



# Old Trafford Community School

Inspection Report

**Unique Reference Number** 131045  
**Local Authority** Trafford  
**Inspection number** 293695  
**Inspection dates** 4–5 October 2006  
**Reporting inspector** Jeffery Plumb

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

<b>Type of school</b>	Primary	<b>School address</b>	Malvern Street
<b>School category</b>	Community		Old Trafford, Manchester
<b>Age range of pupils</b>	3–11		Lancashire M15 4FL
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0161 9124875
<b>Number on roll (school)</b>	340	<b>Fax number</b>	0161 9124870
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Ms Jan Lancaster
		<b>Headteacher</b>	Mrs J Stott
<b>Date of previous school inspection</b>	4 February 2002		

<b>Age group</b> 3–11	<b>Inspection dates</b> 4–5 October 2006	<b>Inspection number</b> 293695
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

The school is situated in a community which presents a wide range of challenges. The proportion of minority ethnic pupils is well above the national average. A very high number of pupils are at an early stage of learning to speak English. A large number of pupils enter the school part way through the school year. They come into all year groups, but the largest proportion of these pupils come into Key Stage 2. Some from refugee and asylum seeking families have experienced considerable trauma in their lives which impacts adversely on their confidence to communicate. There are four looked-after children. The number of pupils eligible for free school meals is exceptionally high. The proportion of pupils with learning difficulties and/or disabilities is well above the national average. In some year groups the number is exceptionally high. The school has achieved the Healthy Schools Award. Plans to become an extended school are well advanced.

## 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 and improving school. Effective leadership and good management ensure that pupils from a wide range of ethnic backgrounds gel well and make good progress. Racial harmony is a strong feature. Pupils' understanding of cultural diversity is mature for their age. Pupils who join the school with little or no use of the English language make rapid gains in reading and writing because of effective teaching methods. Achievement in English has been consistently good in recent years. A magical ingredient in this successful school is the good quality care experienced by vulnerable pupils. They gain in confidence and become enthusiastic learners. The school is well placed to become an extended school. Improvement since the last inspection is good.

All pupils achieve well. Most pupils who complete the journey through the school from Year 1 to Year 6 reach the standards expected nationally. New arrivals into Key Stage 2, often with gaps in their schooling and no use of the English language are taught well and entered for the national tests to promote their self-esteem. This affects results. Standards in the national tests for 11-year-olds in 2006 were below the national average in English, and well below in mathematics and science. Over 58% of the pupils who sat the tests in that year joined the school after the usual time of entry. In addition a very high proportion of these pupils could not speak English when they entered the school. Nonetheless, test results have shown a rising trend in recent years, particularly in English.

Rigorous tracking of pupils' progress and use of target setting in English has raised achievement. Conversely, lack of target setting in mathematics slows pupils' progress. Evidence shows that the current Year 5 pupils have benefited from decisive action taken by the headteacher to sort out a weakness that existed in the quality of teaching in Years 3 and 4. Consequently their standards are close to those expected nationally for pupils of their age. Year 6 pupils are catching up on some gaps in their learning resulting from the weaker teaching they experienced at the start of Key Stage 2. Teaching is now good throughout the school. The school provides good value for money.

Pupils' personal development and well-being is good. Pupils have a buzz for learning and behave well. They say, 'We feel very safe at school.' Attendance is below the national average, but rising year on year because of effective action taken by the school to improve it. Pupils' fitness is promoted well and they have a good understanding of why they should eat healthy food. Through exciting enterprise projects their work-related skills are fostered effectively. An innovative curriculum ensures that pupils' basic skills are developed well through a range of interesting and enjoyable activities. The senior leadership team work very effectively together. They evaluate pupil performance meticulously and take action to raise achievement. Capacity for improvement is good.

### What the school should do to improve further

- Raise standards in mathematics and science by the end of Year 6.

- Accelerate progress in mathematics by ensuring that all pupils have clear targets to improve their mathematical skills.
- Work with parents/carers to improve attendance.

