

Sedgley Park Community Primary School

Inspection report

Unique Reference Number	105308
Local authority	Bury
Inspection number	377221
Inspection dates	30 April 2012–1 May 2012
Lead inspector	Lynne Read

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	263
Appropriate authority	The governing body
Chair	Javed Mohammed
Headteacher	Patrick Reid
Date of previous school inspection	29 January 2009
School address	Kings Road Prestwich Manchester M25 0HT
Telephone number	0161 7733146
Fax number	Not Applicable
Email address	sedgleypark@bury.gov.uk

Age group	3–11
Inspection date(s)	30 April 2012–01 May 2012
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Introduction

Inspection team

Lynne Read
Bernard Dorgan
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Additional inspector
Additional inspector
Additional inspector

This inspection was carried out with two days' notice. Inspectors observed teaching and learning in 17 lessons taught by 10 teachers. Meetings were held with groups of pupils, members of the governing body and staff. Inspectors observed the school's work and looked at a range of evidence, including the school's documents for self-evaluation and safeguarding. They also studied standards in reading, pupils' workbooks and the tracking system used by the school to monitor pupils' progress. Inspectors considered the 155 questionnaires completed by parents and carers, as well as those from pupils and staff.

Information about the school

The school is average in size and serves an urban area close to the centre of Manchester. Just over 90% of pupils belong to minority ethnic groups. The school caters for a significant number of pupils who enter partway through a key stage, some of whom are newly arrived in the country. Seventeen different languages are spoken by pupils and a very large majority are learning English as an additional language. The school meets the current floor standard which sets the minimum standards expected by the government for attainment and progress. The proportion of pupils who are supported at school action plus or have a statement of special educational needs is average, as is the proportion known to be eligible for free school meals. The school holds the Sportsmark, Activemark award and Every Child Counts awards and has Healthy School status.

Before and after-school clubs are provided on the premises. This aspect of care was inspected and is reported on within the text. A children's centre operates on the school site and is managed by the school's governors but it did not form part of this inspection. A separate report on this facility can be found on the Ofsted website.

The school now has a stable complement of teachers and managers, following a period of staffing turbulence.

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	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	2
Leadership and management	3

Key Findings

- This is a satisfactory school that is improving rapidly. A strong emphasis on promoting personal development results in harmonious relationships. Behaviour is a strength. The school is not yet good because teaching is not consistently good and there is a variable pattern of achievement. Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- Children have a good start in the Early Years Foundation Stage and achieve well. Throughout Key Stages 1 and 2 achievement is satisfactory with increasing pockets of good progress. Attainment at Year 6 is broadly average. Reading is a strength. Writing is improving but opportunities for pupils to write at length are sometimes limited. Fewer than average pupils reach the higher level in mathematics because these pupils do not consistently have the challenge they need.
- Teaching is satisfactory overall; some is good and outstanding. There are good relationships in lessons and pupils are keen to learn. Pupils have useful targets for learning but these are infrequently referred to in lessons or in comments in teachers' marking. Teaching assistants often provide targeted support but are not always deployed to best advantage, especially in the first part of lessons when new learning is introduced.
- Behaviour is good; pupils are polite, considerate of each other and clearly know the difference between right and wrong. They assert that any problems are dealt with swiftly and they feel safe. Attendance has improved and is above average.
- Leadership has effectively addressed some difficult issues that had led to a slowing of progress for some pupils. Leadership of teaching and the management of performance are currently satisfactory although monitoring systems are not yet sufficiently rigorous to ensure that improvements are implemented consistently. The governing body is supportive and keen to develop its role. At present, governors rely too heavily on school managers in monitoring achievement and reviewing policies.

What does the school need to do to improve further?

- Raise attainment and accelerate progress to be at least good by:
 - ensuring that teachers have consistently high expectations of the more-able in mathematics lessons and always set challenging work for them
 - providing more opportunities for pupils to write at length in English lessons and across the curriculum.
- Raise the overall quality of teaching to good or better by:
 - ensuring the most effective deployment of teaching assistants, especially in the introductions to lessons
 - making more use of pupils' targets in lessons and ensuring that these are referred to in marking so that each individual has a clear idea of how to improve his or her work.
- Ensure effective leadership and management by:
 - developing a more consistent approach to the monitoring of teaching, focusing more rigorously on how well pupils are learning
 - developing the roles of governors, especially in monitoring achievement and the review of policy documents.

