

Old Trafford Community School

Inspection report

Unique Reference Number	131045
Local Authority	Trafford
Inspection number	341087
Inspection dates	28–29 April 2010
Reporting inspector	Diane Auton

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	340
Appropriate authority	The governing body
Chair	Mr Richard Caulfield
Headteacher	Mrs Judith Stott
Date of previous school inspection	4 October 2006
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 23 lessons and observed 15 teachers in their classrooms; approximately half of inspection time was spent looking at learning, including time spent looking at pupils' work. They held meetings with governors, staff, groups of pupils, and parents and carers. They observed the school's work and looked at a range of documentation, including data about pupils' progress and attainment, the school's planning documents, policies, procedures and records. They reviewed information provided by parents and carers in 73 completed questionnaires. They also took into account the views pupils and staff expressed in their questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the standards attained by pupils, the rate and continuity of the progress they make across the year groups and key stages in all subjects and whether they are on track to reach nationally expected standards by the end of Key Stage 2
- how effectively teaching and the curriculum build on pupils' skills, year on year and across the key stages
- how well provision in the Early Years Foundation Stage enables children to progress in their learning and development.

Information about the school

This large school serves an ethnically diverse community. Its pupils come from a wide range of backgrounds and heritages, including African, Caribbean, Asian, British and Eastern European, with more than 20 different languages spoken at home. A significant proportion of pupils are at an early stage of learning English as an additional language. The proportion of pupils known to be eligible for free school meals is greater than that found in most schools; the proportion with special educational needs and/or disabilities is also above average. The number of pupils who enter or leave the school at times other than the usual transition points is higher than in most other schools. The school has experienced a number of changes in teaching staff since its last inspection.

The school provides a drop-in café for parents and carers, a parent-toddler group and after-school activities for pupils, including a homework club, as part of its extended provision.

Since its last inspection the school has gained the Bronze Artsmark and the Bronze Eco-Schools Award.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This good, inclusive school serves the needs of its diverse community with dedication and care. Pupils from a wide range of backgrounds learn and play together harmoniously and the school is a happy place of learning. Well-led, effective practitioners ensure that teaching methods and the curriculum are responsive to pupils' needs and interests. As a result, pupils enjoy their learning activities and apply themselves well; their overall progress in learning is good and attainment is rising.

From very low overall starting points on entry to Nursery, pupils progress well throughout the school and go on to achieve broadly average standards by the end of Year 6. The school's curriculum builds effectively, year on year, on the successful learning that takes place in the Early Years Foundation Stage. Good teaching is underpinned by the effective use of assessment. The quality of provision is evaluated rigorously. Expectations are high and pupils respond to this positively, growing in confidence as learners. Those who are learning English as an additional language are supported well and enabled to make good progress. Careful consideration is given to pupils' welfare. Sensitive and effective support provided for vulnerable pupils and those who have special educational needs and/or disabilities enables them to make good progress.

Improved provision in recent times has contributed strongly to the rise in attainment. However, the school sees this as 'work in progress' and is aware, for example, that standards in writing, although they have risen, are not yet high enough and that some aspects of teaching, including marking and the use of individual learning targets are not having the consistently positive impact on learning outcomes for pupils that the school is aiming for. The school's otherwise well crafted development plan does not set out sharp enough success criteria for the actions aimed at improving progress and standards in the year groups below Year 6.

The effective headteacher and dedicated governors have steered the school safely through a period of staffing changes. With the support of effective senior staff, the headteacher has sustained a strong team ethos, with a clear focus on the school's improvement. Self-evaluation is largely accurate, based on rigorous and systematic monitoring. The school tracks pupils' progress carefully and reviews it each term. This has enabled underachieving pupils and those with additional needs to be identified and given extra help. Strategic planning involves governors and staff through the year in reviewing progress towards improvement targets. All of this, together with the skills and talents of staff and leaders, means that the school has good capacity to continue to improve.

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What does the school need to do to improve further?

- Set out precise success criteria in the school's development plan for actions aimed at improving progress and standards in each year group, so that the impact of actions can be accurately measured.
- Ensure consistency in the quality of marking and in the use of individual learning targets, so that pupils always have a clear picture of what they need to do to improve their work and of what the next steps in their learning should be.
- Raise standards in writing, by ensuring that pupils are given a wide range of opportunities to practise and develop their writing skills in work across the subject areas.

