

Inspection of a school judged good for overall effectiveness before September 2024: Partington Central Academy

Central Road, Partington, Urmston, Manchester M31 4FL

Inspection dates:

12 and 13 November 2024

Outcome

Partington Central Academy has taken effective action to maintain the standards identified at the previous inspection.

The executive headteacher of this school is Anita Edwards. This school is part of The Dean Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Tarun Kapur, and overseen by a board of trustees, chaired by Damian McGann.

What is it like to attend this school?

Pupils are happy and proud to be a part of the Partington Central Academy 'family'. They are polite and respectful towards each other, staff and visitors. Pupils take on responsibilities such as prefects and buddies. They help younger pupils to make good choices and follow the school rules.

The school has high aspirations of pupils' achievement. Pupils and staff alike share and live out the school's vision to 'believe, achieve, succeed'. Pupils enjoy learning and they are keen to share all that they know and can do. They take pride in the work that they produce and recognise the importance of always trying their best. Pupils, including those with special educational needs and/or disabilities (SEND), achieve well.

There are many opportunities for pupils to broaden their horizons and to see what is beyond their local area. Pupils enjoy trips to museums and stately homes which brings learning to life. Enrichment activities such as yoga, mindfulness and fencing develop pupils' interests. Pupils contribute to the local community through termly litter picks. They feel that they have a voice, and they are keen to make a difference to their school and community.

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

There have been many changes to the staff team since the previous inspection. Those staff new to the school spoke highly of the thorough induction and ongoing support that they receive from leaders within the school and across the trust. The training offer for staff is highly effective. The results of this are evident in how well the school has addressed the areas for improvement which were raised at the previous inspection.

In recent years, the school has refined the curriculum so that it is crystal clear what knowledge should be delivered and in what order. The curriculum is ambitious for all, including for disadvantaged pupils and those with SEND. Staff have a good grasp of the content that they teach. They deliver this in a clear and fun way which engages and supports pupils' learning. This includes careful adaptations to the delivery of the curriculum so that pupils with SEND can learn alongside their peers.

The school carefully checks what pupils know and can do. Typically, teachers identify and address pupils' misconceptions as they arise. However, due to the recent refinements to the curriculum, pupils have gaps in their knowledge. The school has begun to address this. However, new learning sometimes fails to build on what pupils already know and remember.

The phonics programme is taught well. Children in the Nursery class develop a love of reading through the books, stories and rhymes that staff share with them. Staff are alert to any children in the Reception class or pupils in key stages 1 who may need extra help to learn sounds and the letters that they represent. Staff act swiftly to ensure that pupils receive well-tailored and effective support. As a result, most pupils, by the time that they are in Year 2, have developed into fluent and confident readers.

From the youngest age, there are high expectations of pupils' behaviour. In the early years, children learn to play, talk and learn. They share and care for each other. Adults successfully support children to develop their communication and language skills. Across the rest of the school, pupils behave well. They are keen to attend school and they relish the chance to be in the weekly prize draw for being present and on time. The school does all that it can to support and challenge families to make sure that pupils attend school as often as they should. This approach is bringing about improvements to attendance rates year on year.

The school promotes pupils' personal development well. Pupils learn about different families, what a respectful relationship is and how they can stay safe, fit and healthy. They speak of having a trusted adult in school who they can share any worries with. Pupils are highly respectful of each other. They are tolerant and celebrate the differences that exist within the school and wider world in which they live.

The school, trust and the local governing body strive to maintain and improve the standards of education year on year. They are highly ambitious for pupils and staff alike. They are keen to see all pupils succeed and achieve their potential. In every decision or change that leaders make, they do so with the pupils' best interests at the core.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, pupils have gaps in their learning which makes it difficult for them to benefit from the recently revised curriculum. Some pupils do not have strong enough foundations on which to build new learning. The school should ensure that the gaps in pupils' knowledge are identified and addressed so that they can make the most of their new learning.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. 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's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection 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 for overall effectiveness in April 2019.

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	143380
Local authority	Trafford
Inspection number	10348350
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	354
Appropriate authority	Board of trustees
Chair of trust	Damian McGann
CEO of the trust	Tarun Kapur
Executive Headteacher	Anita Edwards
Website	www.partingtoncentralacademy.co.uk
Dates of previous inspection	16 and 17 April 2019, under section 5 of the Education Act 2005

Information about this school

- The school has an executive headteacher and head of school who have responsibility for Partington Central Academy and another school within the multi-academy trust.
- The school runs a before- and after-school club for pupils.
- The school uses one registered alternative provision for some pupils.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in her evaluation of the school.
- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.

- The inspector listened to pupils read from Year 1 to Year 3.
- The inspector spoke with the CEO of the trust, the executive headteacher, other school leaders and members of staff.
- The inspector met with representatives of the local governing body, including the chair. They also spoke with a representative of the local authority.
- 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 reviewed a range of documents, including records of governing body meetings, the school's evaluation of its strengths and areas for improvement and documents relating to pupils' behaviour and attendance.
- The inspector met with leaders who are responsible for attendance, behaviour and pupils' personal development.
- The inspector spoke with groups of pupils about their experiences at school and observed their behaviour at lunchtime. They considered the views of pupils shared through Ofsted's online survey for pupils.
- The inspector spoke with staff about their workload and well-being. They considered the views of staff shared through Ofsted's online survey.
- The inspector took account of the responses to Ofsted Parent View, including the free-text comments.

Inspection team

Sue Dymond, lead inspector

His Majesty's Inspector

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