

# Inspection of Seymour Park Community Primary School

Northumberland Road, Old Trafford, Manchester M16 9QE

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Inspection dates: 5 and 6 December 2023

## **Overall effectiveness**

## **Outstanding**

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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Early years provision

**Outstanding**

Previous inspection grade

Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since February 2010.

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

The school's values of care, growth and respect are firmly embedded and underpin the school's mission. Seymour Park is a happy, vibrant and diverse community where 'all are different, all are equal'. Pupils show the utmost respect for each other and adults. Furthermore, they understand that they themselves have a right to be respected. At all times, pupils behave remarkably well.

The school is unrelenting in its high ambition for pupils' achievement. The clear thinking behind what the 'Seymour Park experience' should look like transforms pupils and helps them to flourish. The rich and ambitious curriculum allows pupils to benefit from an extremely high-quality education. Consequently, they achieve very well.

The school's plans for pupils' personal development show clear and ambitious consideration of pupils' futures. There is a well-thought-out programme of activities, visits and visitors. These provide plentiful opportunities for pupils to experience and understand life in modern Britain. Pupils are part of a caring community and develop a real sense of their worth. They are confident to express their opinions, and they know that their voice is heard. Overwhelmingly, pupils are resilient. They embrace 'wobbling' and, therefore, are not afraid to make mistakes. At every stage, pupils are fully prepared for their future steps.

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

The school has designed a highly ambitious curriculum which supports pupils, including those with special educational needs and/or disabilities (SEND), to learn exceptionally well. The school has identified effectively the key knowledge that should be learned and the order in which it should be delivered. Clear links across the curriculum provide opportunities for pupils to successfully apply their learning in other subjects. Teachers take every opportunity to develop pupils' understanding further. As a result, pupils' attainment across the curriculum is high.

The school successfully builds pupils' skills in oracy. It empowers pupils by improving their language skills, beginning in the Nursery class. Adults model effective use of ambitious language. Therefore, children in the early years use subject-specific vocabulary with ease. Pupils are highly articulate and can explain their understanding with clarity.

Teachers are enthusiastic about the subjects that they teach. They have unyielding expectations of all pupils. Teachers are consistently effective in their use of assessment strategies. This helps them to identify and swiftly remedy any misconceptions that pupils may have. Teachers are excellent in identifying pupils' additional needs promptly, including those of pupils with SEND. Teachers successfully adapt the delivery of the curriculum to enable pupils with SEND to achieve exceptionally well.

There is a passion for reading throughout the school. The school encourages parents to share a love of reading with their children and opens the library each week for family story time. Children are immersed in high-quality texts from the moment they join the Nursery class. Pupils are exposed to a diverse range of texts which develop their knowledge of other cultures and traditions. Staff continually hone their early reading expertise. They are therefore quick to spot pupils who struggle with reading. The quality of support which these pupils receive helps them to catch up quickly. Pupils learn to read with accuracy and fluency.

Pupils benefit from incredibly strong pastoral support. The school balances caring for pupils alongside an unrelenting ambition for their success. Staff are driven by a core belief that it is every pupil's right to have access to a high-quality education. They consider and prepare pupils successfully to take up their place in society. For instance, trips to local places of worship help them to develop an understanding of different religions. Pupils demonstrate enthusiastic attitudes to learning and fully engage in lessons.

The school's considered approach to pupils' personal development is exemplary. There is a multitude of carefully chosen opportunities to build pupils' experiences and knowledge. Pupils relish these opportunities. For example, pupils enjoy taking part in a Shakespeare festival, representing the school at cross-country running or developing swimming stamina in the city's aquatics centre. The school embraces the wider community too. It has welcomed collaboration with local faith leaders to understand the community better. Parents and carers speak warmly of and praise the school for its work in this area.

Staff told inspectors how happy they are to work at the school. They said that they feel valued. They appreciate the opportunities they have for development. Staff morale is high. They explained some changes which the school has made to the marking policy and how these have reduced their workload.

Carrying out their duties rigorously, governors are insightful. They support the school and provide strong, strategic direction. They have a clear understanding of the strengths of the school and the needs of the community it serves. Their strong leadership is instrumental in the school's relentless and cohesive approach to further improvement.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **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' is used to mean pupils with SEND; pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	106325
<b>Local authority</b>	Trafford
<b>Inspection number</b>	10256010
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	683
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Khawla Badwan
<b>Headteacher</b>	Thomas Johnson
<b>Website</b>	<a href="http://www.seymourpark.com">www.seymourpark.com</a>
<b>Dates of previous inspection</b>	24 and 25 February 2010, under section 5 of the Education Act 2005

## Information about this school

- The school makes use of one registered alternative provider.

## Information about this inspection

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

Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors held discussions with the headteacher, senior leaders, other leaders and members of staff. The lead inspector held telephone conversations with the school improvement partner and a representative of the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, science, computing, physical education and geography. For each deep dive,

inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors also discussed the quality of the curriculum and looked at some samples of work in some other subjects.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors scrutinised a range of documentation, including the school's self-evaluation, development plan, minutes of the governing body meetings and records of behaviour and attendance.
- Inspectors spoke to pupils about their experiences of school and their views on bullying and behaviour. They observed pupils' behaviour in lessons, on the corridors and at playtimes.
- Inspectors considered the responses to Ofsted Parent View, including the free-text responses, and spoke to some parents at school drop off. They also considered the responses to Ofsted's survey for staff and pupils.

## Inspection team

Jenny Jones, lead inspector	His Majesty's Inspector
Elizabeth Travis	Ofsted Inspector
Kelly Eyres	Ofsted Inspector
Iain Sim	Ofsted Inspector

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