

# Oswald Road Primary School

Oswald Road, Chorlton-Cum-Hardy, Manchester, M21 9PL

**Inspection dates** 24–25 September 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	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.

- Pupils make good progress from their starting points. Many children join the school below age-related expectations and nearly all leave having attained at least average and often above average standards.
- Teaching is mainly good throughout the school and some is outstanding. This is leading to pupils making faster and more consistent progress across all classes and subjects.
- Pupils feel safe and are well behaved in class and around the school. They are polite and courteous to one another.
- The curriculum is good and provides well for pupils' spiritual, moral, social and cultural development.
- Pupils for whom English is an additional language are well supported through the effective use of teaching assistants.
- Parents are very positive about the school and the education it provides.
- The headteacher has a strong and clear focus and is the driving force behind improvements to pupils' outcomes and the quality of teaching.
- The new senior leadership team has high expectations and has identified rapidly and accurately the key priorities for the school.
- There is high staff morale and all staff are focused on continuing to raise standards.
- Governance is good. Governors know the school well and provide strong challenge and support.

### It is not yet an outstanding school because

- Not enough teaching is yet outstanding and pupils are not given enough opportunities to use their mathematical skills across the curriculum.
- Pupils do not always have the opportunity to work independently.
- The most-able pupils are not always sufficiently challenged to reach the higher levels in their work.
- Middle leaders do not use pupils' progress data enough to precisely identify areas which will further improve pupils' outcomes.

## Information about this inspection

- Inspectors observed 27 lessons or parts of lessons, three of which were joint observations with the headteacher and two assistant headteachers.
- The inspectors listened to pupils from two different year groups read, and talked with them and other groups of pupils about their lessons and school life.
- Meetings were held with the headteacher, senior and middle leaders, representatives of the governing body and representatives of the local authority.
- The inspectors observed the school’s work and scrutinised documentation relating to pupils’ progress and to school management, including the arrangements to ensure safeguarding.
- Inspectors took account of the 143 responses to the on-line questionnaire Parent View, school questionnaires completed by staff and outcomes from the school's consultations with parents.

## Inspection team

Vanessa MacDonald, Lead inspector	Additional Inspector
Emma Jackson	Additional Inspector
John Ellwood	Additional Inspector

## Full report

### Information about this school

- Oswald Road Primary is much larger than the average-sized primary school. Approximately half of the pupils are of White British heritage and half are from minority ethnic backgrounds, mainly of Pakistani heritage. An above average proportion speaks English as an additional language.
- The proportion of disabled pupils and those with special educational needs supported through school action is below average. The proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- The proportion of pupils known to be eligible for the pupil premium, including those known to be eligible for free school meals, is below the national average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children who are looked after by the local authority.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Since the last inspection, there have been significant changes to the leadership and management of the school, with the appointment of a new headteacher and two assistant headteachers.

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

- Increase the proportion of outstanding teaching in order to further accelerate the rate of pupils' progress by:
  - providing pupils with more opportunities to work independently
  - ensuring that the most-able pupils in all classes are consistently challenged to reach higher levels in their work
  - providing pupils with more opportunities to use and apply their mathematical skills across the curriculum.
- Strengthen leadership and management by developing the role of middle leaders in using assessment and pupils' progress data to identify precisely the areas that will further improve outcomes for all pupils.

