



# Sedgley Park Community Primary School

Inspection Report

**Unique Reference Number** 105308  
**LEA** Bury  
**Inspection number** 277334  
**Inspection dates** 18 January 2006 to 19 January 2006  
**Reporting inspector** Mr Ian Thompson CfBT Lead Inspector

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

<b>Type of school</b>	Primary	<b>School address</b>	Kings Road
<b>School category</b>	Community		Prestwich
<b>Age range of pupils</b>	3 to 11		Manchester, Lancashire M25 OHT
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0161 773 3146
<b>Number on roll</b>	263	<b>Fax number</b>	0161 773 5621
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr P Reid
<b>Date of previous inspection</b>	22 November 1999	<b>Headteacher</b>	Mr P Reid

<b>Age group</b> 3 to 11	<b>Inspection dates</b> 18 January 2006 - 19 January 2006	<b>Inspection number</b> 277334
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## Introduction

The inspection was carried out by three additional inspectors.

## Description of the school

This is a diverse multi-cultural and multi-faith school. Higher than average numbers of pupils join or leave the school at other than the usual times. More than 85 per cent of pupils are from minority ethnic backgrounds, the largest group being of Pakistani origin. Almost 70 per cent of pupils have home languages other than English and are at an early stage of learning English. The proportion of pupils eligible for free school meals is well above average. A well below average proportion of pupils is identified as having learning difficulties and/or disabilities and the proportion with statements of special educational needs is below average. The school's data show that attainment on entry to the school is broadly average. There have been considerable changes in staffing and management over recent years, including the headteacher's secondment to an advisory post.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

Although the school sees its effectiveness as good, inspectors judge it to be satisfactory. Improvements are at an early stage and monitoring is not yet sufficiently rigorous to support an accurate evaluation of all aspects of the school's work. Good progress in the Foundation Stage prepares pupils well for their life in the school. Although many pupils whose education is not interrupted do well as they move through the school, overall achievement is only satisfactory because learning for some pupils is slowed by absences and, for others, difficulties with English language. The school supports pupils with additional learning needs and/or disabilities well but is unable to provide specific language support for many pupils who are at an early stage of learning English. Pupils' personal development is good because of the school's effective management of this aspect of its work. All staff show consistent expectations of behaviour and attitudes to which pupils respond well. The school takes good care of its pupils. It is a safe and friendly place so that pupils are happy and enjoy learning. Learning is enriched by a wide range of extra-curricular opportunities. Leadership and management are satisfactory but monitoring of the school's work has not always been rigorous enough to identify what needs doing to improve. Recent initiatives are contributing to raising standards and achievement in literacy and numeracy. Governors provide good support for the school's work. Progress since the last inspection has been satisfactory. The school now has a good capacity to improve. Overall, the school gives satisfactory value for money.

### What the school should do to improve further

- Improve support for pupils with English as an additional language.
- Provide appropriate challenge to stretch more able pupils.
- Improve the accuracy and focus of monitoring and evaluation.

## Achievement and standards

### Grade: 3

The school evaluates achievement as good but inspectors judge it to be satisfactory overall. Results in tests at the end of Year 2 in 2005 were below average and lower than in previous years. However, year by year comparisons are unreliable because of the often substantial and unpredictable changes in the composition of classes as they move through the school. Results of tests taken at the end of Year 6 in 2005 indicate that pupils made satisfactory progress in relation to their standards when they entered the school. A number of factors have an adverse impact on achievement. A much higher than average proportion of pupils enters the school at other than the usual times. Many of these pupils are at an early stage of learning English and some have had no previous educational experience. The school does well in raising standards in speaking English for pupils with a wide range of home languages. These pupils are in small numbers in large classes across the school. Teachers and support staff deal with this difficult situation well. Nevertheless, pupils' lack of understanding of English and

consequent difficulties of reading and writing have a direct impact on their achievement and indirectly affect the achievement of all. A significant number of pupils are taken out of school for extended holidays. This has an adverse effect on their achievement and slows the achievement of all because of the time teachers need to give to making up lost ground. Most pupils do well in the Foundation Stage. The majority of those whose education is not interrupted by absence achieve well as they move up through the school.

