

Old Hall Drive Primary School

Old Hall Drive, Gorton, Manchester, M18 7FU

Inspection dates

18–19 June 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement.

- There are still some weaknesses in leadership, teaching and pupils' achievement. This is why the school is not yet good.
- Targets for pupils and expectations of them are not high enough to ensure that they make faster progress in Years 1 to 6. This is especially so in writing and mathematics.
- The most able pupils do not reach the higher levels of which they are capable. Also, pupils of White British backgrounds are not achieving well enough when compared to others.
- Pupils do not consistently present their work well, spell accurately nor practise their handwriting skills.
- Teachers' knowledge of mathematics is not strong enough to help pupils do better.
- Pupils do not apply their mathematical skills across different subjects, and the most able do not solve more complex problems.
- Pupils are not consistently improving their work in response to teachers' comments.
- Not enough teachers take into account what pupils can already do when planning lessons.
- Leaders at all levels do not pay close enough attention to the quality of work in pupils' books when checking on the quality of teaching.
- The school does not check carefully on how well different groups of pupils are achieving. This is because information on pupils' progress is unclear.
- Governors are not checking on how well the pupil premium funding is being used to improve the achievement of pupils supported by it.

The school has the following strengths

- The proportion of pupils making expected progress by the end of Year 6, is improving.
- Teaching and achievement in the Nursery and Reception classes are good and sometimes better.
- Most pupils achieve well in reading because it is taught well and technology is used to help pupils.
- Pupils are now more interested in their work because teachers now plan more interesting activities in lessons.
- Attendance is high because the school works very well to maintain it.
- Pupils feel safe and behave well. Pupils from different backgrounds get on well with each other.
- Governors are challenging and are keen for the school and leadership to improve.
- The headteacher has ensured that support has been put in place to improve the quality of teaching.

Information about this inspection

- Inspectors visited a range of lessons across all classes.
- There were insufficient responses to the on-line questionnaire (Parent View) to enable inspectors to take parents' views into account. However, inspectors took account of the most recent responses to a parental questionnaire recently carried out by the school and talked to parents in the school grounds.
- Meetings were held with three groups of pupils and inspectors spoke with pupils at break and lunchtimes.
- Inspectors listened to pupils read from different year groups.
- Inspectors also held discussions with four governors, including the Chair of the Governing Body, a representative of the local authority and with school staff.
- The inspectors observed the school's work and looked at a number of documents, including the school's own data on pupils' current progress, documents relating to the school's plans for improvement, its procedures for checking the quality of teaching, records relating to behaviour and attendance and documents relating to safeguarding.
- The school's breakfast club was visited.

Inspection team

Clarice Nelson-Rowe, Lead inspector	Additional Inspector
Barabara Harrold	Additional Inspector
James Reid	Additional Inspector

Full report

Information about this school

- This is a much larger than average sized primary school.
- The proportion of pupils who are supported by the pupil premium is well above average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and those children who are looked after by the local authority.
- The proportion of pupils from minority ethnic groups is well above average. Pupils come from a wide variety of ethnic backgrounds.
- The proportion of pupils who speak English as an additional language is well above average.
- The proportion of disabled pupils and those with special educational needs supported through school action is above average. The proportion of pupils supported at school action plus or with a statement of special educational needs is well below average.
- Alternative education is currently provided for a small number of pupils on the school roll, in Bridgelea pupil referral unit.
- The school meets the government's current floor standards which are the minimum expectations for pupils' attainment and progress by the end of Year 6.

What does the school need to do to improve further?

- Further improve the quality of teaching, especially in Years 1 to 6, in writing and mathematics by:
 - raising the expectations of what pupils can achieve by teachers setting more challenging targets, especially for pupils from White British backgrounds and for the most able pupils
 - teachers checking more frequently on how well pupils are learning in lessons and to adapting activities more quickly so that work is always set at the right level of challenge
 - teachers taking into account what pupils can already do when planning lessons so pupils can progress more quickly
 - further improving the consistency of pupils responding to teachers' suggestions on how to improve their work
 - pupils presenting their work well, spelling correctly, checking their punctuation and practising their handwriting skills
 - pupils practising their mathematical skills in different subjects they are taught and for the most able to tackle more difficult problems
 - providing training for teachers to improve their mathematical knowledge.
- Further improve leadership and management, including governance by:
 - checking more closely on whether actions taken to improve the school, including extra staff, are helping to raise the achievement of pupils and so providing value for money
 - improving the information on how all groups of pupils are doing so that it is more easily understood by all staff, leaders and governors and to raise expectations of what pupils should be achieving, particularly those of White British background and most able pupils
 - all leaders, including middle leaders, frequently checking on the quality and level of work in pupils' books and in lessons, so that more guidance can be given on how to improve progress in mathematics and writing more quickly.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and governance may be improved.

