regular events, consultation groups and workshops are held to ensure parents and carers feel involved in their child’s learning. Good professional relationships through external partnerships add much to pupils' development.

*These are the grades for the leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>

<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children have a very positive start to their school life because relationships between staff and parents and carers are good, and teachers ensure that the children feel safe and secure in their new surroundings. Adults interact well with children, joining in their play while asking questions and facilitating learning. Children learn to cooperate well. These features, together with good teaching and organisation and the correct balance between adult- and child-initiated activities, help children to achieve well. Their 'to do' activities, with an expectation of three to be done in the day, and a wide choice of activities, encourage them to become independent learners. Their enjoyment of learning is tangible and activities stem from their interests. Indeed two of the children were having great fun using face paints to make themselves into Shrek. They understand how to stay safe and how important it is to be healthy. Resources, both indoors and outside, are stimulating and engaging. Activities give children opportunities to learn across all areas.

Good welfare arrangements ensure children are well cared for. Parents and carers are appreciative of the way they are encouraged to become involved in their child's learning, with workshops provided in Urdu to engage Pakistani parents. The setting is well led and managed. Good communication and teamwork ensures staff know their children well and opportunities for formal and informal assessments ensure activities support and challenge children's learning day-to-day. The Early Years Foundation Stage leader is currently developing a wider overview of starting points and progress and across the whole setting.

### *These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation stage</b>	<b>2</b>
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 in the Early Years Foundation Stage	2



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## Views of parents and carers

There was a 28% return of questionnaires, which is slightly lower than the national average return for primary schools. A large majority of the number of parents and carers who returned the questionnaire are happy with the school. Parents were most pleased that their children enjoy school, that the school keeps them safe and helps them to lead a healthy lifestyle. A small minority of parents and carers disagreed that the school was led effectively, whilst a few parents and carers felt that their child did not make enough progress. A few also felt that school does not always take account of their suggestions and concerns or meet the needs of their child. Inspectors concluded, after discussions with pupils, staff and members of the governing body and scrutiny of recorded contacts with parents and carers that procedures are in place to deal effectively with these concerns. However, inspectors did find that some pupils could make more progress and in those cases, pupils' needs could be better met.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Oswald Road Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 129 completed questionnaires by the end of the on-site inspection. In total, there are 460 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	79	61	43	33	2	2	2	2
The school keeps my child safe	59	46	62	48	6	5	0	0
The school informs me about my child's progress	36	28	78	60	11	9	0	0
My child is making enough progress at this school	40	31	65	50	14	11	2	2
The teaching is good at this school	49	38	62	48	4	3	0	0
The school helps me to support my child's learning	46	36	63	49	8	6	1	1
The school helps my child to have a healthy lifestyle	46	36	69	53	4	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	41	32	72	56	4	3	0	0
The school meets my child's particular needs	43	33	60	47	10	8	2	2
The school deals effectively with unacceptable behaviour	40	31	59	46	8	6	2	2
The school takes account of my suggestions and concerns	37	29	52	40	18	14	0	0
The school is led and managed effectively	26	20	62	48	21	16	4	3
Overall, I am happy with my child's experience at this school	54	42	60	47	6	5	2	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## 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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 is for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 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. Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



5 October 2011

Dear Pupils

**Inspection of Oswald Road Primary School, Manchester, M21 9PL**

I am writing on behalf of the inspection team to thank you for making us welcome when we visited your school. We enjoyed our time with you, talking to you and hearing what you had to say. You enjoy coming to school and make the most of it.

The school provides you with a satisfactory education. First of all, here are some of the good things about your school: you feel very safe at school and say how well you all get on together; your behaviour is good and you look after each other; you take plenty of exercise and know all about keeping healthy; and the school takes good care of you.

To improve your school further we are asking your teachers to do the following things: make sure that your lessons are always exciting; make sure that what you are asked to do is always hard enough; and make sure that marking shows you how to improve your work. In addition, we are also asking some leaders and managers to be more effective in helping the school improve more quickly, especially in the progress you make in mathematics.

You can help by coming to school, on time, every day and keeping up your good attendance levels.

I wish you all well for the future.

Yours sincerely

Yvonne Mills-Clare  
Lead inspector

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