



# Old Hall Drive Primary School

## Inspection Report

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**Unique Reference Number** 130394  
**LEA** Manchester  
**Inspection number** 282142  
**Inspection dates** 6 February 2006 to 7 February 2006  
**Reporting inspector** Mr James Kidd CfBT Lead Inspector

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

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<b>Type of school</b>	Primary	<b>School address</b>	Old Hall Drive
<b>School category</b>	Community		Gorton
<b>Age range of pupils</b>	3 to 11		Manchester, Lancashire M18 7FU
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0161 223 2805
<b>Number on roll</b>	408	<b>Fax number</b>	0161 223 9440
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Cllr J Bridges
<b>Date of previous inspection</b>	25 September 2000	<b>Headteacher</b>	Mrs Kate Grindrod

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## **Introduction**

The inspection was carried out by three additional inspectors.

## **Description of the school**

This is a large primary school, catering for pupils between the ages of three and eleven. It is situated about three miles from the centre of Manchester. The percentage of pupils eligible for free school meals is high. Children's attainment in communication, language and literacy on entry to the school is exceptionally low and the proportion of pupils with learning difficulties and/or disabilities is well above average. Pupils are predominantly of white British heritage, with an average number from minority ethnic backgrounds. The percentage of pupils for whom English is not their first language is broadly average.

## **Key for inspection grades**

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

## **Overall effectiveness of the school**

### **Grade: 4**

In accordance with Section 13 (3) of the Education Act 2005, HMCI is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure necessary improvement.

Inspectors agree with the school that its overall effectiveness is inadequate and judge that it provides inadequate value for money. Standards are low and pupils of all levels of ability make inadequate progress in their learning. Provision in the Foundation Stage is satisfactory and pupils in this stage make good progress in their social development and satisfactory progress overall. In Key Stages 1 and 2, teaching is not strong enough to effect sufficient improvement in pupils' learning but, because the school cares deeply for the children in its charge, personal development, care, support and guidance are satisfactory with some good features. Behaviour is satisfactory overall, but the conduct of a significant minority of pupils during lessons is inappropriate. Attendance is below average but improving. The curriculum does not meet the needs of all learners. Although improving because of strategies introduced by the temporary leadership, attendance remains below average. Leadership and management, including governance, are inadequate because they have not successfully addressed the issues from the school's inspection in 2000 or succeeded in raising standards and achievement since that time. The temporary leadership has introduced a variety of well-founded initiatives to bring about improvement but these have not had enough time to have a significant impact on teaching, learning, standards and achievement. Hence, the school does not demonstrate the capacity to improve.

### **What the school should do to improve further**

Raise standards and improve progress for all groups of pupils by:

- improving the quality of teaching and learning, ensuring that teachers challenge their pupils realistically and have high expectations of what they can achieve
- ensuring that school leaders monitor and evaluate performance rigorously in all areas of all school life and take effective action to make improvements where necessary
- ensuring that the governing body holds the school rigorously to account for its performance
- continuing to work with pupils, their parents and carers to improve attendance.

## **Achievement and standards**

### **Grade: 4**

The inspection team agrees with the school's evaluation that the achievement of pupils is inadequate and that standards are too low. Children enter the school with exceptionally low attainment in language, literacy and communication skills and make

satisfactory progress in their learning in both the nursery and Reception. Standards are below average overall by the end of their time in the Reception class but children's progress in developing their social skills is good. Pupils make inadequate progress in Years 1 and 2 and few are on course to achieve beyond the basic level expected by the end of Year 2. Standards in writing are particularly low.

At the end of Year 6 standards are low. They have fallen significantly over the past three years, and progress for all groups of pupils across Key Stage 2 is inadequate. In the 2005 national tests, for example, pupils made insufficient progress compared to their attainment at the end of Year 2. They did not reach their targets in English and mathematics in these tests and their performance in science was particularly disappointing. The school has recently introduced a progress tracking system, which enables teachers to identify underachievement more rapidly. As a result, progress in the current Year 6 is beginning to improve, albeit slowly. There is no significant difference between the performance of boys and girls.

## **Personal development and well-being**

### **Grade: 3**

The school judges personal development and well-being as satisfactory. Inspectors agree although they judge some aspects to be inadequate. The majority of pupils enjoy coming to school and behave well in lessons, at breaks and at lunchtime. They feel safe from bullying and say that when incidences occur the school takes them seriously. However, a significant minority of pupils do not have positive attitudes towards school and their behaviour in some lessons is detrimental to their own and others' learning. Attendance is below average but is improving because of the strategies put in place by the school's temporary leadership.

Pupils understand the importance of healthy eating and regular exercise. Spiritual, moral, social and cultural development is satisfactory and the many displays in classrooms and on corridors support learners' awareness of different religions and of cultural diversity, demonstrating an improvement in provision for cultural development since the last inspection. The school council meets regularly, has a keen understanding of the concept of citizenship and contributes well to pupils' sense of community. However, achievement in literacy and numeracy is inadequate and the school is, therefore, not preparing its pupils effectively for their future economic well-being.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 4**

The school judges teaching and learning to be satisfactory but inspectors judge them to be inadequate. This is because the quality of teaching over time has not been good enough to improve standards and teachers have not demonstrated high enough expectations of what their pupils can do. Achievement has suffered as a result and many pupils have little confidence in their abilities to do well. The temporary leadership

has introduced regular monitoring of teaching quality, including the scrutiny of pupils' written work, but the effect of this has yet to be fully realised. Teaching takes too little account of the needs of pupils of all abilities and therefore lacks realistic and sufficient challenge. The pace of teaching is often slow, learners do not complete enough work and become easily distracted. In good lessons, teachers work hard to vary their methods, children are motivated to learn at a faster pace and they respond well to the activities. However, opportunities for pupils to learn independently are few and children find it difficult to take more responsibility for their own progress.