Inspection judgements

The achievement of pupils

requires improvement

- Currently, the achievement of pupils is still not consistently good in writing and mathematics across Years 1 to 6 and requires improvement.
- Pupils of White British backgrounds do not always achieve the same as other pupils. Also, the most able pupils do not achieve as highly as they should.
- In the Nursery and Reception classes, all children achieve well and some very well.
- Children start school with skills usually below those typical for their age. However, by the start of Year 1, most broadly reach the levels they should and some reach even higher.
- Although now improving, pupils have not always been at or above the levels expected for their age by the end of Year 2, particularly in writing.
- By the end of Year 6, pupils are now consistently reaching the expected levels for their age in reading and mathematics, though less so in writing. However, not enough pupils are doing better than this, particularly the most able pupils and in writing and mathematics. This is because not enough is expected of pupils and targets for pupils' progress are not set high enough.
- Most pupils achieve well in reading throughout the school because the teaching of reading is good. Younger pupils, such as those in Year 1, are improving their reading skills well. Their results in the national tests to check reading skills are continuing to improve.
- Although mostly stronger than others, the progress of pupils who speak English as an additional language and pupils from different minority ethnic backgrounds, also requires improvement.
- Compared to their classmates, the standards reached by the pupils supported by the pupil premium funding in Year 6 in 2013, including those known to be eligible for free school meals, were lower by just over a term in mathematics and nearly two terms in writing. In reading it was the same. Currently, their progress also requires improvement. Leaders, including governors, have not been checking closely enough on whether the activities or extra staff to help them, are actually helping to raise their achievement.
- Inspectors mostly saw teaching assistants providing good support to those disabled pupils and those with special educational needs. However, as with other pupils in the school, these pupils' progress also requires improvement.

The quality of teaching

requires improvement

- Since the previous inspection, the quality of teaching has remained variable. Expectations are still not high enough for pupils between Years 1 to 6 to enable them to reach higher levels in their learning. Teachers are not building enough on the good start children made in their learning in the Nursery and Reception classes.
- The teaching of writing requires improvement. Pupils do not always spell correctly nor present their work well. Teachers accept untidy work too readily. Not enough pupils check their punctuation and practise their handwriting skills sufficiently so that they can improve these skills.
- There are good examples of well-presented, creative writing displayed in the school. For example, pupils have created their own 'I Have a Dream' speech for the school. However, such quality of work is not consistent across the school.
- The teaching of mathematics requires improvement. Pupils do not practise their numeracy skills in different subjects. Teachers' knowledge of mathematics is not good enough and so they do not always correct mistakes in pupils' work nor give clear explanations in lessons.
- The quality of marking is still variable since the previous inspection. Whilst more pupils do respond to teachers' suggestions on how to improve their work, this is not yet consistent across the school.
- Teachers do not plan work that is always hard enough for the most able pupils so they can achieve higher levels in their work. This is particularly the case in mathematics, where pupils are not given hard enough problems to solve so that they can use a wider range of mathematical

skills.

- Sometimes teachers do not carefully plan work that moves all pupils quickly on from what they can already do or know. During lessons, teachers do not check closely enough on pupils to ensure they are achieving well.
- There has been a strong focus on improving the quality of teaching since the previous inspection. A programme of lesson observations and support for teachers has resulted in some teachers improving the quality of their teaching. Lessons are also now more engaging and pupils take more interest in their work.
- The teaching of reading is good. This is because the school continues to ensure that pupils are taught the sounds that letters make (phonics) from an early age. Pupils are encouraged to explore stories and characters well. For example, in Year 5, pupils were highly engaged in discussions about the features of myths and legends that they have read. Pupils also stated that they very much enjoyed using technology to read stories and to be regularly tested on their understanding.
- Teaching in the Nursery and Reception classes is consistently good but sometimes better. Staff take great care in ensuring that children are safe and happy. They plan activities with a strong focus on developing skills quickly and ensure that children's progress is regularly reviewed. The outside area is used well to develop a wide range of skills.