Outcomes for individuals and groups of pupils

2

Pupils apply themselves well and make good progress in lessons, showing interest and enthusiasm. They work well with a partner or in groups and this is helping them to develop and offer their ideas readily. Although starting points on entry to Key Stage 1 are considerably below average for the age group in literacy and numeracy, pupils in all year groups show that they are eager to learn and both their responses in lessons and the work in their books indicate that they are making good progress. Standards at the end of Key Stage 2 have fluctuated over the last three years, but have been below average overall. Because the school has worked hard to change this picture through improvements in provision, standards have begun to rise and are now much closer to the national average. Progress information shows that the current Year 6 is securely on track to reach broadly average standards in English and mathematics by the end of the year. In all the other year groups, pupils are making good progress in reading and mathematics. Although overall standards in English are rising across the school, progress in writing is satisfactory rather than good and standards in writing are still a little below average, lower than those in reading. Pupils with special educational needs and/or disabilities achieve well as a result of the good provision made for them in this very inclusive school.

Pupils show good awareness of issues relating to healthy living and personal safety. They enjoy taking responsibility as influential school councillors. They form good relationships with each other and with the adults in school and they say they are confident that help is on hand if they encounter any problems. Their achievements in improving their basic skills are helping to prepare them for the future. They demonstrate good study habits and concentration skills. They show a good understanding of the sound moral values the school promotes, reflected in their good behaviour and considerate attitudes. They show a good awareness and understanding of the range of faiths and cultures represented in their community and take part in discussing and reflecting on serious issues in lessons and assemblies. Attendance is greatly improved and is now broadly average, with the small minority of pupils still at risk of poor attendance identified and supported.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Good teaching contributes well to pupils' learning and progress and to their personal development. Teachers set high expectations for effort and behaviour in lessons and pupils respond positively to this. Lessons are planned well to take the range of pupils' needs into account. The pace of learning is brisk, the level of challenge is good and teachers use questioning well to extend pupils' thinking. Teachers ensure that pupils are given a clear understanding of what they are expected to do and to achieve. Marking is conscientious, but does not always give clear enough advice to pupils about how to improve their work. Although individual learning targets are used, their effectiveness is variable and pupils do not always understand how well they are doing and what the next steps in their learning should be. Regular assessment ensures that teachers have a good overview of progress and enables them to identify and support those who need additional help. Teaching assistants make an effective contribution to pupils' learning, especially those who have additional needs.

The curriculum is planned well to reflect pupils' interests and this ensures that they are engaged fully. Opportunities for pupils to practise and develop their basic skills through

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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work across the areas of learning are helping to raise overall attainment, although the focus on developing writing skills through work across other subjects is not sharp enough. The curriculum is enriched by opportunities for pupils to develop skills in sports, creative and performing arts and a modern foreign language. Further enhancement is added through visits, including residential trips, visitors and a virtual link with a school in France. Well-planned provision for pupils with special educational needs and/or disabilities ensures that they enjoy full access to learning and social inclusion. Pastoral care is good and the school works sensitively to support vulnerable pupils and their families. This is helping to break down barriers to learning and progress that many pupils encounter. Effective steps are taken to promote attendance and the school works supportively with families at risk of poor attendance.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Governors and staff at all levels share the headteacher's clear vision and resolve to take the school forward and to achieve the best possible outcomes for pupils. Middle leaders contribute well to assuring the quality of provision and the ongoing drive for the school's improvement. The school's leaders set challenging improvement targets, based on detailed knowledge achieved through systematic review. The school's development plan sets out well-designed action plans for raising attainment and improving progress across the school. Success criteria are defined sharply in terms of expected outcomes for Year 6, but not sharply enough in respect of outcomes for the other year groups and this limits the school's ability to measure its effectiveness in detail. Rigorous monitoring systems help to assure the good quality of teaching and the curriculum. The supportive, well-informed governing body is an effective critical friend to the school. Most parents and carers expressed positive views of the school and initiatives to support communications, such as regular newsletters, are received well by many families.

