

Inspection of Park Road Sale Primary School

Park Road, Sale, Greater Manchester M33 6HR

Inspection dates: 5 and 6 March 2024

| 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 | Not previously inspected under section 5 of the Education Act 2005 |

The headteacher of this school is Claire Walmsley. The school is part of the Park Road Sale Primary School Academy Trust, which means that other people in the trust also have responsibility for running the school. The trust is a single-academy trust overseen by a board of trustees, chaired by Peter Martin.

Ofsted has not previously inspected Park Road Sale Primary School under section 5 of the Education Act 2005. However, Ofsted previously judged Park Road Sale Primary School to be outstanding, before it opened as an academy.

What is it like to attend this school?

Pupils thrive and feel happy at this exceptional school. Relationships between adults and pupils are remarkably strong and respectful. Pupils are proud of their school, particularly the wider opportunities that it offers. For example, older pupils spoke in detail about their outdoor learning.

The school is highly ambitious for pupils to succeed, including disadvantaged pupils and those with special educational needs and/or disabilities (SEND). Pupils are curious and keen learners. They have a strong appetite to improve their knowledge. Pupils achieve exceptionally well. They are superbly prepared for the next stage of their learning.

Pupils' behaviour is excellent. In the early years, children settle quickly into school routines and rules. Older pupils enjoy working and playing alongside younger pupils, acting as great role models. Classrooms are calm and purposeful. As pupils move through school, they learn to be confident and articulate when expressing their thoughts and views.

Pupils benefit from the impressive and wide-ranging experiences that enrich their personal development. They revel in their many responsibilities, for example as reading ambassadors, play leaders and school councillors. A rich variety of visits and after-school activities enhances their learning across the curriculum. For example, Year 2 pupils were very keen to share their learning from a visit to a local zoo which took place during the inspection.

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

The school has developed a clear and strategic vision. It has an extensive overview of the impact that the subject curriculums have on pupils' achievements. Trustees are skilled and know the school well. They work closely with the school and provide effective support and challenge to ensure that pupils achieve well.

The school has built an ambitious curriculum from the beginning of the early years to Year 6. This curriculum includes many opportunities for pupils to learn about their locality and to think like subject experts. The school has carefully considered the important knowledge and vocabulary it wants pupils to learn and the order in which this should be taught. The curriculum in the early years is similarly ambitious and prepares children exceptionally well for their future learning.

The school has developed extensive curriculum materials to support the delivery of the curriculum. Teachers' subject knowledge is strong. They regularly check that pupils understand and can recall what they have been taught. Any misconceptions are addressed swiftly and successfully. Pupils' knowledge and understanding are checked before they move on to new curriculum content. This helps pupils to develop deep and rich knowledge over time.

Learning to read is a priority. Pupils develop their love of reading from the beginning of their time in the Nursery class through rhymes and songs. The phonics programme starts at the beginning of the Reception Year. The school has ensured that this programme is well ordered and delivered well. Pupils learn to read fluently and confidently in readiness for key stage 2. The school has effective strategies to identify and support pupils who find learning phonics difficult. Older pupils talk confidently and enthusiastically about the books that they enjoy reading.

The school identifies pupils with SEND quickly and accurately. It ensures that any additional needs do not become barriers to their learning. Teachers skilfully adapt the delivery of the curriculum for these pupils. This ensures that pupils with SEND access the same high-quality curriculum as their classmates.

The school expects the highest standards of behaviour. During lessons, pupils are exceptionally well focused on their learning. Pupils show great care for each other and work together harmoniously. They are resilient if they find tasks difficult. Pupils' levels of attendance and punctuality are excellent.

The provision for pupils' personal development is exceptional. A specific programme of outdoor learning supports pupils' resilience, independence and strength of character. Pupils know how to keep themselves healthy and safe, including when online. They speak confidently and knowledgeably about the importance of fundamental British values and link these to the school's values. The personal development programme secures pupils' understanding of the diverse nature of their community and enables them to demonstrate respect for all.

Staff are incredibly proud to work here. They value the strong team ethic. The school is mindful of staff's workload. For example, time is provided for staff to develop high-quality documents that support the design and implementation of appropriate learning activities.

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 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

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| Unique reference number | 140142 |
| Local authority | Trafford |
| Inspection number | 10242361 |
| Type of school | Primary |
| School category | Academy converter |
| Age range of pupils | 3 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 466 |
| Appropriate authority | Board of trustees |
| Chair of trust | Peter Martin |
| Headteacher | Claire Walmsley |
| Website | www.parkroadsale.trafford.sch.uk |
| Date of previous inspection | Not previously inspected |

Information about this school

- Park Road Sale Primary School converted to become an academy in September 2013. When its predecessor school, of the same name, was last inspected by Ofsted, it was judged to be outstanding overall.
- The school is part of the Park Road Sale Primary School Academy Trust.
- The school does not make use of alternative provision for pupils.
- The school provides a breakfast, after-school and holiday club for pupils.

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.

- Inspectors spoke with the headteacher and with other leaders and members of staff. They also spoke with members of the trust, including the chair of the trust.
- The lead inspector spoke with a representative of the local authority.
- To evaluate the effectiveness of safeguarding, 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 carried out deep dives in early reading, mathematics, design and technology, history and physical education. They talked with curriculum leaders of these subject areas. Inspectors also visited lessons, looked at examples of pupils' work, held discussions with teachers and spoke with some pupils about their learning. They also observed some pupils from Years 1 to 3 read to a familiar adult.
- Inspectors considered the curriculum in some other subjects. They met with leaders and spoke with pupils about their work.
- Inspectors met with the leaders responsible for attendance, behaviour, early years, the provision for pupils with SEND and pupils' personal development.
- Inspectors observed pupils' behaviour during lessons and around school. They also observed pupils at breakfast club, during lunchtime and while they played outside at playtime and lunchtime.
- Inspectors spoke with groups of pupils about their experiences at school.
- Inspectors considered the responses to Ofsted Parent View, including the free-text comments. They also met with some parents before school.
- Inspectors took account of the responses to Ofsted's online surveys for staff and for pupils.

Inspection team

| | |
|--------------------------------|------------------|
| Ian Shackleton, lead inspector | Ofsted Inspector |
| Peter Berry | Ofsted Inspector |
| Liz Davidson | Ofsted Inspector |

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