

Sedgley Park Community Primary School

Kings Road, Prestwich, Manchester, M25 0HT

Inspection dates 12–13 March 2014

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
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 from their very low starting points and are well prepared for the next stage of their education.
- The most able pupils make outstanding progress and the proportion reaching above-average attainment is high. They perform particularly well in mathematics.
- Achievement of those who speak English as an additional language is generally above similar pupils nationally. In 2013, all these pupils achieved their expected levels of attainment.
- Most teaching is good and in Years 5 and 6 it is outstanding. Thorough planning ensures activities provide good levels of challenge for all pupils.
- Teaching assistants provide high quality support both in the classroom and for those pupils with particular needs.
- The behaviour of pupils is good in and around school. Pupils are proud of their school and feel safe.
- Pupils are punctual and attendance is above the national average.
- Pupils display a thirst for learning and they appreciate the effort teachers make to ensure that learning is fun!
- Leaders at all levels now make regular checks on teaching and pupils' progress. This has improved teaching as well as achievement. The school has improved rapidly since the previous inspection.
- The curriculum puts a strong emphasis on ensuring good progress in English and mathematics.
- This is a harmonious school where pupils from a range of different minority ethnic groups all get along very well.

It is not yet an outstanding school because

- Marking in English does not always help pupils sufficiently to improve their work.
- Not all pupils are given the opportunity during lessons to respond to suggestions on how their work might be improved further.
- Technology, such as laptops and hand-held devices, is not always used effectively to support learning and prepare pupils for the modern world.

Information about this inspection

- Inspectors observed 19 lessons and parts of lessons taught by 10 teachers.
- Inspectors listened to pupils read and looked at pupils' exercise books.
- Discussions were held with representatives of the governing body, a representative of the local authority, senior leaders, and managers responsible for leading specific subjects and other staff and pupils.
- Inspectors analysed the school's documentation to help gain an accurate view of its performance, safeguarding policies, the school development plan, minutes of meetings of the governing body, behavioural records and displays around the school.
- Inspectors reviewed a wide range of information on how the school checks the progress of the different pupil groups.
- Inspectors took account of the 19 responses to the on-line questionnaire (Parent View) and the most recent questionnaire sent out to parents by the school. Inspectors also spoke to parents on the playground.
- Inspectors analysed 27 questionnaires completed by staff.

Inspection team

Desmond Stubbs, Lead inspector

Additional Inspector

Lesley Bowyer

Additional Inspector

Anthony Buckley

Additional Inspector

Full report

Information about this school

- This is an average-sized primary school.
- Pupils come from a range of different minority ethnic backgrounds including those of Indian and Pakistani heritages.
- Seventeen different languages are spoken and the proportion of pupils who speak English as an additional language is much higher than the national average.
- The proportion of pupils supported through school action plus or with a statement of special educational needs is average.
- The proportion of pupils supported through school action is average.
- The proportion of pupils known to be eligible for the pupil premium is similar to the national average. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children who are looked after by the local authority.)
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Continue to improve teaching so that more is outstanding and progress continues to accelerate, particularly in English, by making sure that:
 - in English pupils receive clear guidance on how work can be improved further so that they can reach the next level
 - pupils are given the opportunity during all lessons to think about their learning and to respond to their teachers' suggestions on how their work might be improved
 - the school builds upon the firm start it has made to provide more opportunities for pupils to write extended pieces of work across the curriculum
 - technology is used more effectively to support learning and prepare pupils for the modern world.