## **Achievement and standards**

### **Grade: 2**

Children's attainment on entry to the Foundation Stage is well below that expected nationally. They make good progress throughout the school. Achievement is good. Achievement in English has been consistently good in recent years and standards are rising. Pupils' progress is slower in mathematics and science but their achievement is still good. Most pupils who remain in school from Year 1 to Year 6 reach the standards expected in the national tests for 11-year-olds. Overall, in 2005 and 2006 test results were below the national average in English, and well below in mathematics and science. To build their confidence, pupils who join the school very late during Key stage 2, often not able to speak English, are entered for the tests. The school's commitment to dignity for all pupils is outstanding. Inevitably it brings down results compared with all schools nationally, but achievement measured against pupils' starting points has been consistently good in recent years.

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

### **Grade: 2**

Pupils enjoy school. Overwhelmingly, they have positive attitudes to learning. They say, 'Our lessons are too good to be true.' Behaviour is good. Race relations are excellent. Attendance is below the national average because of the number of extended holidays taken during term time by a significant minority of pupils. Because of effective strategies to address this problem attendance is improving year on year. Pupils' fitness and health are promoted well. They consider that they are involved in decisions to improve their school through a vibrant school council. Their work-related skills have been developed well through their involvement in a project to open a community caf, on the school's site. Pupils' spiritual, moral, social and cultural development is good.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Typically teaching is lively and well planned. It creates an environment conducive to learning and enables pupils to make good progress. Activities in lessons are well matched to pupils' prior learning. Teaching assistants are deployed effectively to ensure that pupils with little or no use of the English language achieve well. Visual cues and bilingual resources are used effectively to support these pupils. Targeted support ensures that pupils with learning difficulties and/or disabilities are engaged in learning and make good progress. On rare occasions where teaching is only

satisfactory in mathematics, activities are not suitably matched to the learning objectives for the lesson and so the pupils' progress is slowed. Marking of pupil's books is consistent and comments provide them with helpful pointers to improve their work.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good. Recent changes based on an analysis of pupils' performance have raised achievement. This is clearly seen in the phonics programme which has had a marked impact on raising standards in reading and writing. Innovative planning ensures that key skills are covered in all subjects. The creative curriculum makes a valuable contribution to the development of pupils' communication, mathematical and problem solving skills. Visits contribute well to pupils' learning. The range of clubs is limited. Those provided enrich the curriculum. Effective partnerships with local secondary schools enable provision to be made for French, Spanish and the performing arts. This contributes to pupils' enjoyment for learning.

## **Care, guidance and support**

### **Grade: 2**

The quality of care lies at the heart of this successful school. Outstanding use is made of external agencies to support vulnerable pupils. Parents are very appreciative of the care their children receive. Pupils say, 'We feel safe at school and we can talk with our teachers about anything that bothers us.' Child protection procedures are thorough. All adults in school are checked for their suitability to work with children. Essential risk assessments are conducted rigorously. Teachers track pupils' progress meticulously. Challenging targets are set for all pupils to improve in English, but they are not given specific targets to improve their mathematical skills. Consequently pupils' progress is better in English than in mathematics.

## **Leadership and management**

### **Grade: 2**

Good leadership and management ensure that all pupils are fully included in every aspect of school life. All staff share the headteacher's clear vision and commitment to improve achievement. The senior leadership team work together well to drive up standards. The school has effective systems in place to know how well it performs. Decisive actions are taken to enable it to improve. Through its own accurate self-evaluation it has identified the need to improve subject leadership. To achieve this it has recently created leading teacher posts. These teachers have, in a short space of time, successfully trained newly qualified teachers in the methods suitable for teaching pupils with English as an additional language. However, they have not yet had sufficient time or training to be fully effective in their new role.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</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>	2
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	4
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

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

### The quality of provision

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

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



## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

Thank you for your warm welcome to us as guests in your school. We enjoyed talking with you about your work, and were delighted with the enthusiasm you have for learning.

What we judge to be good about your school

- The rapid gains you make with your reading and writing
- The way in which those of you who join the school not able to speak English are supported and so quickly and confidently begin to speak English
- The good progress you make in your learning because of the good teaching you receive
- The way in which your teachers care for you and help you to get fit and keep healthy and safe
- The fact that you are all so actively involved in making decisions about how to improve your school
- The good leadership provided by your headteacher and all of your teachers.

What we have asked your school to do now

- Raise standards in mathematics and science
- Give you clear targets in mathematics to support you in improving your mathematical skills
- Improve the attendance of those of you who are away from school for long periods of time.

Please keep up your hard work and support your teachers in making this an outstanding school.