



Manchester Road Primary School

Inspection Report

Unique Reference Number 106208
LEA Tameside
Inspection number 277509
Inspection dates 22 May 2006 to 23 May 2006
Reporting inspector Mr Peter Jones CfBT Lead Inspector

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

Type of school	Primary	School address	Manchester Road
School category	Community		Droylsden
Age range of pupils	4 to 11		Manchester, Lancashire M43 6GD
Gender of pupils	Mixed	Telephone number	0161 3703079
Number on roll	367	Fax number	0161 3706113
Appropriate authority	The governing body	Chair of governors	Mrs J Taylor
Date of previous inspection	19 June 2000	Headteacher	Mr Bob Winn

Age group 4 to 11	Inspection dates 22 May 2006 - 23 May 2006	Inspection number 277509
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a large primary school on the border of Tameside and Manchester. The number of pupils on roll is reducing as a result of a fall in the local birth rate. Pupils' attainment to the school on entry is below average. The percentage of pupils known to be eligible for free school meals is below average and the proportion with learning difficulties and/or disabilities is above average. The majority of pupils are of White British heritage. The school is working towards gaining the Healthy Schools Award.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school that gives good value for money. Inspectors consider overall effectiveness to be better than the school's judgement, and this reflects the school's sustained effort to improve all areas. Pupils behave well, have good attitudes to work and are well cared for and supported in this inclusive school. The parents and carers of pupils feel their children are happy and progressing well. All pupils, including those with learning difficulties and/or disabilities, make good progress. Provision in the Foundation Stage is good. Most enter with below average attainment; often with weak language skills, and by the end of Year 6 their standards and progress in English and mathematics are above average. This is because teaching and learning, the curriculum and leadership and management are good. Standards and achievement in science are broadly average and could be higher. This is because teaching of the investigative and experimental aspects of science needs improvement so that more pupils can reach the higher levels. Assessment of pupils' work is satisfactory, but the marking of pupils' work does not give enough guidance to inform them about what they should do next to improve. The tracking of pupils' progress is not yet consistently developed throughout the school and does not fully reveal exactly how well pupils are progressing.

The school is well led and managed and sets itself high targets. It has come further in meeting these than its self-evaluation recognises. The governing body is extremely supportive and performs its duties well. There has been good improvement since the last inspection and the school is well placed to improve further.

What the school should do to improve further

- Improve the teaching of the investigative and experimental aspects of science, and of scientific vocabulary, throughout the school.
- Improve the accuracy and consistency of the tracking of pupils' progress and ensure that pupils are informed of what they need to do to improve further.

Achievement and standards

Grade: 2

Inspectors judge achievement and standards to be good rather than the school's satisfactory judgement. Pupils throughout the school, including those with learning difficulties and/or disabilities, achieve well and make good progress, responding well to challenging targets. On entry to the school, pupils' attainment is below average and well below average in communication, language and literacy. They achieve well in the Reception classes in all areas of learning, most notably in their personal and social development, thanks to the good teaching and support they receive. Standards are broadly average by the end of the Foundation Stage. Pupils make good progress in Years 1 and 2, although weaknesses in boys' writing limit overall attainment. However, there has been improvement as a result of the school's effective action. Effective progress continues in Years 3 to 6 and pupils reach good standards in English and mathematics. In science, progress and the standards reached are satisfactory. The

school has recognised the need to improve the teaching of the more investigative elements of science and the importance of scientific vocabulary to raise the performance of all, especially its more able pupils.

Personal development and well-being

Grade: 2

Inspectors agree that pupils' personal development and well-being are good. The pupils work hard, behave well and are all fully involved in school initiatives. The school council is thriving, and the pupils' Eco committee is successfully working to monitor and reduce the school's consumption of power and water. The work of both groups of pupils provides good examples of how the school encourages pupils to take responsibility and contribute to the community. Pupils enjoy school and attendance is satisfactory with good punctuality. Their future economic well-being is fostered by the emphasis placed on them all achieving well in literacy and numeracy. They have many opportunities to develop their sporting interests, although they wish they had a grassed area for sports. Older pupils take part in 'enterprise' projects that prepare them very well for the world of work. The school's zero tolerance approach to bullying is considered to be clear and effective by pupils.

