

Seymour Park Community Primary School

Inspection report

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|--------------------------------|---------------------|
| Unique Reference Number | 106325 |
| Local Authority | Trafford |
| Inspection number | 336658 |
| Inspection dates | 24–25 February 2010 |
| Reporting inspector | Geoffrey Yates |

This inspection of the school was carried out under section 5 of the Education Act 2005.

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|--|--|
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 659 |
| Appropriate authority | The governing body |
| Chair | Mrs Alison Bell |
| Headteacher | Mr Anthony Rae |
| Date of previous school inspection | 16 November 2006 |
| School address | Northumberland Road Old Trafford Manchester M16 9QE |
| Telephone number | 0161 8721150 |
| Fax number | 0161 8774536 |
| Email address | seymourpark.head@traffordlearning.org |

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Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

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Introduction

This inspection was carried out by four additional inspectors. The inspectors spent a large proportion of time observing learning, visited 23 lessons, observed 21 teachers and held meetings with senior staff, governors, parents and groups of pupils. They observed the school's work and looked at the school development plan, policies, including those relating to safeguarding and equal opportunities, and 203 questionnaires completed by parents. In addition, the inspectors scrutinised responses to questionnaires given to pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the achievement of the pupils, especially with regard to mathematics
- how well assessment information is used by teachers in enabling pupils to do as well as they are able
- the strength of provision for vulnerable pupils
- how effective leadership and management are at all levels in driving improvement.

Information about the school

The school is larger than average and draws most of its pupils from the local area. A very large majority of pupils are from minority ethnic backgrounds and speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is above average. The school has won many awards including the Primary Quality Mark. Some pupils attend the on-site, after-school care facility that is not managed by the school. This provision is the subject of a separate inspection and report.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

1

The school's capacity for sustained improvement

1

Main findings

This is an outstanding school. Its excellent pastoral care, guidance and support procedures results in outstanding personal development for all pupils. The wealth of opportunities provided to support vulnerable pupils is a major strength. Excellent leadership and management is the key factor in the school's success. For example, writing was identified as an area of weakness and the strategies put in place have resulted in standards in English being well above average. Parents and carers hold the school in very high regard. One parent expressed the views of many. 'This is a school to be proud of. My child is extremely happy at Seymour Park.'

The majority of children start school with skills well below those typical for their age, especially in aspects of language and literacy. They make a good start in the Early Years Foundation Stage. Across the rest of the school they make good progress and all groups of pupils achieve well. By the time pupils leave, they typically reach average standards overall, but in the latest published national test results, they attained well above average standards in English. Systems for tracking pupils' progress are efficient and continue to be refined. They give an accurate picture of individual pupils' progress.

Teaching and learning are good overall. There many examples of outstanding teaching and some examples of satisfactory teaching. Strong features common to good or better lessons include a fast pace, good use of support staff, well planned activities and pupils' excellent behaviour, which results in a very positive climate for learning. Where teaching is outstanding, pupils are constantly challenged to explain their thinking, and respond exceedingly well. Where teaching is sometimes not as strong, questioning is not used well, lessons are less well planned and as a result, the pace of learning slows. The curriculum is outstanding; very well organised and well planned activities permeate the whole curriculum.

The school has an outstanding capacity to improve. This is because its self-evaluation is very robust and the school is outstandingly led by the headteacher and other leaders. As a result, there are effective plans to bring about even further improvements, which are already well underway.

What does the school need to do to improve further?

- Raise the quality of satisfactory teaching to match that of the best in the school, by ensuring that:
 - lesson planning is well matched to pupils' needs by building on prior learning
 - the pace is brisk

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- questioning is used effectively.

Outcomes for individuals and groups of pupils

1

Pupils achieve well because they really enjoy learning and want to succeed. They are proud of their school and are keen to learn and to contribute their ideas. Lessons generate great enthusiasm because teachers allow pupils time to develop their ideas. For example, in one lesson pupils responded exceedingly well to the challenge of taking on the role of an archaeologist to answer well worded questions from their classmates linked to a study of ancient Egypt. A key reason for their good progress is that they are given challenging work to do and know what it is they need to do to improve. Excellent manners and behaviour are a normal part of classroom life because of the high expectations of staff. Pupils take a real pride in taking on responsibilities and in contributing to school-life in general. In addition, initiatives such as being headteacher for the day' extend opportunities even further. Pupils respond exceedingly well to the many opportunities provided for them to contribute to the wider community. Discussions held with pupils demonstrate that they feel fully involved in making decisions about 'their' school and, for example, are proud to have come up with an idea adopted by the school to help raise attendance. They are very aware of the need to raise money for various charities. Pupils have an excellent understanding of the importance of healthy food and regular exercise. High quality spiritual, moral, social and cultural development ensure that pupils of all backgrounds get on very well with each other and respect the diverse customs represented in the school. Pupils say that bullying is not an issue and that teachers will always listen to their concerns.

Achievement and enjoyment are good. Pupils learn and progress well and attain average standards by the time they leave Year 6. The large majority of the current Year 6 pupils are working within the levels expected of 11-year-olds in English and mathematics. Pupils who are at an early stage of learning to speak English and those with special educational needs and/or disabilities also achieve well because of the good support they receive.