Main Report

Achievement of pupils

Children enter the Early Years Foundation Stage with skills below those expected for their age, especially in language and communication. Many have little or no knowledge of English. They settle quickly into the stimulating and welcoming environment, both inside and outdoors, and enjoy their learning. Bilingual assistants support their language skills very effectively and exciting activities engage and enthuse them. During the inspection children listened to a story in two languages and adults brought the action alive by using puppets. Children make good progress and by the time they enter Year 1, most have reached the expected level for their age.

Pupils display good attitudes to learning and work well in pairs and teams. Responses to the parents' and carers' questionnaires indicate a view of good progress. While there are pockets of good progress, inspectors agree with the school's own evaluation that it is not yet consistent across subjects and age groups and is satisfactory overall.

Some issues with learning have been addressed this year with many pupils making accelerated progress as they catch up, especially in Years 2 and 6. Attainment is broadly average overall including for reading both at the age of six and by the time pupils leave school. Most pupils read confidently by the age of six, effectively using their understanding of sounds and letters to tackle new words. In their guided reading session, Year 6 pupils demonstrated a wide range of reading strategies and very good comprehension skills. Pupils have a good understanding of writing skills so grammar, punctuation and spelling are usually accurate. They learn about elements of writing and most can, for example, produce a good introduction, write a character description or identify the features of formal letter writing. Scrutiny of work, however, reveals that they are less successful at orchestrating

these skills into a complete piece of work. This is because they have too few extended writing sessions.

Pupils have a sound understanding of mathematics but fewer than expected work at the higher levels. In some lessons, the more-able are not sufficiently challenged or they complete too much undemanding work before moving on. Pupils who are learning English as an additional language or have special educational needs are well supported and make the same progress as their classmates. New arrivals, especially those new to the country, quickly integrate into the school community and often make rapid progress.

Quality of teaching

Parents and carers feel that their children are well taught. Pupils have similar views but a few indicate that they do not know how well they are doing. Inspectors agree with the school's own evaluation that, while there are some good and outstanding aspects, particularly for reading, the quality of teaching is inconsistent and satisfactory overall. Pupils are keen to learn, describe lessons as 'fun' and say that teachers provide good help.

In the Early Years Foundation Stage teaching is good. Planning takes careful account of children's interests in order to keep them well motivated. Tasks include varied opportunities, inside and out, for children to choose activities, explore their world and develop independence. For example, children enjoyed investigating 'minibeasts', finding out facts, writing about them and making collages and models.

Lessons are regularly monitored by senior managers and many improvements have been made to the quality of teaching but not all are embedded. Improved planning shows clear steps and progression in learning through lessons. In one well-taught mathematics lesson on fractions, for example, pupils learned how to find common denominators and were confidently adding and subtracting fractions by the end of the hour. In some lessons, however, the pace is slower. Teaching and bilingual assistants are knowledgeable and provide good support when engaged with groups of pupils who have special educational needs, are in the early stages of English language acquisition, need a boost to learning or need additional challenge. However, when they provide general class support, especially during introductions to lessons, they are less effective.

Teachers make the purpose of the lesson clear so pupils know exactly what is expected. A newly introduced initiative has led to more accurate assessment of pupils' progress, the involvement of pupils and parents/carers in setting ambitious targets and a closer monitoring of academic and personal development. Pupils' helpful targets, however, are kept in a separate file and so do not form a reference point when pupils are working. Marking in English usually includes useful advice to help pupils improve but it is less effective in mathematics. Pupils' targets are rarely commented upon or reviewed during marking.

Behaviour and safety of pupils

Pupils say they enjoy school, have lots of friends and assert that they feel safe. Inspection findings confirm these views. Scrutiny of behavioural records and discussions show this is the case over time, too, and lessons are rarely disrupted. A very small minority of parents and carers who replied to the questionnaire expressed concerns about the school's systems for dealing with bullying. Inspectors judge that incidents are addressed swiftly but,

occasionally, outcomes are not reported promptly. The governing body is currently reviewing the recording and reporting systems in place with the aim of improving dialogue in such cases. Attendance is much improved and is above average.