Inspection judgements

The achievement of pupils is good

- Achievement is good overall. It is not yet outstanding because pupils' achievement in English, although good, does not yet match their high achievement in mathematics.
- Children enter the Early Years Foundation Stage with skills that are much lower than those typical for their age, particularly in communication and language. Many children start school with little experience of speaking English.
- In the Early Years Foundation Stage children for whom English is an additional language are supported well and make good progress as do all children, especially in their speaking and listening skills and the way in which they form relationships, but their attainment by the time they enter Year 1 is still below what is expected for this age.
- Progress in Key Stage 1 is good and continuing to accelerate. While standards have previously been below the national average they are rising impressively and the school's own records show that the current Year 2 pupils are on track to reach standards that are closer to the national average in reading, writing and mathematics.
- By the end of Key Stage 2 pupils have made good progress. Standards at the end of Year 6 are broadly average overall and are higher than at the time of the previous inspection in all subjects. In mathematics and in particular the English grammar, punctuation and spelling test, pupils perform better than other pupils nationally.
- Attainment in English and particularly in mathematics is now accelerating rapidly. The newly implemented strategies for teaching reading and writing are having a significant impact on achievement and pupils enjoy their reading and are fluent by Year 6. In mathematics, teachers are highly skilled at challenging pupils of all abilities and the pupils are well prepared for the next stage of their education. Pupils talk enthusiastically about their work and they explained to inspectors that, 'Even when work is hard teachers try to make it fun!'
- Pupils who are eligible for pupil premium funding, including those known to be eligible for free school meals, make good progress. Their attainment is about a year ahead of other pupils in English and about two years in mathematics.
- The most able pupils make outstanding progress. This is due to the very high expectations of Key Stage 2 teachers and in particular the highly skilled mathematics teaching of the Year 5 and 6 teachers.
- The progress of disabled pupils and those with special educational needs is good. The newly appointed special needs coordinator ensures that all these pupils have the opportunity to do their best and she is ably supported by teaching assistants who provide excellent support.
- The achievement of different minority ethnic groups, including Indian and Pakistani pupils and those who speak English as an additional language, is good.
- School leaders carefully check the progress all pupils make. Teachers regularly meet with pupils to discuss the progress they are making and set challenging targets. These systems ensure the school promotes most effectively equality of opportunity for all pupil groups.

The quality of teaching is good

- Teaching is consistently good across the school and is outstanding in Years 5 and 6. It has improved significantly since the previous inspection and, as a result, all pupil groups now make at least good progress.
- High expectations and strong relationships are at the heart of teaching at Sedgley Park. Pupils' needs are understood extremely well. Termly meetings are held with pupils to discuss their progress and they are set challenging targets. As a result work is set at the right level for each pupil.

- Good subject knowledge is shared with pupils to extend their thinking and skills. This was particularly evident in a Year 6 mathematics lesson where pupils worked to a very high level. The most able pupils had worked out the equations for different lines on a graph. These high levels of challenge were seen throughout the school in both English and mathematics. The most able pupils told the inspector that they feel challenged and this was evident in their books.
- Pupils say that learning is interesting and fun. This was observed many times during the inspection. In Year 2 pupils enjoyed writing a play script based on the 'The Three Little Pigs' for their teacher to perform at the up-and-coming school talent show! These pupils worked extremely well together with real purpose and achieved well.
- The support provided by teaching assistants is of a high quality and this is a significant improvement since the previous inspection. Highly skilled bilingual teaching assistants support learners so they make good and often rapid progress. This was particularly evident in the Early Years Foundation Stage where adults sensitively develop communication skills and encourage participation in activities.
- The school has recently introduced changes to the way that reading and writing is taught. Activities are better planned and resources are more stimulating. This is now more effective and has brought about higher attainment for pupils throughout the school. Younger pupils are taught phonics (the linking of letters and sounds) successfully and use this knowledge well in their reading, which is now much improved from previous years.
- Pupils who speak English as an additional language benefit from regular opportunities to express their ideas with a partner or in a small group. This is very effective in allowing pupils to develop both the language they will use in their writing and their mathematical vocabulary.
- Teaching of mathematics is strong throughout the school. In Year 5, the pupils were carefully organised in groups matching their ability and presented with tasks that was not too easy or too hard. These linked closely to how confident they were in calculating percentages. Pupils explained very clearly the methods they had used and displayed effective computational skills.
- Pupils' books show that work is marked regularly and much is effective and provides pupils with guidance on how their work can be improved. However, in English, pupils do not always have enough support and guidance to make it clear how to correct errors and move on the next level.
- Pupils enjoy reading the comments about their work. There are not, however, enough planned opportunities during lessons for pupils to properly read these comments and then to think about how they might use this advice to improve their work. This hampers some of them moving on to higher attainment.
- Whilst pupils did talk about enjoying using the 'green screen' for creating the backdrop to their dramas and poetry, over time teachers do not use new technologies enough to support learning. Laptops and hand-held devices are not used enough to prepare pupils for taking their place in the modern world.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. They behave well in class, on the playground and in the dining hall. Pupils are very polite. On one occasion when an inspector was unsure of his way around the school, a pupil was very quick to come and offer help. This is typical of the good and helpful behaviour of pupils at Sedgley Park.
- Pupils are punctual and come into school in a calm and orderly manner. They move around school sensibly and are courteous to all adults and to each other.
- Pupils are encouraged to take a pride in themselves and their school. They look smart and the school environment is free of litter. The site manager encourages everybody to be neat and tidy. He selects the weekly winner of the 'Golden Glove', presented to the tidiest class of the week. Pupils are keen to win this and the other rewards for doing their best.
- Pupils are very enthusiastic about their learning. Positive attitudes towards learning were displayed in all lessons. The presentation in most books was of a very high standard although a