These are the grades for pupils' outcomes

| | |
|--|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 2 |
| Taking into account: Pupils' attainment ¹ | 3 |
| The quality of pupils' learning and their progress | 2 |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress | 2 |

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

| Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms | |
|--|----------|
| The extent to which pupils feel safe | 1 |
| Pupils' behaviour | 1 |
| The extent to which pupils adopt healthy lifestyles | 1 |
| The extent to which pupils contribute to the school and wider community | 1 |
| The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being Taking into account: Pupils' attendance ¹ | 2 |
| | 3 |
| The extent of pupils' spiritual, moral, social and cultural development | 1 |

How effective is the provision?

High quality relationships between staff and pupils and the lively way in which most lessons are presented, are major strengths in teaching. Teachers receive very good support from teaching assistants. In the lessons that are outstanding, pupils are challenged to use their skills well. While most teaching is good and often better, there is some variation in quality. Where teaching is satisfactory, learning objectives for lessons are not focused sufficiently on developing pupils' skills. In these lessons the pace of learning slows. Recent improvements in the quality of information regarding the progress of all groups of pupils has meant that staff now have a clearer understanding of what needs to be done. This information is used well resulting in pupils' good progress.

The school has successfully developed an outstanding curriculum that is relevant to the pupils and that links areas of study to key skills. Information and communication technology is linked very well into all areas of the curriculum. The focus on writing provision has brought about major improvements and pupils are challenged to use their skills effectively in other subjects. Pupils benefit from a wide range of activities, including sport and the opportunity to learn to play a musical instrument. Excellent aspects of the care, guidance and support the school provides, include the systems to support pupils' outstanding behaviour and those to ensure that pupils feel very safe. Pastoral workers are highly committed and skilled and provide intensive and highly organised support for pupils who need it. Provision for pupils with special educational needs and/or disabilities is a model of excellent practice. There are very good systems in place to promote good attendance. Pupils take limited time out for religious observance. The school has evidence to show that, without visits to see relatives in other parts of the world in term-time, attendance would be above the national average.

These are the grades for the quality of provision

| | |
|---|----------|
| The quality of teaching Taking into account: The use of assessment to support learning | 2 |
| | 2 |

| | |
|---|----------|
| Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms | |
| The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships | 1 |
| The effectiveness of care, guidance and support | 1 |

How effective are leadership and management?

Pupils are given an equal opportunity to take part in all aspects of school life and discrimination has no place in the school. This is because highly effective steps are taken by leaders and governors to ensure that equality is promoted and discrimination is tackled. As a result, the school provides a learning environment where pupils from different ethnic backgrounds thrive and mix exceedingly well. The highly effective leadership and management of the headteacher, with very good support from senior staff and governors, have ensured a very strong shared sense of purpose for continuous improvement amongst leaders and managers at all levels. Leaders are not only very clear about their roles but more importantly they carry these out very well. Morale is very high and regular reviews of teaching and learning are used to inform future practice.

The school has a very effective school development plan, identifying clearly what needs to be improved. In particular, concerted efforts in improving pupils' writing skills have proved successful. The governing body shares in all aspects of leadership and management and provides excellent support. Governors are very much involved in shaping the direction of the school. The views of parents and carers are canvassed and discussed and relationships with parents are excellent. The school's leadership ensures that safeguarding procedures are of a very high quality and this aspect is always prioritised. The key factor that makes safeguarding outstanding is that pupils are so very aware of the importance of keeping safe and the school takes every step to ensure they are. The school works exceedingly well with the local community and has an excellent understanding of its context and local needs. Very strong partnerships with local schools and international schools also help to provide pupils with a very good understanding of both the local and wider communities, thereby promoting outstanding community cohesion.

These are the grades for leadership and management

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 1 |
| Taking into account: The leadership and management of teaching and learning | 2 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 1 |
| The effectiveness of the school's engagement with parents and carers | 1 |
| The effectiveness of partnerships in promoting learning and well-being | 1 |

| Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate | |
|--|----------|
| Please turn to the glossary for a description of the grades and inspection terms | |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 1 |
| The effectiveness of safeguarding procedures | 1 |
| The effectiveness with which the school promotes community cohesion | 1 |
| The effectiveness with which the school deploys resources to achieve value for money | 1 |

Early Years Foundation Stage

The Early Years Foundation Stage is very well led and managed. Safeguarding procedures are of the highest quality and leaders have a strong focus on continuous improvement. As a result, children are cared for exceedingly well, with a staff team working very closely together to promote children's learning. Children enter school with skills and knowledge well below those typical of this age, especially in aspects of communication and language. Children settle quickly and become confident learners. This is a direct result of good quality teaching, including that provided by the teaching assistants. There is a very good range of activities, including well planned opportunities for purposeful play and more formal learning. Children have good opportunities to follow their interests in self-chosen activities, which they set about with enthusiasm. For example, one child when asked about a drawing she was doing of a lion commenting on why lions look fierce, 'because that's how lions look with their big orange mane and huge teeth.' Learning was also clearly fun for those children asked to hypothesise about the growth of water cress. Staff provide children with very good opportunities to extend their knowledge of linking sounds and letters. By the time children enter Year 1 the school confirms that children do not generally reach the standards expected nationally of them in some aspects of learning, but nevertheless achievement is good, given their starting points. Staff recognise that more can be done to ensure an even better transition into Year 1. Children's outstanding behaviour and very good relationships with others are major outcomes of the well planned curriculum. Good use is made of the outside area to promote learning. There are well developed links with parents and carers, enabling them to support their children's learning well at home.

