

Inspection of Old Hall Drive Academy

Old Hall Drive, Gorton, Greater Manchester M18 7FU

Inspection dates: 21 and 22 May 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Outstanding
Previous inspection grade	Good

The principal of this school is Hayley Brooker. This school is part of Wise Owl Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Sophie Murfin, and overseen by a board of trustees, chaired by James Battle.

What is it like to attend this school?

Pupils at this school are well cared for and valued highly. They are proud of their school and the role that it plays as a respected part of the community. Pupils' best interests lie at the heart of the school's work. This helps pupils to feel happy. They flourish from the support that they receive.

Pupils enjoy being at school. They realise the value in their education, and they work hard to get the best out of their learning. Pupils understand the school's high expectations for their achievement and for their attitudes to learning. They readily rise to the challenge. Many pupils achieve well in subjects across the curriculum. From the beginning of the early years, children develop a passion for learning and quickly settle into school routines. Pupils across the school are enthusiastic learners.

Pupils are highly supportive of one another. Younger pupils benefit from spending quality time with older pupils, who offer guidance and act as role models. For example, during lunchtimes, pupils of different ages dine together and enjoy each other's company. Older pupils support younger pupils in their roles as 'buddies'.

Pupils benefit from a range of opportunities that develop their talents and interests, such as choir and dodgeball clubs. Year 6 enjoys special 'mission' days, including taking part in outdoor, adventurous pursuits.

What does the school do well and what does it need to do better?

With the support and direction of the trust, the school has established an ambitious curriculum that meets the needs of pupils, including those with special educational needs and/or disabilities (SEND). The school understands the context of its community and uses this knowledge well to make the curriculum interesting and relevant. In the main, the curriculum clearly sets out the knowledge, vocabulary and values that it wants pupils to learn from the start of the Nursery Year to the end of Year 6.

Children in the early years get off to an excellent start. Many enter without the knowledge or developmental characteristics that are typical for their age. The school swiftly addresses these gaps. It has carefully crafted the learning environment to support all areas of children's learning. Children show imagination, independence and confidence while they immerse themselves in play. The school has ensured that staff have a wealth of expertise to help children to learn effectively. Consequently, children in the early years blossom and are more than ready for the next stage of their learning.

In the main, the school's focused approach to ensuring that pupils learn well permeates the rest of the school. Staff routinely check that pupils remember and apply the information that they have been taught. However, in a small number of subjects, where subject leadership is new, the curriculum is not being delivered as

effectively as the school sets out. As a result, some pupils have gaps in their knowledge.

Reading is a high priority. Pupils read from a wide range of high-quality texts and enjoy the work of many different authors. Across school, pupils relish reading. In the Nursery Year, children learn to recognise different sounds and rhymes. This helps them to be ready to start learning from the phonics programme as soon as they start in the Reception Year. Those children who struggle to learn new sounds receive close support. As pupils move into key stage 1, the school enables them to build on these solid foundations to become confident and fluent readers.

The school has a clear approach to quickly identifying pupils with SEND. Skilled staff provide tailored support to help pupils with SEND learn well.

The school places high emphasis on ensuring that pupils know and follow the school's rules. Staff make sure that the environment is quiet and purposeful to enable pupils to focus on their learning. Children in the early years play together pleasantly, listening to each other and sharing equipment respectfully. The school sets firm expectations that pupils will have high levels of attendance. Staff have a tenacious and successful approach to removing any obstacles that prevent pupils from attending school regularly.

Pupils benefit from a thoughtfully designed programme that helps them to become positive, successful citizens. For example, pupils support charities, and the school has adopted a local train station which pupils care for to enhance their sense of community and responsibility. Pupils are listened to and know that their opinions matter. Members of the school council act as responsible advocates for other pupils. The school places a strong focus on developing pupils' empathy and resilience. Pupils are kind and tolerant of other people. This is a school where differences are celebrated.

Trustees and the local governing body provide effective support and challenge. They want the best for pupils. They are also mindful of staff's workload. Staff appreciate the comprehensive support for their well-being, in particular the communication and dialogue with the school whenever new initiatives are proposed.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, the school's curriculum is not delivered as effectively as leaders intend. New leadership in these subjects is in the early stages of development. The school should ensure that new subject leadership becomes fully established so that staff deliver the curriculum as intended.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	142501
Local authority	Manchester
Inspection number	10321451
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	471
Appropriate authority	Board of trustees
Chair of trust	James Battle
CEO of the trust	Sophie Murfin
Principal	Hayley Brooker
Website	www.oldhalldrive.co.uk
Dates of previous inspection	22 and 23 January 2019, under section 5 of the Education Act 2005.

Information about this school

- Old Hall Drive Academy is part of the Wise Owl Trust.
- In recent years, the school has undergone considerable staffing changes.
- The school does not use any alternative provision for pupils.
- The school runs a before- and after-school club.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- During the inspection, the lead inspector met with the principal and with other leaders. She also met with members of the local governing body, including the chair of governors. The lead inspector met with members of the board of trustees and a representative of the local authority.
- Inspectors carried out deep dives in the following subjects: English, including early reading, mathematics, history, science and modern foreign languages. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke with teachers, spoke with a range of pupils about their learning and looked at samples of pupils' work. Inspectors also discussed the curriculum in other subjects and looked at samples of pupils' work.
- The lead inspector heard some pupils from Years 1 to 3 read to a familiar adult.
- Inspectors talked with pupils in meetings. An inspector visited the breakfast club and spoke with pupils during breaktimes and lunchtimes.
- Inspectors considered the responses to Ofsted Parent View, including the free-text comments. Inspectors also spoke with some parents and carers during the inspection.
- Inspectors reviewed the responses to Ofsted's online surveys for staff and for pupils.
- Inspectors reviewed a range of school documents, including school policies, school improvement documents, records of support for families and a sample of documents for pupils with SEND. Inspectors also looked at minutes from local governing body meetings, information about pupils' leaving and starting at school and records relating to pupils' behaviour and attendance.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interest first.

Inspection team

Sheena Clark, lead inspector

His Majesty's Inspector

Valmai Roberts

Ofsted Inspector

Sarah Midgley

Ofsted Inspector

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024