

# Oswald Road Primary School

## Inspection report

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<b>Unique Reference Number</b>	131030
<b>Local Authority</b>	Manchester
<b>Inspection number</b>	328548
<b>Inspection dates</b>	22–23 April 2009
<b>Reporting inspector</b>	Kathleen McArthur

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.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	454
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
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Zoe Watters
<b>Headteacher</b>	Ms Sharon Campbell
<b>Date of previous school inspection</b>	1 March 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Oswald Road Chorlton-cum-Hardy Manchester M21 9PL
<b>Telephone number</b>	0161 881 4266
<b>Fax number</b>	0161 881 4319

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by three additional inspectors.

## Description of the school

This very large two-form entry school serves a culturally diverse inner-urban area. Just over half the pupils are drawn from minority ethnic backgrounds, mainly Pakistani. About 38% of pupils speak English in addition to their home languages, of which Punjabi is the most common. The proportion of pupils entitled to free school meals is below average. The proportion of pupils with learning difficulties and/or disabilities is close to the national average. The Early Years Foundation Stage provides a Nursery and two Reception classes.

The school holds various awards, including Healthy Schools, Artsmark and Investors in People status.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

This satisfactory school gives sound value for money. It is a harmonious community of happy, friendly pupils. Many parents commented positively on the way the school celebrates diversity to enable pupils of all cultures to learn and play happily together. Good features include pupils' personal development and well-being, the curriculum and the Early Years Foundation Stage. Inspection findings did not fully match the school's judgements about how effective it is because school self-evaluation is inconsistent. Recent appointments have invigorated the senior leadership team that has established a clear educational direction and successfully engaged all staff in a range of measures which are beginning to improve standards. Together with the school governors, this team gives the school satisfactory capacity for further improvement.

Achievement is satisfactory and standards are broadly average by the end of Year 6. Pupils reach standards expected for their age in all subjects, have good communication skills and express their ideas well. Progress is good in the Early Years Foundation Stage. It is satisfactory through Key Stages 1 and 2 where expectations of what pupils can achieve, particularly the more able, are not always high enough. Teaching is satisfactory overall, but with greater consistency and an increased proportion of good teaching since the last inspection. Staff now set clear learning objectives and make good use of targets, prompts and resources, but some lessons lack challenge, especially for the more able pupils. Teaching assistants provide good support for pupils who speak English as an additional language. Resources for pupils with learning difficulties and/or disabilities are somewhat limited and this contributes to their satisfactory rather than good progress.

Relationships between pupils and their teachers and between pupils are good. Pupils behave well. They are enthusiastic, especially when actively involved in their own learning, and they are particularly cooperative in group tasks. They show good understanding of healthy lifestyles, say they feel safe in school and do not think bullying is a problem. Attendance is satisfactory, but has declined recently due to some families taking holidays during term time. Too many pupils arrive late each day. Cultural education is a major strength of the school and is promoted very effectively through the arts, drama and music. Good personal skills together with satisfactory academic and information and communication technology (ICT) skills give pupils a sound basis for their future lives.

The school provides a good curriculum. Enrichment is a major strength, effectively interweaving all subjects through art, music and creative activities seen in vibrant wall displays and good quality artwork. Care, guidance and support are satisfactory. Pupils are well cared for. Effective systems have recently been put into place to monitor academic progress closely and these are being used increasingly to identify where additional support is needed. Leadership and management are satisfactory rather than good as judged by the school, because measures have not yet had sufficient impact on improving standards over a sustained period of time. However, the picture is improving. Leaders and managers have appropriately addressed most areas for development from the previous inspection. A number of parents commented that the school does not communicate well with them. The inspectors agree.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Parents praise the good start and sensitive care children receive in the Early Years Foundation Stage. Most children enter with skills that are typical for their age. Good teaching and learning mean they achieve well and enter Year 1 at standards slightly above the nationally expected level. Strong emphasis on developing personal and social skills has ensured continuous improvement in this area. Children show consistently good attitudes, are keen to learn and their attendance is good. They clearly enjoy the wide range of vibrant, exciting experiences available both indoors and outside. This is partly due to the fact that they are involved in planning the activities! Teaching is skilled, analytical, and well planned. Good assessment systems and regular monitoring meetings, provide accurate information that is used effectively to plan the next steps in children's learning. Arrangements for children's welfare fully meet requirements and four staff are trained as paediatric first-aiders. Good leadership ensures that children benefit from a well trained, strong and effective team of practitioners. Clear aims are set out in the Early Years Foundation Stage action plan to extend provision to include toddlers and increase parental involvement.

### What the school should do to improve further

- Raise expectations of what pupils, especially the more able, should achieve to accelerate progress in Key Stages 1 and 2.
- Make available more resources to support pupils with learning difficulties and/or disabilities.
- Improve attendance and punctuality.
- Improve communications with parents and carers.

A small proportion of the schools whose effectiveness is judged satisfactory but have areas of underperformance will receive a visit by an Ofsted inspector before their next Section 5 inspection.

## Achievement and standards

### Grade: 3

Standards in both Key Stage 1 and Key Stage 2 were broadly average in the tests in 2008, a slight dip over previous years, particularly in writing. School data show these cohorts had specific issues that impaired progress and standards. In the current Year 6, most pupils are on course to meet their targets this year. Many pupils progress well in English, especially reading. They have good oral skills and a secure knowledge of letter sounds. Over time, progress for different groups of pupils has varied. For example, pupils learning to speak English as an additional language progressed more slowly than their peers. As a result, more support has been provided for these pupils, which is proving successful. School data show that they are now making better and often good progress. Pupils with learning difficulties and/or disabilities make satisfactory progress, but limited resources mean some do not make as much progress as they could. Currently, the school's main focus is to raise standards in writing, using clear learning objectives, prompts and easily recalled rhymes. Consequently, pupils are becoming increasingly confident and competent writers.