These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation Stage | 2 |
| Taking into account: | |
| Outcomes for children in the Early Years Foundation Stage | 2 |
| The quality of provision in the Early Years Foundation Stage | 2 |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 1 |

Views of parents and carers

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

The very large majority of responses of parents and carers to the parental /carers questionnaires were highly positive. The views of parents and carers interviewed during the inspection were that Seymour Park provides an excellent education for their children. The inspection team found no evidence to support the small number of concerns expressed in the parents and carers questionnaires. For example, the school uses an extensive range of methods to seek and respond to the views of parents.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Seymour Park Community Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 203 completed questionnaires by the end of the on-site inspection. In total, there are 659 pupils registered at the school.

| Statements | Strongly Agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|---|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 138 | 68 | 61 | 30 | 4 | 2 | 0 | 0 |
| The school keeps my child safe | 125 | 62 | 75 | 37 | 3 | 1 | 0 | 0 |
| The school informs me about my child's progress | 106 | 52 | 88 | 43 | 6 | 3 | 2 | 1 |
| My child is making enough progress at this school | 93 | 46 | 100 | 49 | 7 | 3 | 0 | 0 |
| The teaching is good at this school | 124 | 61 | 73 | 36 | 4 | 2 | 0 | 0 |
| The school helps me to support my child's learning | 98 | 48 | 94 | 46 | 8 | 4 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 100 | 49 | 94 | 46 | 3 | 1 | 1 | 0 |
| The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment) | 90 | 44 | 95 | 47 | 6 | 3 | 0 | 0 |
| The school meets my child's particular needs | 88 | 43 | 101 | 50 | 6 | 3 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 106 | 52 | 77 | 38 | 7 | 3 | 0 | 0 |
| The school takes account of my suggestions and concerns | 93 | 46 | 88 | 43 | 8 | 4 | 2 | 1 |
| The school is led and managed effectively | 119 | 59 | 75 | 37 | 3 | 1 | 0 | 0 |
| Overall, I am happy with my child's experience at this school | 125 | 62 | 73 | 36 | 3 | 1 | 0 | 0 |

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

| Grade | Judgement | Description |
|---------|--------------|--|
| Grade 1 | Outstanding | These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs. |
| Grade 2 | Good | These are very positive features of a school. A school that is good is serving its pupils well. |
| Grade 3 | Satisfactory | These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. |
| Grade 4 | Inadequate | These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. |

Overall effectiveness of schools inspected between September 2007 and July 2008

| Type of school | Overall effectiveness judgement (percentage of schools) | | | |
|----------------------|---|------|--------------|------------|
| | Outstanding | Good | Satisfactory | Inadequate |
| Nursery schools | 39 | 58 | 3 | 0 |
| Primary schools | 13 | 50 | 33 | 4 |
| Secondary schools | 17 | 40 | 34 | 9 |
| Sixth forms | 18 | 43 | 37 | 2 |
| Special schools | 26 | 54 | 18 | 2 |
| Pupil referral units | 7 | 55 | 30 | 7 |
| All schools | 15 | 49 | 32 | 5 |

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

| | |
|----------------------------|--|
| Achievement: | the progress and success of a pupil in their learning, development or training. |
| Attainment: | the standard of the pupils' work shown by test and examination results and in lessons. |
| Capacity to improve: | the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement. |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school. |
| Learning: | how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners. |
| Overall effectiveness: | <p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support. |
| Progress: | the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started. |

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



27 February 2010

Dear Pupils

Inspection of Seymour Park Community Primary School, Manchester M16 9QE

Thank you for making us so welcome when we inspected your school.

The inspectors really enjoyed visiting classes, seeing you around the school and in the playground. We all wanted to play on the pirate ship or have a try on the climbing wall! It was very clear that you are very proud of your school. We were very impressed with your excellent behaviour and the way you look out for each other. A big thank you must go to the pupils who gave up their playtimes to talk to the inspectors. You were all excellent ambassadors for your school.

We judge that your school is outstanding and this list explains why:

- the really exciting curriculum including many links with the community
- your knowledge and understanding of how to stay safe and healthy
- the high quality of leaders and governors
- the very high level of care the school provides for you.

We think teaching is good overall in your school and often outstanding but have asked your headteacher and his staff to try and ensure that teaching is even better across the whole school.

Keep up the good work, make sure you attend regularly and continue to enjoy all aspects of school life at Seymour Park Community Primary School.

We send you our very best wishes

Yours sincerely,

Geoffrey Yates

Lead Inspector

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