

# Manchester Road Primary School

Manchester Road, Droylsden, Manchester, M43 6GD

**Inspection dates** 29–30 January 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils make good progress and achieve well. Their attainment at the end of Key Stage 2 is above average in English and mathematics.
- Teaching is usually good and some is outstanding. Teachers manage classrooms well so that little time is lost.
- Pupils' behave well and are considerate to others. They know how to keep themselves and others safe.
- The headteacher has a very clear view of how successful the school can be and provides strong educational direction. The arrangements for checking the school's performance are good and identify the correct areas for development.
- The curriculum meets pupils' different needs and prepares them well for the next stage in education and their future lives.
- The governing body knows the school's strengths and weaknesses and is fully involved in helping it to improve.

### It is not yet an outstanding school because:

- Not enough teaching is outstanding and this best practice is not shared with other staff.
- At times, teachers direct what is happening too much and there is insufficient opportunity for pupils to work things out for themselves.
- Teachers do not always set work that gets the best out of pupils.
- Not all subject leaders are fully involved in assessing learning in their subjects.

## Information about this inspection

- The inspectors observed 20 lessons or parts of lessons taught by 15 teachers.
- Discussions were held with the vice-chair of the governing body and a parent governor, parents, staff, pupils and a representative of the local authority.
- The inspectors observed the school's work, and looked at school documentation, including that relating to safeguarding, records of meetings of the governing body, assessment information and curriculum planning. Work in pupils' books and displays around the school were examined. Inspectors listened to groups of pupils read.
- Account was taken of the 15 responses to the on-line questionnaire (Parent View) in planning and carrying out the inspection.

## Inspection team

Melvyn Hemmings, Lead inspector

Additional Inspector

Julie Webster

Additional Inspector

John Shutt

Additional Inspector

## Full report

### Information about this school

- Manchester Road is larger than the average sized primary school.
- An above average proportion of pupils are known to be eligible for the pupil premium, which provides additional funding for children in local authority care, pupils whose parents are in the armed forces, and pupils known to be eligible for free school meals.
- The proportion of pupils supported through school action is above average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- Most pupils are of White British heritage, but an increasing number are from minority ethnic groups.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The headteacher was appointed in January 2013 and was previously the school's associate headteacher.
- The privately managed before and after-school provision is subject to a separate inspection and the report published on the Ofsted website.
- The school has gained a number of national awards, including the Activemark, and holds Healthy School status.

### What does the school need to do to improve further

- Improve the quality of teaching further by:
  - ensuring all teachers consistently set work that gets the best out of pupils
  - making sure that pupils have sufficient opportunity to work things out for themselves
  - systematically sharing the outstanding practice evident in school with other staff.
- Ensure that all subject leaders are fully involved in assessing the quality of learning in their subjects throughout the school.

## Inspection judgements

### The achievement of pupils

is good

- Pupils achieve well from their skill level on entry, which is below that typical for their age. They make good progress and attain standards in English and mathematics that are above average by the end of Key Stage 2. Improvements in the quality of teaching mean that increasing numbers are making exceptional progress, particularly in Years 5 and 6.
- Children in the Early Years Foundation Stage know everyday routines and are confident in making choices for themselves. They work and play happily together, taking turns and sharing fairly. Children enjoy their activities, as was evident when they were drawing dinosaurs in the outdoor area.
- In Years 1 to 6, pupils are enthusiastic and keen to learn. They collaborate well in pairs and small groups to complete tasks, getting on with their work well. Pupils are keen to take part in groups and class discussions and appreciate the views and ideas of others.
- Improvement in the way in which pupils are taught to link letters and sounds (phonics) has led to rising standards in reading. These standards are average at the end of Key Stage 1 and above average by the time pupils leave Year 6. Pupils enjoy reading and are eager to talk about their favourite books and authors.
- Pupils write confidently in a range of styles, including poetry, and present their work well. Their writing is imaginative and holds the readers' attention. They speak clearly and communicate their ideas effectively.
- Pupils have secure mathematical calculation skills, including quick mental recall. They use these effectively to solve a variety of number problems in real-life situations.
- Disabled pupils and those who have special educational needs make the same good progress as other pupils. Their individual needs are identified at an early stage and extra support provided to make sure they are met. Pupils from minority ethnic groups are supported well and they also make good progress.
- The funding for pupils eligible for the pupil premium has been used effectively. It has enabled the school to provide individual and small group teaching, led by teaching assistants, to accelerate their progress and raise their attainment. Consequently, the attainment of pupils known to be eligible for free school meals is now similar to that of other pupils in the school.