## Inspection judgements

### The achievement of pupils is good

- Typically, a large proportion of children who start the Early Years Foundation Stage have skills which are below those expected for their age, especially in language and mathematical development. Most children achieve well and make good progress during the Early Years Foundation Stage.
- The proportion of pupils reaching expected standards at the end of Key Stage 1 compares favourably with the national averages in reading, writing and mathematics. The proportion of pupils reaching the higher levels has increased, particularly in reading.
- The proportion of pupils reaching the expected level in reading and mathematics by the end of Year 6 in 2012 was above the national average, as was the proportion reaching the higher levels in reading, writing and mathematics. Unvalidated results from the 2013 national tests show that there has been a continued improvement in standards in reading, writing and mathematics, including in the proportions reaching the higher levels.
- In 2012, the majority of pupils made expected progress and the proportions making better than the progress expected of them by the end of Key Stage 2 in reading, writing and mathematics compared favourably with the national average.
- Historically, progress across different classes and groups has been inconsistent, with rates of progress increasing towards the end of Key Stage 2. However, the most recent school data, the unvalidated results of the 2013 national tests and other inspection evidence show that the rate of progress across all year groups has accelerated, including for those who are most able.
- In reading and writing, the majority of pupils make good progress, with some making outstanding progress, particularly in reading. Progress in mathematics overall is good though the most recent data and inspection evidence show it is not yet consistently good across all classes and for some most-able pupils their rate of progress could be improved.
- Pupils enjoy reading and they enjoy the opportunities to read regularly in school, both in lessons and during break times. The teaching of phonics (letters and the sounds they make) is good and pupils achieved well in the most recent phonics check, showing an improvement on the previous year.
- Pupils who are disabled or have special educational needs, pupils from different ethnic backgrounds and those for whom English is an additional language are making progress which is in line with that of their peers. The rigorous analysis of pupils' needs ensures that they receive well-planned additional support. This reflects the school's commitment to equality of opportunity.
- Pupils who are eligible for pupil premium funding have also benefited from the additional support they have received through small group and individual sessions and the work of the learning mentor. Those known to be eligible for pupil premium funding progress at least as well as other pupils in the school and the gap between their attainment and other groups of pupils has closed significantly over the past three years.

### The quality of teaching is good

- Teaching is good and some is outstanding. Teacher's good subject knowledge and well-developed questioning skills are used effectively to explore and correct pupils' misconceptions.
- In both Year 6 mathematics lessons observed, the teachers' astute questioning skills enabled pupils to quickly identify and understand the use of multiples and factors. The investigative tasks allowed pupils to discuss with one another their answers and how they had derived them, showing excellent understanding.
- Where teaching is most effective, teachers plan enjoyable, interesting and practical activities that build well on pupils' prior knowledge and use exciting stimulus to capture pupils' interests. Tasks are challenging and pupils are made to think and make decisions about how they learn.
- In an outstanding music lesson, pupils used cross-curricular literacy and topic links to listen to

music linked to prose from 'The Tempest'. Pupils made rapid progress through the exploration of the pentatonic scale, using xylophones, in beginning to create their own 'mood' music. Pupils were very interested and involved and worked very well together throughout the lesson.

- Teachers plan activities well to match the needs of most pupils which have led to improvements in the quality of teaching. In the lessons where progress is most rapid, these activities are precisely matched to pupils' ability, including the most able. However, this is not yet evident in all classes where the most-able pupils are not always challenged to reach the higher levels in their work.
- Teaching assistants work well with different groups of pupils both in the classroom and through additional small group and individual work. They effectively support the good progress of pupils who are disabled and have special educational needs and also those pupils for whom English is an additional language.
- In some lessons, pupils are encouraged to work both collaboratively and independently of the teacher. This promotes a keenness to explore and develop their own ideas and learning. In a Year 1 literacy lesson, pupils used the 'Owl Babies' as a stimulus to create their own ideas and descriptions of different settings. They discussed their ideas with enthusiasm, listening attentively to each other and showing confidence in writing down each other's suggestions.
- In other lessons, pupils are not always provided with enough opportunities to take responsibility and work independently, which slows their rate of learning.
- Teachers use cross-curricular topic themes to involve pupils in their learning, with, for example, a recent 'native American' sleepover and use of the outside environment to see where the 'Owl Babies' live. This promotes good opportunities to use literacy in subjects other than English. However, opportunities for pupils to use and apply their mathematical skills in subjects other than mathematics are limited.
- Marking is regular and there is consistently good practice across the school. Pupils are given suggestions about how they can improve their work and they are involved in peer and self-assessment of their and each other's work. Pupils understand what level they are working at and what their targets for improvement are.

