

Sandbrook Community Primary School

Hartley Lane, Rochdale, Lancashire, OL11 2LR

Inspection dates 13–14 June 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- From their low starting points, pupils make good progress and attain broadly average standards in reading, writing and mathematics by the end of Year 6. This represents good achievement.
- Teaching is usually good and some is outstanding. Good relationships and the way teachers organise their classrooms help pupils to learn well.
- Staff show high levels of respect and courtesy for pupils and others.
- Pupils' behaviour and their attitudes to learning are exemplary. They say they feel very safe in school at all times.
- The curriculum promotes pupils' spiritual, moral, social and cultural development in an outstanding manner.
- The headteacher has high expectations of all staff and pupils. Senior leaders and governors work well together to improve the quality of teaching and raise pupils' achievement.
- There are good procedures for checking how well the school is doing and for identifying the correct areas for development.
- The care of pupils whose circumstances might put them at risk is exceptional.
- The governing body is very supportive of the school and influential in helping it to move forward.
- The track record of leaders and governors since the previous inspection shows they are able to carry on making improvements.

It is not yet an outstanding school because:

- There are not enough opportunities for pupils to work things out for themselves and to think about what they have learnt.
- Teaching assistants are not always deployed effectively to promote learning during the introductions to lessons.
- Marking does not always guide pupils to their precise next steps in learning.
- Pupils lack accuracy in using correct punctuation, spelling and grammar and their mathematical problem-solving skills are not well enough developed.

Information about this inspection

- The inspectors observed 26 lessons or parts of lessons taught by 16 teachers. One of these was jointly observed with the headteacher.
- Discussions were held with the Chair and vice-chair of the governing body, parents, staff, pupils and a representative of the local authority.
- The inspectors observed the school's work and looked at school documentation, including that relating to safeguarding, records of meetings of the governing body, assessment information and curriculum planning. Work in pupils' books and displays around the school were examined. The inspectors listened to groups of pupils read.
- There were insufficient responses to the online questionnaire (Parent View) for the inspectors to take into account in carrying out the inspection. Account was taken of the 190 responses to a school questionnaire sent to parents during the inspection to gain their views about its performance.

Inspection team

Melvyn Hemmings, Lead inspector	Additional Inspector
Doreen Davenport	Additional Inspector
Michael Cooper	Additional Inspector

Full report

Information about this school

- Sandbrook is larger than the average-sized primary school.
- There is a well above average proportion of pupils known to be eligible for the pupil premium. (The pupil premium is additional funding for pupils who are known to be eligible for free school meals, children from service families and children that are in local authority care.)
- The proportion of pupils supported through school action is above average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- The proportion of pupils from minority ethnic groups is broadly average, as is that of pupils whose first language is not English.
- The number of pupils entering or leaving school, other than at the normal time, is well above average.
- The school meets the current government floor standards, which set minimum expectations for attainment and progress.
- The school has gained a number of national awards, including the Activemark, and holds Healthy School status.

What does the school need to do to improve further

- Raise attainment in writing and mathematics by:
 - improving pupils' ability to use punctuation, spelling and grammar accurately
 - improving pupils' problem-solving skills in mathematics.
- Further improve the quality of teaching by:
 - ensuring that marking is always used effectively to show pupils their precise next steps in learning
 - providing more opportunities for pupils to work things out for themselves and to reflect upon what they have learnt
 - making sure that teaching assistants are always deployed successfully to promote pupils' learning during the introduction to lessons.

Inspection judgements

The achievement of pupils is good

- Pupils start school with skill levels that are low for their age. In Years 1 to 6, pupils are enthusiastic and keen to work and make good progress from their individual starting points. By the end of Year 6, attainment is broadly average in reading, writing and mathematics. This represents good achievement.
- In the Early Years Foundation Stage, children make good progress and show much enjoyment in all their activities, such as when using the water tray to investigate capacity.
- Though attainment is below average at the end of Year 2, pupils have made good progress from when they start school in Nursery. Standards are dampened by the high number of pupils joining or leaving school during Key Stage 1. Pupils who join have gaps in their knowledge and have not always had as effective a start as others in the school.
- Attainment in reading is below average at the end of Key Stage 1 and broadly average by the end of Year 6. In Key Stage 2, pupils effectively build upon the foundations laid in previous years. As a result, they confidently use their knowledge of the sounds that letters make to read unfamiliar words.
- Pupils enjoy writing in a variety of styles, including poetry and instructional writing. However, they lack accuracy in using correct grammar, punctuation and spelling.
- In mathematics, pupils have secure calculation skills, including quick mental recall of number facts. Their ability to apply these skills to solve number problems is not as strong.
- Disabled pupils and those who have special educational needs make good progress. Their individual needs are identified early and well-targeted extra support is provided to meet them. Pupils whose first language is not English also receive extra support to enable them to make good progress.
- The progress of pupils who join during the year is good because their needs are promptly identified and the work given to them moves them on swiftly.
- The funding for pupils known to be eligible for the pupil premium has been used effectively to raise their attainment in English and mathematics. It has been used to provide small-group and individual support and this has successfully narrowed the gap between pupils known to be eligible for free school meals and other pupils in the school. As a result, they make good progress and attainment in English and mathematics by the end of Year 6 is now similar to that of other groups not supported by the pupil premium. This demonstrates the school's successful commitment to equality of opportunity.

