

# Old Trafford Community School

Malvern Street, Old Trafford, Manchester, M15 4FL

**Inspection dates** 2–3 July 2013

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

## Summary of key findings for parents and pupils

### This is a good school.

- From their low starting points pupils make good progress and achieve well. They leave Year 6 with standards that are average.
- Since the previous inspection, achievement in the Early Years Foundation Stage and Key Stage 1 has risen.
- Teaching is usually good and there are some examples of outstanding teaching. The teaching of reading is a particular strength throughout the school and, as a result, standards are improving in all year groups.
- The school provides a caring and supportive environment. Good support is provided for pupils whose circumstances make them vulnerable and for those who have special educational needs. As a result, these pupils achieve well.
- Pupils behave well in all classes and enjoy learning. They have positive relationships with staff and each other and feel safe.
- Pupils' spiritual, moral, social and cultural development is strongly promoted. Everyone is valued and respected, and pupils from different backgrounds mix and play happily together.
- The school is well led and managed. School leaders work together well as a team. They have an accurate understanding of where their strengths and areas for development lie.
- Governors provide a good balance of challenge and support to this improving school.

### It is not yet an outstanding school because

- Teachers do not always match work to pupils' different abilities, and occasionally, tasks set are the same for the whole class.
- In lessons, more-able pupils do not always receive challenging work early enough.
- Marking in pupils' books does not always tell pupils how to improve their work further.
- Checks made by leaders on the quality of teaching do not focus closely enough on the progress made by different groups of pupils and this information is not shared regularly with governors.
- Overall targets for improvement are not routinely set for pupils to make good or outstanding progress.

## Information about this inspection

- Inspectors observed teaching in all classes and saw 22 lessons.
- Discussions were held with pupils, senior leaders, the Chair of the Governing Body, and a representative from the local authority.
- Inspectors took account of previous survey information collected by the school and spoke informally to parents as they brought their children to school. Not enough responses were placed on Parent View (the online questionnaire) to produce a summary report.
- Questionnaires from 11 staff were received and their views taken into account.
- The inspection team listened to pupils read, spoke with them about their learning and looked at the work in their books.
- The inspectors looked at a number of documents, including the school's checks on how well it is doing, the school improvement plan, data on pupils' current progress, leaders' reports of lesson observations, minutes of the governing body meetings and records relating to behaviour, attendance and safeguarding.

## Inspection team

Heather Simpson, Lead inspector

Additional Inspector

Sheila O'Keeffe

Additional Inspector

Bimla Kumari

Additional Inspector

## Full report

### Information about this school

- The school is larger than the average-sized primary school.
- Most pupils come from a wide range of minority ethnic backgrounds.
- A higher than average proportion of pupils speak English as an additional language.
- The proportion of pupils known to be supported by the pupil premium (additional funding for children in local authority care, pupils from families in the armed forces and those known to be eligible for free school meals) is well above average. At this school, these groups include children in local authority care and those who are known to be eligible for free school meals.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average. The proportion of pupils supported at school action plus or through a statement of special educational needs is also above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The school runs a breakfast club for pupils at the school and was visited during the inspection.
- Since the previous inspection the number of pupils on roll has increased from 340 to 396 due to the school becoming a two-form entry primary school. Many children have entered the school other than at the start of Nursery or Reception.

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

- Increase the amount of outstanding teaching and so speed up the rate of progress of pupils by making sure that:
  - activities are matched closely to the needs of pupils with different abilities, especially the more able, so that they reach the higher levels in reading, writing and mathematics
  - pupils can access challenging work earlier in lessons, particularly the more able
  - teachers provide clear guidance, through marking, on how pupils can improve their work.
- Build on the effectiveness of leadership and management so that it is outstanding by making sure that:
  - checks made on the quality of teaching focus more closely on the learning and progress of different groups of pupils, and information gathered is then shared with governors
  - expectations are consistently high and overall targets are set for pupils to make good or outstanding progress.

