

Inspection of a good school: Sedgley Park Community Primary School

Kings Road, Prestwich, Manchester M25 0HT

Inspection dates:

24 and 25 January 2024

Outcome

Sedgley Park Community Primary School continues to be a good school.

What is it like to attend this school?

Pupils flourish at this friendly school where everyone feels valued regardless of their differences. Pupils follow the school rules. The school has high expectations for pupils' achievement, including for children in the early years.

When they join the school, many pupils are at the early stages of learning to speak English as an additional language. They are well supported to develop their vocabulary and spoken English. Pupils, including those with special educational needs and/or disabilities (SEND), are happy and achieve well.

Pupils are polite and well mannered. They are attentive in lessons, and they work hard. Their positive attitudes mean that there is very little disruption to learning. Pupils trust adults to deal with any incidents of misbehaviour quickly. Pupils feel listened to and cared for by staff.

Pupils benefit from the wide range of enrichment experiences on offer. From the early years onwards, they take pride in carrying out positions of responsibility such as fruit monitors, school councillors and play leaders. Pupils regularly contribute to the community by raising money for local charities. These opportunities add considerable value to pupils' learning and development.

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

The school has ensured that there is a broad, balanced and ambitious curriculum on offer to all pupils, including those with SEND. Careful thought has been given as to when key knowledge and skills should be taught within the mixed-aged classes.

The school has supported teachers well so that they have the expertise to deliver the curriculum effectively. Teachers design learning that helps pupils to develop a secure understanding of the knowledge that teachers want them to learn. Teachers' explanations are logical and clear. However, in a small number of subjects, teachers do not provide

pupils with enough opportunities to revisit their prior learning. This means that some pupils struggle to recall what they have been taught previously. As a result, teachers miss gaps in pupils' knowledge. This prevents them from identifying accurately and building on what pupils know and remember.

The school promotes a love of reading. Older pupils talk enthusiastically about their favourite books and authors. Pupils practise reading using books that closely match the sounds they have learned. Pupils who need extra help to keep up with the school's phonics programme are quickly identified and get the support that they need to catch up. As a result, most pupils are confident and fluent readers by the end of Year 2.

The school identifies the additional needs of pupils with SEND quickly and accurately. Staff skilfully adapt activities so that these pupils access the same ambitious curriculum as their peers. Pupils with SEND, and those who are disadvantaged, are fully involved in all aspects of school life.

Pupils, including children in the early years, behave very well. They are cheerful and welcoming to visitors. The school does everything possible to maintain high attendance and to reduce absence.

The school offers an array of experiences to support pupils' personal development. For example, pupils are keen to attend computing, cooking and football clubs. The school actively celebrates the diverse range of languages, backgrounds and religions that the pupils and their families bring. Pupils have a well-developed understanding of differences, and they embrace each other's cultures. Pupils are taught how to keep themselves safe online and how to stay physically healthy. However, some aspects of the school's programme in support of pupils' personal development are less effective than others. This includes pupils' understanding of the importance of keeping mentally healthy. Additionally, some pupils have a limited understanding of the importance of fundamental British values. This means that some pupils are not fully prepared for life in modern Britain.

Governors know the school community well. They are knowledgeable about the barriers that the school faces, and they give careful thought to possible ways to overcome these contextual challenges. Governors hold the school to account for the quality of education that pupils receive.

Staff are overwhelmingly positive about the support they receive to manage their workload and to protect their well-being. In particular, staff appreciate the time given to design learning in teams so that the load is shared.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, teachers do not provide enough opportunities for pupils to revisit earlier learning. As a result, some pupils cannot remember well enough what they have learned in the past and in previous years. The school should ensure that effective strategies are used to support pupils to remember more of what they have learned so they can better apply past knowledge to new learning.
- Some pupils have limited knowledge of some aspects of personal development, such as mental health and fundamental British values. This leaves them less well prepared for life in modern Britain. The school should ensure that pupils fully understand all aspects of the school's programme for pupils' personal development.

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 first ungraded inspection since we judged the school to be good in September 2018.

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 special educational needs and/or disabilities (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

Unique reference number	105308
Local authority	Bury
Inspection number	10294220
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	291
Appropriate authority	The governing body
Chair of governing body	Reverend Steven Williams
Headteacher	Helen Forrester
Website	www.sedgleyprimary.org.uk
Date of previous inspection	19 September 2018, under section 8 of the Education Act 2005

Information about this school

- The headteacher took up post in January 2023.
- The governors manage an after-school club.
- The school does not make use of any alternative provision.

Information about this inspection

- 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.
- During the inspection, the inspector met with the headteacher, other senior leaders and staff. She met with members of the governing body, including the chair of governors. The lead inspector also spoke with a representative of the local authority.
- The inspector reviewed a wide range of documentation, including the school improvement plan and documentation relating to pupils' behaviour and attendance.

- The inspector carried out deep dives in early reading, mathematics and history. For each deep dive, the inspector discussed the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector observed pupils from Years 1 to 3 read to a familiar adult.
- To evaluate the effectiveness of safeguarding, the inspector: 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.
- The inspector observed pupils' behaviour during lessons and at breaktimes. She also spoke with pupils about their experiences of school.
- The inspector spoke with a group of parents while pupils were arriving at school.
- The inspector considered the responses to Ofsted Parent View, including the free-text responses. The inspector also considered the responses to Ofsted's staff and pupil surveys.

Inspection team

Ruth Moran, lead inspector

His Majesty's Inspector

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