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

- Pupils show positive attitudes to learning and are eager to learn. This is apparent in their attendance which is consistently above the national average.
- Their behaviour in classrooms and around school is good and they show respect for one another. They say they feel safe in school and have a good understanding of what constitutes an unsafe situation. The vast majority of parents agree. There are also examples of pupils' good behaviour being celebrated by the places pupils have visited and by people who have visited the school.
- Pupils have a very good understanding of the behaviour system, including the more recent changes. They appreciate the rewards and incentives of becoming a 'Super Top Kid' and understand the consequences. There is a consistent use of this throughout school and staff manage behaviour very well.
- Pupils show a good understanding of the different types of bullying, including cyber-bullying. They felt that there was little bullying and that any instances were appropriately dealt with. Some children explained that if any children had any worries then 'Bubble Time' was used to help sort it out.
- The curriculum is enriched with additional visits and visitors, including using parents' different skills and experiences. The school celebrates its cultural diversity, which includes visits to different places of worship and through its links with a school in Africa. This promotes pupils' spiritual, moral, social and cultural development well.
- Pupils willingly take on different responsibilities. School councillors have been involved in looking at how to tackle issues of parking around school and peer buddies support younger pupils at lunchtimes.
- Behaviour and safety are not yet outstanding because pupils do not consistently have the opportunities to develop independence.

**The leadership and management are good**

- The headteacher has an unrelenting determination to improve all aspects of school performance. Rigorous analysis of the school's performance, including checks made on teaching and learning by the headteacher and senior leaders has resulted in rapid improvements in pupils' progress and the quality of teaching.
- Staff morale is high and all staff have high expectations and are clearly focused on improving the outcomes for all pupils. All staff work jointly on school improvement priorities in 'focus teams' which are led by middle leaders.
- Middle leaders, many of whom are new to their specific role, are involved in monitoring their areas of responsibility through book scrutiny, discussion with pupils and observation of lessons. They do not yet fully use the information from assessment and pupils' progress data to precisely identify the areas that will further raise outcomes for pupils in all subjects.
- Improvements to the curriculum include cross-curricular themed topics which involve the pupils, particularly in writing. 'Super learning' weeks, including a language and an enterprise week, prepare pupils well for the next stage in their education.
- Training for staff is appropriate and closely related to school improvement priorities. School leaders have used the best practice from within school to support improvements, as well as through local clusters of schools.
- The procedures for checking on staff performance are rigorous. Teachers understand that pay increases are linked to improved pupils' progress and that they are accountable for this.
- The new Primary School Sport funding is being used to provide specialist teaching and training for staff and pupils. The school has identified through a review of its current practice where pupils would benefit from increased sports opportunities, such as extra-curricular and lunchtime sports activities. This is improving their participation in sport, enhancing their skill levels and contributing well to their physical well-being.
- The local authority has provided on-going support to the school and the headteacher in order to improve pupils' achievement and the quality of teaching. This has also included specific training and support from specialists and other local schools, for example, in improving the Early Years Foundation Stage provision.

**The governance of the school:**

- Governors are highly skilled and knowledgeable about the school and have an accurate and well-informed view of the areas in which the school needs to improve. They have provided increasingly rigorous challenge, changing their own structures to ensure that they have a thorough view of the school's performance and the quality of teaching. Through their analysis of pupils' progress data and monitoring of the quality of teaching they have held the school to account for improvements and pupils' achievement. They ensure that performance management takes place and that it is clearly linked to improved outcomes and pay progression. Governors have a good understanding of the school's finances and have been rigorous in identifying how efficiently it is used. They ensure that pupil premium funding is used appropriately and check on its impact on the achievement of those pupils for whom it is intended. They ensure that safeguarding requirements are met.

## 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>	131030
<b>Local authority</b>	Manchester
<b>Inspection number</b>	426163

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>	598
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Helen Dobson
<b>Headteacher</b>	Deborah Howard
<b>Date of previous school inspection</b>	3 October 2011
<b>Telephone number</b>	0161 881 4266
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