The quality of teaching is good

- In the Early Years Foundation Stage, adults work well together to provide stimulating and practical activities across the areas of learning. They encourage children to make choices for themselves and to take turns and share resources fairly. The outdoor area is used well to extend learning that has taken place indoors.
- In Key Stages 1 and 2, teachers have good subject knowledge and use questioning effectively to find out what pupils know and to extend their understanding of the ideas being taught. Lessons are managed well so that pupils are engaged in their activities and little time is lost. Teachers explain ideas confidently and ensure that pupils are clear about what they are to learn and what to do to succeed.
- Teachers use information about pupils' progress to help them plan future lessons that meet pupils' needs. Good use is made of a variety of resources, including new technology to enhance learning. Teachers carefully check pupils' understanding throughout lessons so they can intervene, as necessary, to improve learning.
- Though pupils' work is marked regularly, it does not consistently provide them with specific

guidance about how they could improve. There are not enough opportunities for pupils to work things out for themselves and to think about what they have learnt. Teaching assistants are not always deployed effectively during the introductions to lessons to support pupils' learning.

- When teaching is outstanding, pupils are given highly motivating activities that capture and maintain their interest and very successfully meet their individual needs. Such teaching was evident in a lesson for pupils in Year 6, in which they made excellent progress in working collaboratively to improve their own and others' writing.
- Teachers develop pupils' spiritual and moral development well by encouraging them to think about the wonder of the world around them and by their high expectation of behaviour. Social and cultural development is fostered effectively by the many opportunities for pupils to work together and to learn about cultures different to their own.

The behaviour and safety of pupils are outstanding

- The behaviour of most pupils in and around school is exemplary. It plays an important role in their successful learning, ensuring that lessons run smoothly without interruption. Pupils are highly considerate and very supportive of one another in lessons and there is a very welcoming and friendly atmosphere throughout the school.
- A few pupils with behavioural difficulties find it hard to act responsibly at times. However, they respond positively to the school's consistently applied behavioural management procedures.
- Parents, staff and pupils are extremely positive about both behaviour and safety. Pupils have a very good understanding of the different kinds of bullying, such as cyber and physical bullying. They say that bullying is rare and are very confident that staff will deal with it quickly when it happens.
- Pupils are highly aware of how to keep themselves and others safe. The curriculum very effectively develops their understanding of the potential dangers associated with roads, railways, water and the use of the internet. Pupils know what action to take if approached by a stranger.
- Pupils say they feel very safe in school at all times. Their attendance has improved significantly in recent years and is broadly average. Pupils arrive on time so there is no time wasted in beginning activities. They say they enjoy school because teachers make learning fun.
- There are many opportunities for pupils to take on responsibility, such as being a house captain, play leader or a member of the school council. Pupils take these on very willingly and carry out their roles diligently. By doing this, they add to the life of the school and give all pupils a voice in how the school develops.

The leadership and management are good

- The headteacher is highly ambitious for the school and leads by example. Senior leaders and governors work well together to drive forward improvements. They successfully encourage all staff to do their best and morale is high.
- Leaders and governors have successfully maintained the many strengths highlighted in the previous inspection. Their ability to carry on making improvements is good.
- Leaders rigorously check the quality of teaching. Support is added where needed and only a few aspects to improve remain. The management of staff performance and training of teachers and other adults effectively meets whole-school and individual staff needs. There is a good link between the performance of teachers and their salary progression.
- The school's procedures for gaining an accurate view of its performance are good and accurately identify priorities for future development. Actions are put in place and leaders regularly assess if these are bringing about improvement.
- The promotion of equality of opportunity and tackling of discrimination is good. Leaders carefully check the progress of individual pupils and groups. Consequently, if any intervention is necessary, it is identified at an early stage and precisely targeted support is provided to bring

about improvement.

- The care and welfare of pupils are at the heart of the school's work. Leaders ensure that all pupils are safe and well looked after. They work successfully with a variety of agencies to provide exceptional support for those pupils whose circumstances might put them at risk.
- The local authority has confidence in the ability of the school's leadership to continue making improvements and provides light-touch support.
- Staff show respect for pupils and other adults. Relationships at all levels are good and contribute to pupils' learning and development.
- The curriculum is planned well to interest pupils in learning and promotes their spiritual, moral, social and cultural development extremely well. It is enriched by a wide variety of well-attended extra-curricular activities and visits, such as to Chester Cathedral.
- **The governance of the school:**
 - Governance is good. Governors have an accurate view of the quality of teaching and of how leaders tackle any underperformance. They understand the data relating to the school's performance and know how the management of performance is used to improve staff expertise and reward good teaching. Governors know the school's strengths and weaknesses and take part in regular training to maintain their effectiveness. The governing body ensures that safeguarding requirements are met. Governors manage the budget effectively and hold the school to account for the way the funding for pupils known to be eligible for the pupil premium is used to raise their achievement.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	134966
Local authority	Rochdale
Inspection number	411976

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	462
Appropriate authority	The governing body
Chair	Mark Pilling
Headteacher	Danny Mulkeen
Date of previous school inspection	18 May 2010
Telephone number	01706 647743
Fax number	01706 710287
Email address	office@sandbrook.rochdale.sch.uk

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