The spiritual, moral, social and cultural development of pupils is good. They respect the feelings and views of others and work well in teams. The pupils cooperate well in the playground, with older pupils organising games for everyone. Healthy eating and regular exercise are embedded in the school's comprehensive personal, social, health and citizenship education programme. Pupils gain an understanding of their own heritage and other cultures through art and design and religious studies, but are less secure about their role in multicultural Britain.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good throughout the school and better than the school judges. The best teaching has high expectations, with pupils working diligently, listening carefully, and completing their work accurately. Throughout the school, pupils' progress in science is only satisfactory. This is because teaching is not structured sufficiently well to promote learning through investigation, experimentation and the use of correct scientific terms. Pupils with learning difficulties and/or disabilities make good progress thanks to the good teaching and the support they receive from the skilled and dedicated teaching assistants. Information and communication technology (ICT) is used particularly well to engage pupils' interests. The youngest pupils enjoy their activities and have great fun learning new things. They are confident and secure in their surroundings and learn happily. They respond to skilful teaching reflecting upon the importance of 'good listening.'

The marking of pupils' work, although supportive and giving good praise, does not always identify clearly what it is that the pupils need to do next to improve. Tracking of pupils' progress, although in place, is not consistently developed throughout the school. This results in the work teachers set not always matching the needs of individual pupils, thus restricting their progress.

Curriculum and other activities

Grade: 2

Inspectors judge the curriculum provision to be good, better than the school's satisfactory judgement. Positive developments have been undertaken in recent time to develop a rich and stimulating educational environment for the pupils. This has contributed well to the development of the social and emotional needs of the pupils.

The school has correctly identified literacy, ICT and science as areas for further development. The use of ICT is now developing well to enable pupils to use their developing skills across a wider range of subjects. However, there remains a need for a more rigorous focus on investigations in science and on developing scientific vocabulary to raise pupils' standards.

The curriculum is enriched well with a good range of additional activities including a wide range of sports, music and residential visits. Pupils are taught well about healthy food options, recycling of materials to care for the environment and encouraged to consider lifestyle choices.

Care, guidance and support

Grade: 2

The care and support in school are good. Personal development and social awareness are given considerable attention; every child matters. Although staff review pupils' academic progress regularly, the processes lack consistency and rigour and do not always ensure that work is matched to the needs of individual pupils, or inform them enough about what they need to do to improve. Pupils who are looked after and those who have additional needs receive good support and care from school and outside agencies. Induction and transfer arrangements are effective. Children say that they feel safe, that they have people they can talk to or they can drop notes into a 'worry box'. Child protection and health and safety procedures are in place. The school has worked hard to respond to the needs of the parents and improve communication with them, a key issue from the last inspection. Parents are supportive of the school and one parent said 'My child is so happy here'.

Leadership and management

Grade: 2

Leadership and management of the school are judged good by inspectors, an improvement on the school's satisfactory judgement. Since his appointment, the headteacher, ably supported by the deputy headteacher and staff, has successfully

led an extremely thorough school review aimed at driving up standards. The issues raised in the last inspection have been successfully tackled. Long term school strategic planning, a key issue at the last inspection, is carefully laid out in the new development plan. It is well monitored and reviewed by management and governors. Leadership of the Foundation Stage is good. The monitoring of teaching and learning by senior management is rigorous and perceptive. Subject coordinators are taking a greater role in school management, although they are still at an early stage of establishing a clear overview of standards and provision in their subjects. There are good opportunities for staff development to further improve the learning opportunities for pupils.

The finances are well managed and take consideration of the effects of the falling roll on school budgets. The school remains well staffed and resourced, and the provision of the new ICT suite and the development of the Foundation Stage outside areas are good examples of recent improvements, though the interior of the school requires updating. The forward-looking governing body is well informed and discharges its duties and responsibilities with energy and invention. Governors support the school unstintingly, but are rigorous in their role as critical friends. Standards and achievement remain consistently good overall and there is the capacity to improve further.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for being so friendly and for making us feel welcome when we visited your school. We enjoyed our time with you, especially talking to you and finding out about all the interesting things that are happening in your school.

What we liked most about your school.

- You like coming to school and everyone gets along very well together.
- We know that your headteacher, deputy headteacher and governors know how to make your school even better!
- Teachers and classroom assistants work hard to help you to learn.
- Your behaviour is good and you work hard.
- The school keeps you safe and happy.
- We know that you enjoy the extra-curricular and sports activities but would like a grassed area to play on.

What we have asked the school to do now.

- We would like your teachers to look for even better ways of teaching experiments and investigations in science, and to use scientific words.
- Make sure that you know how well you are doing and how you need to improve your work.

We appreciated talking to you and watching you learn. We wish you well for the future.