

Inspection of a good school: Sandilands Primary School

Wendover Road, Wythenshawe, Manchester M23 9JX

Inspection dates: 29 and 30 March 2023

Outcome

Sandilands Primary School continues to be a good school.

What is it like to attend this school?

Pupils thrive in this secure and nurturing school environment. They like their teachers, and they know that their teachers care for them.

Pupils feel confident to speak to adults about their hopes and any worries they might have. This helps to make sure that pupils enjoy school and feel safe.

Pupils are polite and welcoming to visitors. They respond well to leaders' high expectations for their behaviour. Pupils conduct themselves well around school. There is a calm atmosphere in classrooms, corridors and outside. Pupils learn and play cooperatively. Pupils know what bullying is. Any such incidents are dealt with effectively by leaders.

Leaders ensure that pupils widen their horizons and achieve well. Pupils' personal development is enhanced through their learning in the outdoor learning environment. There are many after-school clubs, which are attended by pupils of all ages. All pupils benefit from educational visits, which are linked to the topics they are learning.

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

The curriculum in the early years and in key stages 1 and 2 is well designed to meet the needs and interests of pupils, including those with special educational needs and/or disabilities (SEND). It is ambitious and enables pupils to achieve well.

Teachers implement the curriculum well in most areas. They make learning engaging and memorable. Teachers ask pertinent questions and quickly identify misconceptions. Most pupils build on their learning well over time. For example, pupils in Year 6 ably used their knowledge of different periods of history to make connections to what they are currently learning about crime and punishment. However, sometimes, pupils' knowledge is not as secure as it could be. This is because, in some subjects, a few teachers do not check to make sure that pupils have remembered their previous learning.

Leaders have high expectations of what pupils can achieve in reading. Children in the early years and pupils in key stage 1 learn about, and practise, how to sound out and blend letters. The books they read are matched well to the sounds they know. As their reading knowledge develops, pupils move on to read a range of books fluently. They use their reading skills to learn well in different subjects. Some pupils receive extra support to help them read fluently. This is effective and ensures that they catch up. Older pupils enjoy reading.

Teachers quickly identify the needs of pupils with SEND. They adapt their teaching effectively so that these pupils receive the support they need to achieve well.

Pupils are a credit to their school. This is reflected in their high standards of behaviour. All classrooms are calm and respectful. Learning is the priority. Pupils' attitudes to learning are positive. Teachers make sure that pupils who find managing their own behaviour difficult develop strategies to help them keep calm.

Pupils understand and respect how different people live their lives. In the early years, children learn about the importance of being respectful of others. Pupils learn about fundamental British values during lessons and through assemblies. Pupils understand, for example, what it is like to live in a democratic society. Pupils have time to reflect on their learning and the wider world. This helps them to develop opinions. Leaders ensure that pupils benefit from a range of educational visits and visitors. Pupils enjoy their visits to the local church and mosque. This helps them to learn first hand about different cultures, faiths and relationships.

Governors know the school well and carry out their statutory roles effectively. They hold leaders closely to account for all aspects of school life.

Staff are proud to work at the school. They value and appreciate the training opportunities they receive and the attention that leaders give to their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have clear procedures in place to keep pupils safe. Staff are well trained and know the risks that pupils may face in their lives. Staff are vigilant in looking for signs of potential harm and act swiftly when concerns arise.

Governors are aware of their statutory safeguarding responsibilities and keep up to date through regular training.

Leaders seek help and advice from outside agencies. They know families well. They are particularly committed to supporting those families who are most vulnerable, to ensure that pupils are kept safe.

Leaders ensure that the curriculum responds to any current issues and gives pupils the information they need to keep themselves safe. As a result, pupils are aware of ways to stay safe online and who they can go to if they feel unsafe.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, pupils do not gain a secure knowledge of what they have been taught. This is because some teachers do not check well enough that pupils have remembered their previous learning. Leaders should ensure that teachers provide pupils with opportunities to recap and consolidate their previous knowledge so that their learning is embedded before they move on to new ideas and concepts.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually, this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour, or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in July 2013.

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

Unique reference number	105469
Local authority	Manchester
Inspection number	10256184
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	430
Appropriate authority	The governing body
Chair of governing body	Julie Dawson
Headteacher	Joanna Higginbotham
Website	www.sandilands.manchester.sch.uk
Date of previous inspection	28 November 2017, under section 8 of the Education Act 2005

Information about this school

- There is a breakfast club and an after-school club at the school.
- Leaders do not make use of any alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector held discussions with the headteacher and other members of the senior leadership team.
- The inspector also met with members of the governing body, including the chair of governors.
- The inspector carried out deep dives in these subjects: early reading, history and mathematics. For each deep dive, he spoke with subject leaders, visited a sample of lessons, spoke with teachers and pupils, and looked at samples of pupils' work. Other subjects were considered as part of the inspection.

- The inspector observed pupils reading to a familiar adult.
- To check the effectiveness of safeguarding, the inspector reviewed the school's policies and procedures, met with the designated safeguarding leaders and spoke with pupils and staff.
- The inspector spoke with some parents and carers at the start of the school day. He also considered the responses to Ofsted's parent questionnaire, Parent View, including the free-text comments.
- The inspector took account of the views expressed by staff and pupils through Ofsted's online surveys.
- The inspector observed pupils' behaviour in lessons and around the school. They spoke with pupils about their experiences in school, including how safe they feel.

Inspection team

Andrew Morley, lead inspector

Ofsted Inspector

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