Pupils know how to keep themselves safe, including when using the internet. Through anti-bullying projects and lessons on personal development, they are well equipped to deal with risk and know what to do if they have a problem. They have a good understanding of the different forms of bullying and confirm that incidences are rare. The 'Good to be Green' behaviour code is well known, respected and followed. Pupils very proudly display their rewards for good conduct and understand any sanctions given. By Year 6, pupils demonstrate mature attitudes and good self-discipline. Good opportunities exist for pupils to experience responsibility. For example, school councillors contribute much to the day-to-day running of school and to the process of decision making.

Leadership and management

The headteacher and senior leaders are providing effective leadership to improve achievement and teaching after an unsettled period for the school. Staff share a clear vision for the future; morale and teamwork are good. Self-evaluation and development planning have been successful in ensuring that pupils are back on track to achieve at least in line with expectations. The systems have led to improvements in teaching but are not yet sufficiently rigorous to ensure that improvements are implemented consistently. Nevertheless, capacity to improve is illustrated by better attainment and achievement and the closing of gaps in learning. Attendance has also improved.

The curriculum is satisfactory and developing well. It is newly designed to meet pupils' interests and includes a strong emphasis on personal development. Themes provide good links between subjects and there is good use of information and communication technology to support learning. Extended writing is seen across the curriculum in some year groups but this is not consistent. Creative and physical work is of a good standard and well supported through visiting specialists such as a musician and sports coach. Year 6 pupils, for example, are all learning to play the violin and Year 1 pupils enjoyed collaborative problem-solving as they found a way to 'cross the river' as part of their physical exercise work. Pupils take good advantage of an interesting programme of extra-curricular clubs and competitive sport. Provision for spiritual, moral, social and cultural development is good and underpins the good behaviour and attitudes in school. Currently, equal opportunity is only satisfactory because of the differing rates of pupils' progress. The school does not tolerate discrimination in any form and this contributes significantly to the harmonious community. Good partnerships support pupils whose circumstances make them vulnerable. Links with other schools and shared projects ensure continuity of learning for those pupils transferring to secondary school.

Safeguarding arrangements meet all requirements; the site is safe and staff training is up to date. The governing body has recruited new members in order to extend the scope of its leadership and management work. Currently, members rely heavily on school managers for information about attainment and achievement and so do not offer consistent challenge to drive the school forward. Largely because of changes in personnel, the timetable and responsibilities for reviewing school policies are unclear.

The school welcomes parents and carers as partners in educating their children. Family learning courses and support for pupils whose circumstances make them vulnerable are

examples of the benefits of having the children's centre on site. The breakfast club provides a good start to the day. The after-school club is welcomed by working parents and pupils enjoy an interesting range of activity, both indoors and outside. These clubs are well managed.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



2 May 2012

Dear Pupils

Inspection of Sedgley Park Community Primary School, Manchester M25 OHT

Thank you for the very warm welcome you gave us when we inspected your school. We thoroughly enjoyed our time with you and appreciated all the help you gave us.

Sedgley Park Community Primary provides you with a satisfactory standard of education and is improving. The school helps you to develop into well-mannered and caring people. You get on well together and take good care of each other. Thank you to the pupils who filled in their questionnaire and those who chatted with us. It is good to know that you like your teachers, learn a lot, feel safe and are happy in school.

You are keen to learn and work hard. Your progress is improving well. You are reaching higher standards than before and more are meeting the targets that your teachers set. Well done! However, we think learning could be improved further so we have asked the adults in your school to:

- make sure that those of you who learn quickly always have good challenge in mathematics lessons
- provide more time for writing so you can practise your skills
- make sure that you have your targets to hand when you are working and comment on them, where appropriate, when marking your work
- organise the teaching assistants' time so you always have the best support, especially at the start of lessons.

In addition, we have asked your teachers to check lessons to make sure that all these improvements are working. Your school has more governors now so we have asked them to check the school's policies and keep a closer eye on your achievements.

You can help by continuing to work hard, being keen to learn and keeping up the improved attendance. Thank you once again for the interesting conversations we had. Please accept our best wishes for the future.

Yours sincerely
Lynne Read
Lead inspector

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