Assessment is improving and the new tracking systems to gauge how well pupils are progressing are accurate. However, information gained is not used effectively to plan future work for pupils of all abilities and in all years. The quality of marking is inconsistent and many pupils are not aware of their targets in mathematics and English.

## **Curriculum and other activities**

### **Grade: 4**

Inspectors do not agree with the school's view that the curriculum is satisfactory and judge it to be inadequate overall because it does not meet the full range of pupils' learning needs in Key Stages 1 and 2. It does not promote the aspirations of more able pupils and planning does not match the capabilities of children with learning difficulties and/or disabilities. However, the curriculum in the Foundation Stage is satisfactory. It is both imaginative and inclusive and supports children's personal and social development well.

Good displays in classrooms and on the corridors reinforce learning well. The Year 4 Rain Forest display, for example, makes effective links between geography and English. A satisfactory range of extracurricular activities, including sport, engages pupils' interests outside of lesson time and promotes healthy lifestyles well. Links with the local community are increasing. However the curriculum does not have enough opportunities for pupils to develop the skills and confidence they need to secure their future well-being.

## **Care, guidance and support**

### **Grade: 3**

Inspectors agree with the school's evaluation that care, guidance and support are satisfactory. Pupils feel safe and say, 'teachers take care of you here and there is always an adult to talk to if we have problems.' Arrangements for the induction of children into the nursery and main school are comprehensive and effective.

The tracking of pupils' achievement is at an early stage of development and information is not yet used effectively to provide realistic challenge and to set targets to increase the rate of pupils' progress. Learners are not fully aware of what they need to do to improve their work.

Child protection procedures are secure and vulnerable pupils are identified quickly. The school works well with outside agencies to support these children. Risk assessments are in place and the school follows health and safety procedures closely. Teaching

assistants provide satisfactory support for pupils with learning difficulties and/or disabilities.

## **Leadership and management**

### **Grade: 4**

Inspectors do not agree with the school that leadership and management are satisfactory and judge them to be inadequate. Since their arrival at the school in September 2005, the members of the temporary leadership team have worked tirelessly, with vitality and enthusiasm, and in partnership with the local authority, to improve the quality of education pupils receive. However, it is too soon to judge the impact of this work. Temporary leaders have established well-founded strategies to improve school self-evaluation but it is too early to assess their effectiveness. Over time, self-evaluation has not been robust enough to enable leadership and management to improve teaching and learning. Standards and achievement have declined significantly as a result. Subject leaders have not evaluated the performance of their curriculum areas effectively enough to influence planning for improvement. The school now recognises that there is an overriding need to ensure that teaching and learning are effective enough to give the pupils the best possible chance to succeed. The school takes satisfactory account of the views of parents and pupils as part of its self-evaluation procedures.

The leadership of provision for pupils with learning difficulties and/or disabilities is inadequate. Although teaching assistants provide satisfactory support for these learners, the monitoring of their progress is a weakness, and this adversely affects their achievement.

Governance is inadequate. The governors have not held the school to account for low standards over a considerable period of time and have not ensured that the issues identified at the last inspection have been fully addressed. The school's lack of a satisfactory track record of improvement since its last inspection and the lack of time for the work of the temporary leadership team to have an impact mean that capacity to improve is inadequate.

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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>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	4	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	4	NA
The capacity to make any necessary improvements	No	NA
Effective steps have been taken to promote improvement since the last inspection	No	NA

### Achievement and standards

<b>How well do learners achieve?</b>	4	NA
The standards <sup>1</sup> reached by learners	4	NA
How well learners make progress, taking account of any significant variations between groups of learners	4	NA
How well learners with learning difficulties and disabilities make progress	4	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	3	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	3	NA
The attendance of learners	4	NA
How well learners enjoy their education	3	NA
The extent to which learners adopt safe practices	3	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	4	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	4	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	4	NA
<b>How well are learners cared for, guided and supported?</b>	3	NA

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	4	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	4	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	4	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	4	NA
How effectively and efficiently resources are deployed to achieve value for money	4	NA
The extent to which governors and other supervisory boards discharge their responsibilities	4	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
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
<b>The extent to which providers ensure that learners stay safe</b>	
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
<b>The extent to which learners make a positive contribution</b>	
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
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	No
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 all so much for welcoming us to your school and for being so polite and friendly. We enjoyed our visit and want to share with you what we thought about your school. We know that most of you enjoy school and are very appreciative of how your teachers help you to learn. We know too that many of you are proud of your school. However, we have decided that the school needs to be helped to improve as a matter of urgency.

What we have asked your school to do now

- We have asked your teachers to help you improve in all your subjects by setting you some harder work and expecting you to reach higher standards. You can help in this by trying as hard as you can and always behaving well in your lessons.
- We think your headteacher and deputy headteacher have worked very hard since September to try and improve the school. We believe it is important now that your headteacher and the governors, keep a close check on how well everyone is doing and this helps the school to improve.
- We noticed that the attendance of some pupils is not good enough and that some children are away from school unnecessarily. We have therefore asked your teachers to work with parents, carers and pupils to make sure that attendance improves. We want all pupils to attend school unless they are ill because this will help them to learn better.

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