## **Personal development and well-being**

### **Grade: 2**

Personal development and well-being are good. All pupils, including those who speak little English and those who are new to the school, indicate they feel safe and secure and enjoy school. Many benefit from the extensive range of extra-curricular activities that are provided for them. Relationships with staff are good and pupils behave well. At lunchtime, older children acting as 'playleaders' are positive role models for younger ones, encouraging them to be confident and happy at school. Attendance is satisfactory overall and improving, but some pupils are not developing the habits of regular attendance that will stand them in good stead later in life. Spiritual, moral, social and cultural development is good. Cultural development is a strength of the school as a result of its celebration of the diversity of pupils' backgrounds and faiths. Community links are strong. Pupils show their awareness of the needs of others by holding fund raising events throughout the year. The school works closely with parents, keeping them well informed about their children's progress. The school council is effective in enabling pupils to contribute to decision making. For example, they have been instrumental in introducing a fruit stall at break time to encourage healthy eating. The school promotes healthy life styles well.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The school judges teaching and learning to be good but they are satisfactory. The school's evaluation does not take enough account of the impact of insufficient specialist support for pupils at an early stage of learning English. Some good teaching was seen during the inspection. A good feature of many lessons is the way that connections are made between different subjects. In good lessons, teachers expect hard work and as a result learning proceeds at a fast pace. However, there is often a lack of challenge for more able pupils. Teaching does not always match the quality of planning. Classroom support assistants work sensitively to meet the needs of those pupils who are at an early stage of learning English and those with additional learning needs. However, there are not enough specialist language support teachers to meet the pupils' diverse needs. Assessment systems are used effectively by some teachers in target setting. The provision of information and communication technology (ICT) has greatly improved since the last inspection and teachers use it to good effect to support learning. Teachers

have used improvements to the Foundation Stage outdoor provision well to support the physical development of pupils.

## **Curriculum and other activities**

### **Grade: 3**

Although the school believes its curriculum is good, inspectors judge it to be satisfactory. The school recognises the need for more breadth and balance in the curriculum to build more effectively on what pupils have already achieved and to improve the transition between the different stages of their school life. The overall provision for literacy and numeracy has been improved recently, which is helping to raise achievement. The school provides a wealth of opportunities that enrich pupils' learning. For example, the children were completely enthralled and learning was excellent in a lively music lesson taught by a teacher from the local music consortium. There is a great emphasis on adopting healthy lifestyles and a keen sense of community. Throughout the school, good and varied opportunities are provided for developing teamwork skills.

## **Care, guidance and support**

### **Grade: 3**

The school judges this area as good but inspectors judge it to be satisfactory because improvements are needed to aspects of support and guidance. Pupils from a wide range of cultural traditions are well cared for each day. Relationships are secure and pupils say they feel safe, free from bullying and all forms of discrimination; they trust the adults who work with them and know where to turn for help if they need it. There are good procedures for health and safety. Child protection arrangements are satisfactory but no recent whole school training has taken place. There are good arrangements for supporting pupils who are new to the school. Sensitive support is provided across the school for pupils with additional learning needs and/or disabilities.

Teachers know pupils well and what they can do. Targets are set to help pupils improve, but practice is not consistent across the school. Some pupils know their targets but others do not. The school is doing all that it can to improve attendance.

## **Leadership and management**

### **Grade: 3**

Inspectors judge leadership and management as satisfactory, although the school judges them as good. The school's self evaluation is overgenerous in parts and not focused sharply enough to ensure that the results of monitoring are accurate at all levels. Since the headteacher's return to the school a good start to improvement has been made. This follows a period of inertia and staffing changes that have affected the continuity of learning and consequently pupils' achievement. The recent reorganisation of management roles and responsibilities has increased the school's capacity to improve further, which is now good. The literacy and numeracy initiatives, together with monitoring of performance, are beginning to have a positive impact on

achievement although it is too early to see long term improvement. Much is being done to support pupils who are at an early stage of learning English but the school's efforts to improve achievement are hampered by insufficient bi-lingual support. A number of initiatives are aimed at involving parents more closely in their children's education, particularly with a view to improving attendance, although progress in this area is slow.

Governors provide good strategic support for the work of the school and have overseen the recent improvements to buildings and facilities well. The school has made satisfactory improvement since the last inspection.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	3	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

As you know, Mrs Henderson, Mrs Shields and I visited your school recently to check on how well it is doing. Thank you very much for the way you made us welcome. We enjoyed talking to you about your work and your life in the school. We were impressed by your courtesy and the help you gave us. We agree with you that the school is a safe and happy place where everyone can enjoy learning.

During our time in the school we particularly liked the way:

- children in the nursery and Reception classes work hard and well. They make good progress in their time there
- your teachers and the teaching assistants give children who find learning a little difficult a lot of help
- you behave well, concentrate in lessons and help each other
- you form good relationships with all others in the school, including visitors like ourselves
- the amount of absence is getting less
- the school makes it clear that it is important for you to have a healthy way of living and we could see at lunchtime that you take this seriously
- all the staff are working hard to make this an even better school for you to come to.

We have asked your teachers to improve some things to help you learn better. These are to:

- provide more help for children who are just beginning to learn English
- make sure that the tasks you are given make you all think and work hard. You can also be very helpful by always doing your best work and meeting the targets that your teachers will set
- check carefully exactly how well you are doing throughout the school so it can do the most important things to help you improve your work.

Thank you for helping us with our work. We hope that you carry on enjoying lessons and continue to help Mr Reid and all the staff to make Sedgley Park an even better school.