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

### **Grade: 2**

Inspectors judge pupils' personal development to be good, rather than outstanding as the school evaluated. Spiritual, moral, social and cultural development is good. Pupils are polite, well mannered and behave well, showing care and respect for one another and for the different cultural heritages represented in school. A well thought out assembly programme encompasses many issues for reflection including forgiveness, integrity and charity giving. Pupils have a keen awareness of the need to keep healthy by eating sensibly and drinking water. Older pupils have reviewed school lunches and are campaigning for healthier packed meals. The well established school council has been involved in successful lobbying to improve toilet provision. Pupils take part in local community activities, for example, displays for the library, planting flower baskets and distributing harvest baskets. Pupils say they feel well prepared for life beyond primary school. Preparation for future economic well-being is satisfactory and pupils participate in entrepreneurial problem solving and fundraising projects.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Pupils say they enjoy their lessons. They are enthusiastic learners, happy to work collaboratively or independently and usually make the progress expected of them. However, expectations of what they should achieve, particularly the more able, are not always high enough. Examples of good progress were seen where teaching is strongest, for example, in a Year 6 numeracy lesson that fully challenged and stimulated pupils' thinking and problem solving skills. Pupils know their targets and have opportunities to assess their own learning, although this is not fully established in all classes. Lesson plans usually indicate how tasks will be adapted for different abilities, but do not always offer enough challenge to the more able pupils. In some lessons teachers talk too much which limits the time pupils have to complete tasks that reinforce their learning. Where this happens pupils' progress is slower. Where marking practice is best teachers give clear guidance to pupils about how they can improve their work. This good practice is not evident in all classes.

### **Curriculum and other activities**

#### **Grade: 2**

Many aspects of the curriculum are rich and varied and it meets all statutory requirements. Improvements since the previous inspection include better resources and standards in ICT and the introduction of French. The curriculum is considerably enhanced by contacts with partner schools in Zambia and Pakistan. This has had a positive impact upon subjects such as music and contributes to pupils' good personal and cultural development. Pupils and parents comment positively on the wide variety of popular extra-curricular activities and clubs which include drama, French, Bollywood dance, and gardening. Musical opportunities include choir, recorders and clarinets. However, despite the many strengths of the curriculum, standards in English, mathematics and science remain satisfactory.

## Care, guidance and support

### Grade: 3

Pupils are well cared for so they feel safe and secure, and adults are readily available if needed. Child protection procedures and requirements for safeguarding pupils' welfare fully meet statutory requirements. Recently introduced procedures to check on pupils' academic progress are good; the performance of different groups is closely analysed to identify and remedy underachievement. However, these have not been in use long enough to have had a sustained effect on improving standards. Good arrangements support children when they start school and strong links with secondary schools ensure that pupils are well prepared for their next stage of education. Support for pupils who speak English as an additional language has improved since the last inspection and is now strong. Inspectors agree with the significant number of parents who hold the view that the school does not allocate sufficient resources to ensure that some pupils with learning difficulties and/or disabilities receive the support they need. Measures to improve attendance and punctuality are not as effective as they should be.

## Leadership and management

### Grade: 3

Since the last inspection, leaders and managers have effectively improved some of the areas identified as needing development. The curriculum is now more creative, making learning more enjoyable, there is greater consistency in the quality of teaching and there is improved provision in ICT and for pupils learning to speak English as an additional language. However, there has been less improvement in ensuring that all pupils are challenged and supported effectively or in pupils' better attendance. Not all learners receive equal opportunities because there is not sufficient challenge for the most able in a significant number of lessons and resources for pupils with learning difficulties and/or disabilities needs are limited. The school's contribution to community cohesion is satisfactory. Pupils' understanding of global issues and of other cultures is well developed. There was no evidence of discrimination, creating an ethos in which pupils from different cultures blend as a harmonious community. Parents regard this as a particular strength of the school. In contrast, the inspection questionnaires returned reveal that a number of parents feel that some leaders are poor in communicating with, listening to and engaging with them and the local community.

Governance is satisfactory. Governors are increasingly determined to be more informed about key areas of the school's performance to enable them to be more influential in effecting improvement.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	3
The capacity to make any necessary improvements	3

### 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 <sup>1</sup> 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

<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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	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	3

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	3

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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

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

Inspection of Oswald Road Primary School, Chorlton-cum-Hardy, M21 9PL

The other inspectors and I would like to thank you all for your help when we inspected your school. We met lots of polite, friendly smiling pupils so we could see straight away that you enjoy school and most of your parents agree.

I would like to tell you what we found out.

- Oswald Road School is a happy diverse community and gives you a satisfactory education.
- The Early Years Foundation Stage gives children a good start in school.
- You make sound progress and reach the standards expected for your age.
- You work hard, behave well, feel safe and are very caring and respectful towards others. You feel confident to move on to the next stage of your education.
- You enjoy a very rich curriculum with lots of art, music and sports and a good choice of after-school clubs.
- The school is run satisfactorily and provides suitable care and guidance for you all.

There are four things that I have asked your headteacher and governors to do to help to improve the school further.

- Help you make faster progress in Key Stage 1 and Key Stage 2, especially those of you who find learning easier than most.
- Provide more resources to help those of you who find your work more difficult than most.
- Make sure you all attend regularly and arrive on time every day.
- Improve communication with your parents and carers.

So, look out for more challenges in your work and be sure to come to school every day and on time!