### The quality of teaching

is good

- In the Early Years Foundation Stage, adults work well as a team to provide interesting activities to meet children's different needs. They encourage children to make choices for themselves and to be curious about the world around them. The outdoor area is used well to build upon work that has taken place indoors.
- Through the rest of the school, teachers organise their classrooms effectively to help pupils learn well. The introductions to lessons are used skilfully to explain to pupils what they are to learn and what to do to achieve success. Pupils learn quickly and develop a range of skills across the curriculum.
- Teachers use marking and discussion successfully to guide pupils to make improvements. Praise is used well to reward effort and raise pupils' self-esteem and confidence. Good relationships contribute to the good progress made, with pupils saying, 'We enjoy lessons because teachers make learning fun.'
- There are times when the work set for some pupils is too easy and for others too hard and this limits progress. Occasionally, teachers provide too much direction and not enough opportunity for pupils to work things out for themselves.
- In the outstanding lessons, pupils were given highly motivating activities that very effectively met the needs of all pupils. Questioning was highly effective in getting pupils to think and to see

how much they have understood. This was evident in mathematics lessons for pupils in Year 5 in which they were investigating the properties of different shapes.

- Pupils' spiritual and moral development is promoted well through them having opportunity to think about the world around them and to discuss moral issues. Social and cultural development is fostered by pupils being able to work together to solve problems and to find out about cultures different to their own.
- Teaching assistants are deployed well to support all pupils. They are particularly effective in their work with disabled pupils, those who have special educational needs and those pupils eligible for the pupil premium.

### **The behaviour and safety of pupils** are good

- Pupils behave well and are polite and considerate to others. They have a good understanding of right and wrong and act responsibly in and around school. Parents, staff and pupils say that behaviour has improved greatly over time and this is shown in the school's behaviour logs.
- Pupils know about the different kinds of bullying, such as name calling and physical bullying. They say such incidents seldom occur and are confident that staff would deal with it quickly if it did.
- Attendance has improved and is average, with most pupils coming to school on time. Pupils enjoy school. They are keen to learn and get on with their work.
- Pupils have a good knowledge and understanding of how to keep themselves and others safe. This is effectively promoted by the curriculum providing opportunity for them to learn about water, road and rail safety. Pupils know what they should do if approached by a stranger.
- Pupils enjoy taking on responsibilities, such as being lunchtime play leaders. They carry out these responsibilities diligently and, in so doing, add to the life of the school. Pupils are proud of their school and say it is a friendly place in which to learn.

### **The leadership and management** are good

- The headteacher has high ambitions for the school and shows determination in driving it forwards. Senior leaders and the governing body have worked successfully to bring about improvement since the previous inspection. They enthuse all staff to do their best and morale is high.
- The roles of senior leaders are clear. Those of subject leaders have been developed to enable them to draw up plans to bring about improvement. However, not all of them are fully involved in assessing the impact of these plans on pupils' learning through the school.
- The management of staff performance and training of teachers and other adults has been made rigorous and effectively meets whole-school and individual staff needs. There is a clear link between the performance of teachers and their salary progression.
- Assessing the quality of teaching in lessons has been strengthened and provides teachers with a clear understanding of how improvements could be made. Leaders have identified examples of outstanding practice but do not share this systematically with other staff to further develop their expertise.
- The deployment of staff is good. This is evident in the way teaching assistants have been used successfully to raise the achievement of pupils eligible for the pupil premium. The school's leadership has shown it is capable of continuing to make improvements.
- Leaders ensure that the promotion of equality of opportunity and tackling of discrimination is good. There are now robust procedures for checking the progress of different groups so that any unevenness can be quickly identified and swiftly tackled. This is evident in the way the achievement of pupils known to be eligible for free school meals has been much improved.
- The local authority has provided good support in recent years to help the school improve. It has confidence in the leadership to sustain this improvement and now provides light touch support.

■ The curriculum has improved so it meets pupils' different needs, helps them develop their skills and capabilities and prepares them to live in a diverse society. It effectively promotes their spiritual, moral, social and cultural development. The curriculum is enhanced by extra-curricular activities and visits, such as to Blackpool and Chester to study contrasting localities as part of pupils' work in geography.

■ **The governance of the school:**

- The governing body ensures safeguarding requirements are met so that staff and pupils are safe. Governors take part in a wide range of relevant training to maintain their effectiveness. They have a thorough understanding of the school's strengths and weaknesses and are fully involved in driving improvement. The governing body effectively manage the budget and hold the school to account for the way the funding for pupils eligible for the pupil premium is used to raise their achievement. Governors' view of the quality of teaching is accurate. They know how the management of performance is used to improve staff expertise and reward good teaching.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	106208
<b>Local authority</b>	Tameside
<b>Inspection number</b>	400054

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

<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 of pupils on the school roll</b>	366
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Janine Taylor
<b>Headteacher</b>	Joanne Taylor
<b>Date of previous school inspection</b>	1 December 2010
<b>Telephone number</b>	0161 370 3079
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