

Old Hall Drive Primary School

Inspection report

Unique Reference Number	130394
Local Authority	Manchester
Inspection number	328530
Inspection dates	9–10 July 2009
Reporting inspector	Lynne Read

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	345
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mrs Rachel Daniel
Headteacher	Mrs Jane Gornell
Date of previous school inspection	3 July 2007
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Old Hall Drive Gorton Manchester M18 7FU
Telephone number	0161 223 2805
Fax number	0161 223 9440

Age group	3–11
Inspection dates	9–10 July 2009
Inspection number	328530

© Crown copyright 2009

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by three additional inspectors.

Description of the school

This larger-than-average primary school serves an area of Manchester that is socially and economically disadvantaged. The proportion of pupils claiming free school meals is exceptionally high. Most pupils are of White British backgrounds, but around a third come from one of 14 other minority ethnic groups. The proportion of pupils learning English as an additional language is, at almost 20%, higher than average. An average proportion of pupils have learning difficulties and/or disabilities. A very high number of pupils leave or enter the school part way through their education. The school holds several awards, including Healthy Schools.

The Early Years Foundation Stage offers full-time places in the Nursery and Reception classes. Most pupils are taught in mixed-age groups. The school runs a daily breakfast club.

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, Her Majesty's Chief Inspector 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 the necessary improvement.

Pupils' personal development and well-being are inadequate and have declined since the previous inspection. Behaviour in the classroom is often satisfactory and sometimes good. However, pupils and parents report problems with bullying together with incidents of a racist and sexist nature, usually on the playground. Such incidents are not always recorded and followed up effectively by the school. Out of class, pupils are boisterous and pay little heed to the rules of conduct on corridors. Some pupils do not feel safe. Attendance is improving but remains a little below average overall, and the rate of exclusion is high. A school council is in place but does not meet regularly enough for pupils to contribute their views systematically and frequently. School self-evaluation does not take enough account of parents' views and paints a much too positive picture of performance. The pastoral support provided for pupils is inadequate and sometimes procedures outlined in the school's own policies are not followed. For example, essential training for child protection has not run to schedule. Parents feel that their views are not always taken seriously and that complaints are not always addressed. The breakfast club provides a good start to the day and the family workers provide good help for the most vulnerable pupils. A satisfactory partnership with the local secondary school prepares pupils soundly for the next stage of education. However, links with other agencies are inadequate because they do not promote pupils' well-being and community cohesion appropriately.

Since the previous inspection, the school has worked hard, with some success, to improve achievement. When children enter the Nursery, their development is well below that expected for their age. Progress in the Early Years Foundation Stage is now good and standards have risen at the end of Key Stage 1. However, those at Key Stage 2 remain well below average, although pupils' progress and achievement are satisfactory overall. The quality of teaching is satisfactory, as it was in 2007, but the proportion of good teaching is not yet high enough for the school to reach its own challenging targets. The curriculum is satisfactory and some developing links between subjects are enabling pupils to practise and consolidate key skills in literacy, numeracy and information and communication technology. Special teaching programmes are successful in supporting pupils who need extra help. Pupils say they enjoy learning. The programme for personal and social education ensures that pupils can make informed choices of diet. Pupils have satisfactory opportunities for physical exercise but say they would like more sporting opportunities out of school time.

The school's leaders and governors have taken satisfactory steps to improve pupils' achievement since the last inspection. However, they are failing to ensure an acceptable quality of care for pupils. Therefore, leadership and management, governance and improvement since the last inspection are all inadequate. Systems for assessing and tracking pupils' progress are in place and swift action is taken where expectations are not being met. Systems to evaluate how well equality of opportunity is promoted and discrimination eliminated are not effective. Community cohesion is inadequate and there is no evaluation of policy and practice. In light of these failings, the school's capacity to improve is inadequate and it provides inadequate value for money.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Provision in the Nursery and Reception classes is a strength and children benefit from good teaching and learning. Their behaviour and personal skills are good. Children's development at entry to Nursery is well below that expected for their age and a significant proportion has difficulty with language and personal skills. Full-time education in the Nursery provides a good boost to early learning. Over the two years in the Early Years Foundation Stage children make good progress and this marks a good improvement on previous years. Most pupils are now working at or around expected levels by the time they enter Year 1.

In both classes, children's progress is assessed regularly and tasks are planned effectively to build on developing knowledge and skills. Staff are well led by the coordinator and work effectively as a team. They provide an interesting curriculum that has a good element of child-chosen activities to develop independence. The outside environment is used well to support all aspects of learning in the Nursery. The Reception class children have satisfactory opportunities to work outdoors but planning does not always make full use of the local environment to extend their knowledge and understanding of the world. Good attention is given to welfare requirements and parents are encouraged to take an active role in their children's education. The 'stay and play' sessions and home-school book help to ensure good communications between school and home.