The behaviour and safety of pupils are good

- The behaviour of pupils is good.
- The school's efforts to improve behaviour have resulted in a decrease in the number of exclusions. Pupils view their behaviour as mostly 'good, but not perfect'. Pupils recognise that there is a minority of pupils who do not always behave as well as they should.
- The school successfully uses a range of ways to support pupils who have difficulties with their behaviour, including art therapy in the school and the use of outside agencies for extra support. This includes the pupil referral unit (PRU) to support a small number of pupils.
- Pupils know the school rules well. A group of younger pupils said that the rules of behaviour were clear, and that it was 'to be kind, be happy, and look after one another'. Pupils from different ethnic backgrounds get on well together.
- In lessons, pupils are generally willing to take part in activities. Pupils settle to work quickly and concentrate for reasonable periods of time. This is because relationships between pupils and staff are good and improving. However, pupils do not consistently take pride in the presentation of their work.
- At break times, pupils play supportively and are friendly. They use equipment for playtimes well. Behaviour is also good at the breakfast club. Adults supervise pupils well but also take part in helping to support and improve their experience of play. Movement around the school is orderly.
- The school's work to promote high attendance is excellent. As a result, attendance was in the top 20% of schools last year. The school uses many ways to ensure that all groups of pupils attend school well.
- The school's work to keep pupils safe and secure is good. Pupils say they feel safe and understand what bullying is. They say that there is very little bullying in the school because the school will not accept it. They have good awareness of different ways to be safe, such as on the road and fire safety. However, their knowledge of how to be safe when using the internet is not as strong.
- Pupils take pride in leading aspects of the school's work, such as serving on the school council which organises events, including the school's Centenary anniversary celebration.
- The breakfast club helps to give children a positive start to the school day. A wide range of clubs after school, including the Kiwi club on Saturdays, helps pupils to develop confidence and social skills well.
- Parents told inspectors that they are happy with the care that the school provides for their children.

The leadership and management requires improvement

- Leadership and management requires improvement because the quality of teaching and pupils' achievement is not yet good. Senior leaders have not always successfully communicated higher expectations for pupils' achievement.
- The school's efforts to ensure that all groups of pupils equally succeed, requires improvement. This is because information on pupils' progress is unclear and not understood by all teachers, leaders and governors. As a result, the school has not checked closely enough on the achievement of groups of pupils, such as those from White British backgrounds, and ensuring that they do better.
- Leaders, including middle leaders, do not check frequently enough on the quality and level of work in pupils' books and in lessons, so that progress in mathematics and writing can improve more quickly through extra guidance to teachers.
- Plans for the improvements in the school are now more linked to key areas for improvement with the clear actions needed. However, actions taken to improve the school, such as additional staff and outside help, are not reviewed frequently and carefully enough, to check value for money in terms of raising pupils' achievement.
- Arrangements to check on the performance of teachers are in place and a clear link between teachers' performance and increases in salary is established. Any underperformance is now tackled swiftly so that the weakest teaching is now removed. There is a clear, well-understood link between staff performance and progress on the pay scale.
- The headteacher and leaders have an accurate view of the strengths and weaknesses in the school's work. This is well supported by the local authority through their checks on how well the school is doing.
- The headteacher is helping to create a team of staff who are increasingly committed to doing their best to help pupils achieve. They are aware that they need to improve more in their teaching and they feel well supported to do so.
- The school makes good use of the primary school sport funding through employing a specialist teacher to develop pupils' skills and those of other staff. This has helped to improve the quality of physical education lessons, but also the range of clubs on offer to develop pupils' fitness. A specialist music and drama teacher was observed supporting pupils in role play, singing and exploring musical instruments. Such experiences, promotes pupils' good spiritual, moral, social and cultural development.
- **The governance of the school:**
 - Governors know the school well because they visit regularly. They know about the quality of teaching and how the school performs in comparison with other schools. Governors have a secure understanding of the school's finances and the arrangements to manage the performance of teachers. They are clear about what the school needs to do to improve and what they need to do to become a better governing body. However, due to the lack of clarity in the information the governors receive about pupils' achievements, they have not been successful in reviewing the impact of the use of the pupil premium on the achievement of those who are eligible to that support. Governors are very aware of this and welcome a review in this area.

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

Unique reference number	130394
Local authority	Manchester
Inspection number	442407

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	471
Appropriate authority	The governing body
Chair	John Corcoran
Headteacher	Michael Cowieson
Date of previous school inspection	5 February 2013
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