## Inspection judgements

### The achievement of pupils is good

- Children join the Early Years Foundation Stage with skills and knowledge which are much lower than those expected for their age. They make good progress as a result of good teaching and the support they receive from all adults. As a result, by the time they enter Year 1 their standards have improved but are below average.
- Pupils continue to make good progress from Year 1 to Year 6 and by the time they leave the school they reach standards that are broadly average in reading, writing and mathematics. However, the proportion of pupils reaching the higher levels in English and mathematics is below average.
- Since the previous inspection, standards reached in Key Stage 1 have risen and are closer to the national average. Teacher's assessments for 2013 show that these will dip this year. This is because a third of the pupils in this year group joined in Year 1 or Year 2 and half of them have special educational needs. Those who started originally in Nursery reach standards that are average in reading, writing and mathematics.
- Reading is taught well in school and standards in all year groups are rising. Young children use their knowledge of sounds and letters to break down tricky words and become confident readers. Older pupils read a wide range of books and develop good reading habits, for example, reading at bedtime. They read for pleasure and can discuss their favourite authors.
- Pupils for whom the school receives additional funding through the pupil premium make good progress. This funding is used effectively to provide a range of support such as additional staff to boost literacy and numeracy skills, to buy-in external specialist services for pupils with difficulties, and subsidise school trips. As a result, there is no gap in the standards reached between these pupils and their classmates.
- Disabled pupils, and those who have special educational needs, are identified early. They make good progress because of the high quality support they receive both in lessons and outside lessons. Additional external specialist support is also provided for pupils with specific difficulties, for example, those with speech and language delays.
- Pupils from different minority ethnic backgrounds and pupils who speak English as an additional language make good progress along with other pupils.

### The quality of teaching is good

- All pupils make good progress because they receive a good level of support both in and outside lessons. Carefully tailored support is provided for those who are at risk of falling behind. This is particularly effective for pupils who have special educational needs or whose circumstances deem them to be vulnerable. High quality care and good teaching in the Rainbow and Sunshine rooms allow pupils to work in a calm and nurturing environment and make good progress.
- Teachers have good subject knowledge and plan interesting lessons. Good quality resources are provided to support learning. Highly positive relationships are evident between adults and pupils and this leads to pupils trying hard in lessons and wanting to do well.
- Some teaching is outstanding. It is lively and precisely matched to the needs of different groups of pupils. High levels of challenge are presented and pupils are encouraged to organise their own work. For example, in a mathematics lesson seen, Year 5 and 6 pupils had to compile their own frequency chart and then transfer their findings to a pie chart. Expectations of being accurate, using the appropriate equipment, and consistently checking their work, led to pupils being very interested, engaged and making outstanding progress.
- Where teaching is less effective, teachers give pupils the same task, and for some, it is too easy. Teaching also goes at the same speed for all pupils at the start of lessons so that some groups, for example, more-able pupils, have to wait before they are allowed to move on.
- Good teaching in the Early Years Foundation Stage means that children make good progress. A

wide range of well planned activities help them develop and build on their early skills. Adults encourage and model good language development at every opportunity. They question and talk to children constantly, checking and extending their learning both indoors and outdoors.

- Teaching assistants make a valuable contribution to the progress pupils make. A large number of support staff work with individuals and small groups outside the classroom. As a result, pupils receive more individual attention with their reading, writing and mathematics and adults know precisely who understands and who does not.
- Teachers mark pupils' work regularly but the quality of marking is inconsistent. While comments are often made in pupils' books, focused guidance on how pupils can improve their work is not routinely given.