What the school should do to improve further

- Improve pupils' behaviour and eliminate all aspects of bullying and incidents of a racist and sexist nature.
- Improve the monitoring and evaluation of procedures and policies for welfare, child protection, equal opportunities and community cohesion to make sure they are having the desired impact.
- Ensure that parents' and pupils' views are taken into account when evaluating the school's performance.
- Improve systems for recording incidents and investigating parents' complaints and ensure that the outcomes are monitored rigorously.
- Increase the proportion of good teaching so that the improvements in achievement are sustained and standards rise.

Achievement and standards

Grade: 3

Despite the fact that standards at the school are significantly below average, achievement is satisfactory overall. More pupils are meeting the challenging targets that are set year on year and some improvements in progress and attainment are emerging. However, the full impact on national test results has yet to be seen. The high numbers of pupils leaving and entering the school part way through their education has an adverse impact on test results. Nevertheless, the managers and governors recognise that standards are too low and need to rise.

In previous years, pupils' starting point in Year 1 was below average. Lesson observations and reliable school records show that pupils are making at least satisfactory progress through Key Stage 1 and there are pockets of good progress, especially in Year 2. Standards have improved for this age group but remain below average. An improved emphasis on learning about sounds and letters is helping to promote reading and writing skills.

Pupils in the current Year 6 have worked hard to overcome the underachievement from previous years and many have made good progress in the last 12 months. However, too few of the more able pupils are working at the higher level. In Years 3 to 5 pupils make at least satisfactory progress and an increasing number are meeting the challenging targets set for them. Assessment records for Year 5 pupils show their attainment is close to average for the age group. Pupils who have learning difficulties and/or disabilities or who are learning English as an additional language make satisfactory progress towards their targets because they have extra support in lessons. Pupils in the special teaching or intervention groups have work tailored to their needs and often make good progress.

Personal development and well-being

Grade: 4

Most pupils appreciate the things that school offers them and have a positive attitude to working and learning. They know about healthy lifestyles, including the importance of a good diet and taking regular exercise. Most enjoy their lessons. Behaviour around school and on the playground is inadequate, however, and some pupils show little regard for the needs and feelings of others. Pupils' spiritual, moral, social and cultural development is inadequate. In some instances, relationships are not good enough and pupils say that bullying, especially at lunchtimes, means they do not feel safe. Some pupils do not engage well enough with those from different ethnic backgrounds and name-calling of a racist nature is a problem.

A school council is in place but has not met recently so members have little opportunity to present pupils' views. Several pupils make an appropriate contribution to the school community and enjoy taking responsibility for jobs. For example, they run a healthy tuck shop at playtimes and help to organise playground equipment. Such experiences, together with improved achievement, prepare pupils satisfactorily for their future. In spite of concerted efforts by staff, attendance is slightly below average and some pupils' timekeeping is poor. Some improvements have been seen in punctuality and in reducing absence, largely through the efforts of the family workers. However, pupils from a minority of families continue to have too many absences.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching is satisfactory overall and some is good. Lessons generally have a productive atmosphere. Behaviour issues are usually handled well in the classroom and most pupils show a willingness to learn. Teachers make the purpose of the lesson explicit so pupils know what they are expected to achieve. In some classes, pupils are increasingly encouraged to evaluate their own work which helps them to become independent learners.

In many lessons, the whole-class introduction is interesting and includes short practical activities and opportunities for discussion. In others, however, pupils listen passively for too long and concentration begins to drift. Teachers have raised their expectations of what pupils can achieve and independent work is set at different levels of challenge, or with support, to meet pupils' needs. However, there are occasions when more able pupils are not stretched enough. Marking is generally good in writing and provides pupils with helpful advice on how they can improve their work. It is less detailed in mathematics. Experienced teaching assistants provide appropriate, targeted support in class to help behaviour and learning and enable all to access the lesson. They provide good support in the sessions for small groups of pupils who need additional help.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory and meets the needs of pupils. Appropriate strategies have been put in place to raise standards. Special teaching programmes boost progress, especially for pupils who are not meeting expectations and those who need extra help with their learning. Similar provision for the more able pupils is at an early stage of development. Teachers have made a start in linking subjects together so that pupils have more frequent opportunities to consolidate their reading, writing and mathematical skills. This is now a focus for further development. A satisfactory programme for health education is in place and is helping pupils to understand the benefits of a healthy lifestyle. However, the programme for personal, social and cultural education is inadequate in promoting respect for other people's rights, feelings and beliefs.

Regular visits out of school, including a much enjoyed residential experience, are well chosen to broaden pupils' horizons and fire their interests. Pupils recently enjoyed a carnival parade in the locality that provided them with a good opportunity to show off their creative work. The range of after-school clubs offers a satisfactory choice of activity but pupils would like more opportunities to develop their physical skills.