small number of pupils could improve the presentation in their books.

- There are lots of opportunities for pupils to take responsibility. The school council meets regularly with the headteacher to discuss ways in which the school can be improved. Other pupils have jobs which all contribute to the smooth running of the school.
- The school's work to keep pupils safe and secure is good. Pupils are aware of different types of bullying and explained that there have been incidents in the past and that these were dealt with effectively.
- Pupils feel very safe in school and they understand the systems that are in place to keep them safe. They are very knowledgeable about how to stay safe when using the internet and Year 6 had created some posters to help all pupils understand this.
- Attendance has improved in recent years and is now above average. Pupils understand that good attendance is important and they are keen to come to school. The rewards used for high attendance are effective.

The leadership and management are good

- Effective leadership has improved the quality of teaching and has raised achievement and attendance since the previous inspection. Senior leaders know their school extremely well and have a clear vision for the school's future. The school is in a strong position to continue to improve.
- The school have recently reorganised the leadership structure and moved teachers into different year groups. This has been very successful in bringing about improvements in both teaching and achievement.
- All leaders, including middle leaders, make regular checks of teaching, and this information has been used well to identify the type of training and support teachers need to improve. It has also ensured that policies and practices are consistently applied and only a few weaker aspects in teaching remain.
- Annual targets are set for teachers based upon the school's priorities, pupils' progress and where the teacher is in their career. Pay increases are only awarded where teachers can demonstrate high performance.
- The curriculum puts a strong emphasis on the basic skills. The school is beginning to provide more opportunities for pupils to write extended pieces of work across the curriculum but this is still in the early stages. The curriculum is enriched by many extra-curricular activities, which are well attended and greatly enjoyed by the pupils.
- The primary school sport funding has been used effectively to improve the skills of teachers and pupils. Inspectors observed a gymnastics coach who not only taught pupils to perform complex moves but also supported teachers by improving their coaching skills.
- Themes such as 'Ancient Egypt' in Year 4 provide many opportunities for pupils to become curious and excited about their learning. The development of social skills is strong throughout the school. The way in which pupils discuss their work together shows how well pupils get along. The development of cultures and different religions is effective and a project with the Jewish High School was particularly successful. Overall the development of pupils' spiritual, moral, social and cultural education is very good.
- The school has established a wide range of effective links with parents. High attendance by parents at assemblies and celebrations does much to promote further cohesion within the community.
- The school is part of the Bury Primary Learning Collaborative. This enables the school to access training and share good practice with other schools. Pupils also have opportunities to take part in competitive sports as part of the Bury Sports Development group.
- The local authority has worked closely with the school since the previous inspection, in particular with school leaders at all levels, to ensure that they are effective in improving the quality of

teaching.

■ The school's arrangements for safeguarding and child protection meet requirements.

■ **The governance of the school:**

– Governors know their school well. They are committed to the personal development of pupils as well as improving their achievement. Governors are regular visitors to the school, have close links with a class and strong relationships with staff. They have undertaken extensive training and so have a good understanding of how best to perform their role in terms of challenging and supporting senior leaders. Data is reviewed and questions are raised if concerns are identified. They are aware of the strengths and weakness in teaching and have a clear vision of what the school needs to do to improve. Governors understand that pay and promotion are linked to teachers' performance. They ensure an efficient management of financial resources and know that the pupil premium funding has a positive impact on the attainment of eligible pupils.

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

Unique reference number	105308
Local authority	Bury
Inspection number	430951

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	30 April 2012
Telephone number	0161 773 3146
Fax number	N/A
Email address	sedgleypark@bury.gov.uk

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