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

- Parents, staff and pupils who gave their views, all feel that behaviour is good and pupils feel safe. Pupils are encouraged to help each other and sort out any difficulties that arise between themselves. This enables pupils to take responsibility for their actions. As one pupil said, we are taught to 'look smart, think smart and act smart'.
- Behaviour in lessons and around school is good. Pupils are polite, helpful and treat each other and all adults with respect. They know and follow the 'conduct code' and know what sanctions and rewards exist.
- Pupils are very clear about what constitutes bullying and the different forms that exist, including verbal, physical and cyber-bullying. They are adamant that bullying does not happen in their school but know who to go to if there is a problem.
- School records are kept and show that behaviour incidents are dealt with appropriately. There have been no racist incidents recorded. While the school have a small number of pupils with social, emotional and behavioural difficulties, all adults manage their behaviour very effectively. Consequently, there are no disruptions to learning.
- Pupils say they feel safe and know how to keep themselves safe. This includes fire, water, and road and internet safety.
- Pupils of all backgrounds get on well together. They learn to care for and respect each other. Pupils' spiritual, moral, social and cultural development is strongly promoted. Pupils learn about each other's religious beliefs and this helps them to understand cultural similarities and differences.
- The breakfast club is well organised and provides a valuable service for parents. It provides a good start to the day for pupils who attend. They are catered for in an enjoyable atmosphere and well supervised.
- Attendance has improved but is below average. Leaders carefully monitor the absence of pupils who are persistently absent. They also take actions to promote good attendance, for example, offering cash prizes each week to the class with the highest attendance. Funds raised are spent at the end of the year by classes on activities of their choice. This is high profile and class results are recorded regularly on the school newsletter and in assemblies.

### **The leadership and management are good**

- The headteacher leads the school effectively, ably supported by the governing body and her leadership team. The quality of teaching has improved since the last inspection with a higher proportion of teachers now delivering outstanding lessons. Standards in the Early Years Foundation Stage and in Key Stage 1 have risen, and attendance figures have also improved.
- The school's view of its own performance is accurate and action plans identify priorities for further improvement.
- Senior leaders carry out a range of checks on the quality of teaching. However, these checks do not focus clearly enough on the progress made by different groups of pupils in lessons, or over

time in their books.

- The school uses assessment information to track pupils' progress and identify those at risk of falling behind. While numerical targets are set, some of these are not ambitious enough to make sure pupils consistently make good or outstanding progress.
- Annual targets are set for teachers based on the 'Teacher Standards'. Salary increases are only agreed where teachers demonstrate that they consistently achieve their targets and reach the levels required.
- Training and in-house support has led to improvements in the quality of teaching and senior leaders regularly work alongside their colleagues. Professional development is strongly promoted.
- The curriculum has been re-designed and has led to a greater enjoyment for pupils in lessons. It promotes pupils' learning and personal development. A wide range of clubs, visits and visitors add to pupils' enjoyment of school.
- Good links exist with parents and leaders have a high level of commitment to supporting all pupils and their families. A diverse range of extended services are provided within the school for parents and families, for example, the daily parent café, use of the internet and after-school and holiday clubs.
- The school ensures that any discrimination is tackled and promotes equal opportunities for all. Evidence of this is that all pupils make good progress.
- The local authority has an accurate view of the school. They have provided valuable support in checking on the quality of teaching and the levels reached by pupils in the Early Years Foundation Stage and Key Stage 1. They rightly have confidence in the leadership team.
- **The governance of the school:**
  - The governing body knows the school well and provides a good balance of challenge and support. It works closely with leaders at different levels and asks challenging questions, for example, in relation to attendance. They have also recently requested additional information relating to the progress rates of different pupils so that they have a better overview of the school's performance and the impact of senior leaders. Governors have accessed training in a number of areas to ensure they keep their skills and knowledge up-to-date. This has helped them fulfil their statutory duties effectively, for example, in relation to finance and safeguarding. Annual targets are set for the headteacher and reviewed annually. These are based on whole-school improvement areas. They receive information about teachers' performance and have a good understanding how this is linked to their salary. Governors know what the pupil premium grant is used for and the effect this has had on pupils' progress.

## 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>	131045
<b>Local authority</b>	Trafford
<b>Inspection number</b>	412174

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>	396
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Richard Caulfield
<b>Headteacher</b>	Judith Stott
<b>Date of previous school inspection</b>	28 April 2010
<b>Telephone number</b>	0161 912 4875
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