Care, guidance and support

Grade: 4

Academic guidance is firmly established and tracking records provide a clear picture of pupils' progress. Teachers and managers use the information well to provide a boost to learning, where needed. Individual targets for pupils show them what they need to do to improve and provide a long-term goal to aim for. The family workers provide good support for vulnerable pupils and their families. The 'Kiwi club' offers new and exciting adventures for them often at weekends to extend the learning week.

Procedures for safeguarding pupils by checking on the suitability of staff meet current requirements. However, systems for ensuring the care and welfare of pupils are inadequate. Pupils say they are sometimes dissatisfied with the actions taken by adults following their complaints or requests for help, especially at lunchtimes. Parents also feel that some issues are not resolved satisfactorily. Records of incidents reported are basic and some do not clearly show actions taken, resolutions or follow-up checks. There is no recorded action following the school's pupil surveys where concerns about safety are expressed. Some important policies are not sufficiently understood or implemented. For example, child protection training has not been delivered in accordance with the school's policy. Supervision at break times is satisfactory. However, when the whole school shares the playground at lunchtime, supervision is inadequate because the playground is crowded, making it difficult for adults to monitor all the activities sufficiently closely.

Leadership and management

Grade: 4

The leaders, managers and governors of the school have taken effective measures to improve achievement. Challenging targets are set and systems for monitoring teaching and learning ensure that any underperformance is detected quickly and addressed. Some pockets of good

progress are now evident, although they are not yet showing in the school's national test results. Good leadership in the Early Years Foundation Stage means that children have a good standard of provision and welfare.

However, leaders and managers in Key Stages 1 and 2 are not ineffective in providing a high standard of care for pupils and ensuring that the school is free from inappropriate behaviour. The school's evaluation of its performance is more positive than inspection findings and does not take full account of pupils' and parents' views.

The school's monitoring of welfare provision has failed to identify areas where actions do not match policy and the single equalities policy has not been effective in eliminating incidents of a racist or sexist nature. The promotion of community cohesion is inadequate. Although strategies have led to pupils participating in local events, they have not improved communication between some families and school. The learning environment does not adequately reflect the culturally rich and diverse nature of the school's population.

The governors bring appropriate expertise and experience to the management of the school and are themselves setting challenging targets for achievement. This has contributed to the picture of improving achievement and governors are strongly committed to improving standards. Governors are determined to recruit more parents to fill the vacant posts within the governing body and to give parents a stronger voice. The governors have a committee that monitors welfare and safeguarding but they have not done enough to ensure that all pupils feel safe.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	4
Effective steps have been taken to promote improvement since the last inspection	No
How well does the school work in partnership with others to promote learners' well being?	4
The capacity to make any necessary improvements	4

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and/or disabilities make progress	3

¹Grade 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.

Personal development and well-being

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

The quality of provision

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	4
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	4
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	4
How well equality of opportunity is promoted and discrimination eliminated	4
How well does the school contribute to community cohesion?	4
How effectively and efficiently resources, including staff, are deployed to achieve value for money	4
The extent to which governors and other supervisory boards discharge their responsibilities	4
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	Yes
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

Inspection of Old Hall Drive Primary School, Manchester, M18 7FU

Thank you very much for the warm welcome and for helping my colleagues and me when we came to visit your school. I would like to tell you what we found.

You told us that you enjoy learning. It was good to hear about the fundraising work which shows that you care about those less fortunate in the world. We saw that the breakfast club provides you with a good start to the day. You said that you really enjoy your visits to places of interest and had a good time participating in the carnival recently. The after-school clubs provide you with some interests but we agree with you that more varied opportunities for sport would be good.

Some of you told us about problems on the playground, especially at lunchtimes. You said that some pupils' behaviour made you feel 'worried, embarrassed and annoyed'. Your parents also told us about the same problems and were sad that they have not been resolved. I have asked your school to put better systems and training in place to make sure you are safe, improve behaviour and eliminate bullying and racism. I have also asked that the staff make detailed records of any incidents reported and to ensure they reply fully when your parents make a complaint. Unfortunately, the school council has not been meeting recently. I have asked your teachers to ensure that pupils' views are heard regularly and together with your parents' views, taken into account when planning improvements in school. I have also asked that careful and regular checks are made to ensure that these changes are making the school a better and safer place for everyone. At the moment, although your school provides you with an acceptable standard of education it requires 'special measures'. This means that your school will get some extra help and inspectors will visit regularly to check how well it is improving.

The Nursery and Reception children are making good progress. From Year 1 upwards, progress in lessons is getting better. Many of you are reaching the targets that your teachers set for you. I have asked your teachers to make sure that more lessons are good so that you continue with this better progress in order to raise the overall standards at the school. Thank you once again for the interesting conversations we had, for letting us know your views so clearly and allowing us to share in your school day.

Please accept my best wishes for the future.