

# Inspection of New Park Academy

Off Green Lane, Patricroft, Eccles, Greater Manchester M30 0RW

---

Inspection dates: 23 and 24 November 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

## **What is it like to attend this school?**

Pupils achieve well at this nurturing school. Leaders have established clear and effective routines. Pupils start the day at the popular and welcoming breakfast club. This helps them to feel happy and safe and have a bright start to the school day.

Pupils' special educational needs and/or disabilities (SEND) are well understood by leaders and staff. The many disadvantaged pupils, and those who are vulnerable, receive effective and bespoke support.

Pupils and staff build supportive and respectful relationships. Leaders set clear expectations for pupils' behaviour. At times, pupils struggle to manage their own behaviour. They respond well to the strategies that staff use. Staff act quickly and effectively to resolve any signs of bullying.

Leaders have high expectations for pupils' achievement. They raise pupils' own aspirations. Pupils strive to join the New Park hall of fame. This celebrates the wide range of achievements of former pupils. Parents and carers appreciate the support and advice that their children receive.

Pupils benefit from residential visits to take part in canoeing and climbing, and trips to local museums. They value the on-site mini gym and parkour area. Pupils enjoy the company of the school dogs, Kandie, Topsy and Alfie.

## **What does the school do well and what does it need to do better?**

Leaders have established a broad and balanced curriculum. They have designed the curriculum so that, in most subjects, the knowledge that pupils will learn from Years 3 to 11 is identified clearly. In these subjects, pupils build new learning on what they already know. They make positive progress from their individual starting points. That said, in a small number of subjects, this important knowledge is not sufficiently detailed. This slows some pupils' progress in these subjects.

Leaders and staff work effectively with a range of professionals. Staff weave specialist advice effectively into pupils' individual programmes, including for those pupils accessing alternative provision. Teachers and other staff use this advice well to adapt their teaching to meet pupils' needs. This helps to ensure that pupils with SEND progress through the ambitious curriculum.

Typically, teachers deliver the curriculum well. Teachers and staff use assessment strategies effectively to identify pupils who need more support. Leaders and staff use assessment information well to adjust pupils' individual support and to identify pupils' changing or new SEND.

Some subject leaders have not checked that staff across the school deliver the curriculum as intended. At times, this has led to some pupils not developing a deep understanding in these subjects.

Leaders have implemented an effective reading curriculum. They skilfully re-engage pupils with the joy of reading. Pupils read from texts that are carefully matched to the sounds that they know. They receive helpful support with their reading skills for as long as required. Most staff who deliver phonics sessions have been well trained. Most deliver phonics sessions and individual reading support effectively. However, a small number of staff have not received suitable phonics training. These staff do not support pupils at an early stage of reading as well as they should. Although most pupils become fluent readers, some pupils do not catch up as quickly as they could.

Staff provide effective support for pupils who display challenging behaviours. This ensures that the learning of others is not disrupted. Most pupils' behaviour improves over time.

Leaders provide pupils with high-quality careers education. They introduce pupils to the world of work through well-designed activities, including work experience. Leaders ensure that pupils receive suitable relationships and sex education. Pupils learn about democracy and the rule of law. They have the opportunity to take part in the Duke of Edinburgh's Award scheme. Pupils complete charity work to support local, national and global causes. Most pupils are well prepared for adulthood and their next stages of education, employment or training.

Governors and trustees know the school well. They offer effective support and challenge to ensure that pupils achieve well and are safe. Staff, including early careers teachers, value the professional development that they receive. They reported that senior leaders are highly approachable. Leaders protect staff from excessive workload.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders provide staff with effective safeguarding training. Staff recognise the signs of abuse or neglect. They raise concerns promptly. When required, leaders refer concerns to other agencies so that pupils and their families get the support that they need.

Leaders are acutely aware of the risks that pupils face. Pupils learn about the dangers of knife crime and criminal exploitation. They learn about how to stay safe when using mobile telephones and the internet.

Staff check pupils' attendance daily. Leaders ensure that pupils remain safe when they are absent from school or alternative provision.

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

### (Information for the school and appropriate authority)

- A small number of staff have not received suitable guidance relating to delivering the phonics programme. This means that these staff do not support some pupils at an early stage of reading as well as they should. Leaders should ensure that all staff receive suitable guidance so that they can support pupils at an early stage of reading consistently well.
- In a small number of subjects, leaders have not ensured that the curriculum identifies in sufficient detail the knowledge that pupils will learn from Years 3 to 11. This hinders some pupils' progress. Leaders should ensure that all subject curriculums identify the important content that pupils will learn as they move through the school.
- Subject leadership is not as developed as it should be in some subjects. In these subjects, leaders do not check that teachers deliver the curriculum as they intended. At times, some pupils do not develop a deep understanding in these subjects. Leaders should ensure that subject leaders are well equipped to confidently lead their areas of responsibility.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	145850
<b>Local authority</b>	Salford
<b>Inspection number</b>	10241430
<b>Type of school</b>	Special
<b>School category</b>	Academy special sponsor-led
<b>Age range of pupils</b>	7 to 16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	123
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Sue Gill
<b>Headteacher</b>	Almut Bever-Warren
<b>Website</b>	<a href="http://www.newparkacademy.org">www.newparkacademy.org</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- New Park Academy converted to become an academy school in June 2018 and joined the Sovereign Trust. When its predecessor school, New Park School, was last inspected by Ofsted, it was judged to be inadequate overall.
- The school provides education for pupils with social, emotional and mental health difficulties. Some pupils have additional learning difficulties. All pupils have an education, health and care plan.
- The school operates from two sites. The secondary site, for pupils in Years 7 to 11, operates from the main school site. The primary site, for pupils in Years 3 to 6, operates from a nearby site.
- The school is part of the Sovereign Trust. A new chief executive officer (CEO) was appointed in September 2022.
- Two deputy headteachers and two assistant headteachers were appointed from September 2022.
- Leaders make use of one registered and nine unregistered alternative providers.
- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical education qualifications and apprenticeships.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors completed deep dives in these subjects: English, including reading, mathematics and physical education. They met with subject leaders, visited some lessons, reviewed pupils' work and spoke to teachers and pupils. The lead inspector listened to pupils reading to trusted staff.
- Inspectors also met with the leaders for other subjects, reviewed pupils' work and evaluated the curriculums.
- Inspectors scrutinised a range of documentation. The lead inspector spoke to the headteacher and senior leaders throughout the inspection.
- The lead inspector met remotely with two members of the local advisory committee. He also met remotely with the CEO and other leaders from the Sovereign Trust. The lead inspector met remotely with three trustees, including the chair of the Sovereign Trust.
- The lead inspector met remotely with two representatives of the local authority.
- The lead inspector visited two unregistered alternative providers used by the school. He also spoke to another unregistered provider by telephone.
- The lead inspector held meetings with the staff responsible for safeguarding and scrutinised the single central record. Inspectors considered leaders' safeguarding processes and procedures. They observed pupils during lessons, breaktimes and lunchtimes. Inspectors discussed safeguarding with pupils and staff.
- Inspectors considered responses to Ofsted Parent View, including the free-text comments. Inspectors also considered the responses to the staff and pupil surveys.

## Inspection team

Adam Sproston, lead inspector

His Majesty's Inspector

Dawn Platt

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022