The school complies well with statutory requirements for safeguarding, health and safety and child protection through well-managed procedures and through ongoing review of their effectiveness. Its inclusive ethos promotes equality of opportunity and access to educational entitlement well. The school contributes well to community cohesion through a broad range of partnerships and activities. Good collaborative links with the high school and a nearby special school benefit pupils at transition points and help to enhance curriculum provision. Extended provision helps to welcome parents and

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carers into school and supports extra-curricular provision for pupils. The school collaborates with a range of agencies that support pupils' health, welfare, social and learning needs. The school's partnerships with religious leaders in the community contribute well to its ethos of mutual respect and understanding.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Most children enter the Nursery class with skills that are well below the expected levels for their age. They make good progress in the Early Years Foundation Stage. By the end of the Reception Year although most children's attainment is below average in most of the areas of learning, they have gained very positive attitudes and have become happy, interested learners. The quality of teaching is good and children are provided with a stimulating learning environment, both indoors and in the attractive outdoor area. There is a good balance of activities chosen by the children and those led by adults, and children are thereby supported well in developing the skills that lead to independence. Effective assessment is supported by a wide range of evidence gathered through observations of children in their activities and staff use this to plan the next steps in children's learning and to meet their individual needs. The setting is effective in supporting children with speech and language delay and those who speak English as an additional language, enabling them to become increasingly confident communicators. Children interact well with each other and enjoy warm, trusting relationships with the caring staff; as a result, they grow in confidence, they are happy and secure and ready to learn. They settle quickly because induction procedures are sensitive and staff forge positive relationships with parents and carers. The setting is well led and managed and

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members of the staff team work together well. Provision is monitored regularly and this supports ongoing improvements. Procedures to ensure children's welfare are very good and meet all requirements.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

About one fifth of parents and carers responded to the questionnaire. A very large majority of those who responded said they agree or strongly agree that they are happy with their children's experience at the school. This is in line with the inspection team's judgement on the school's good overall effectiveness. A small number of parents and carers were critical of the school's management of unacceptable behaviour: the inspection team did not agree with them, finding that pupils' behaviour is good and that it is managed well by the staff.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Old Trafford Community School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 73 completed questionnaires by the end of the on-site inspection. In total, there are 340 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	37	51	31	42	2	3	2	3
The school keeps my child safe	34	47	33	45	2	3	3	4
The school informs me about my child's progress	25	34	33	45	8	11	3	4
My child is making enough progress at this school	27	37	34	47	10	14	2	3
The teaching is good at this school	34	47	30	41	4	5	2	3
The school helps me to support my child's learning	26	36	35	48	6	8	3	4
The school helps my child to have a healthy lifestyle	32	44	37	51	3	4	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	24	33	33	45	4	5	4	5
The school meets my child's particular needs	29	40	34	47	7	10	1	1
The school deals effectively with unacceptable behaviour	30	41	28	38	5	7	7	10
The school takes account of my suggestions and concerns	24	33	33	45	5	7	7	10
The school is led and managed effectively	30	41	32	44	2	3	6	8
Overall, I am happy with my child's experience at this school	34	47	27	37	5	7	5	7

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



30 April 2010

Dear Pupils

Inspection of Old Trafford Community School, Old Trafford, M15 4FL

Thank you for making the inspection team so welcome when we visited your school.

As you know, we came to see how well the school is doing and how you are all getting on with your learning. Old Trafford is a good school and these are some of the things we found out about it.

Your school is a happy place of learning and you are well behaved and polite young people. You work hard in your lessons, you enjoy your work and you get on well with each other and with the adults in school. The Early Years Foundation Stage gets your education off to a good start and the school gives you a good standard of education. You are given good teaching and interesting lessons and the grown-ups in school look after you well. You are making good progress in your learning. Each year pupils from Old Trafford are getting closer and closer to reaching national standards at the end of Year 6. Well done. Keep up the good work!

There is still some work to be done to make Old Trafford the best school it can possibly be. This is what I have asked the headteacher and the staff to do.

- Set out, in the big plan that they make each year, exactly how much improvement they hope to achieve in the standards pupils reach in every year group. This is so that they can measure how well all the things they are doing are helping you to make progress.
- Make sure that the marking in your books always helps you to know how to improve your work and that your targets help you understand what the next steps in your learning should be.
- Raise standards in writing, by finding lots of opportunities for you to practise your writing skills in your work in other subjects.

You can help by continuing to do your best and by continuing to be happy learners.

With my very best wishes for the future.

Yours sincerely

Mrs Diane Auton

Lead inspector

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