

# Inspection of a school judged good for overall effectiveness before September 2024: Abbey Hey Primary Academy

Abbey Hey Lane, Gorton, Manchester, Greater Manchester M18 8PF

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Inspection dates:

5 and 6 November 2024

## Outcome

Evidence gathered during this ungraded (section 8) inspection suggests that the school's work may have improved significantly across all areas since the previous inspection. The school's next inspection will be a graded inspection.

The head of school is Kylie Losper. This school is part of United Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Sir Jon Coles, and overseen by a board of trustees, chaired by Christian Brodie. There is also an executive principal, Paul Graham, who is responsible for this school.

## What is it like to attend this school?

Abbey Hey Primary Academy is an exceptional school. Leaders have established influential school values, including ambition, confidence and respect. These values are lived out by staff consistently well. They inspire pupils in their exemplary conduct, interactions and work. Pupils see themselves as leaders in their school. They know their voices make a positive difference to their school community. Together, staff and pupils have created a culture that includes everyone. The school is an exciting and happy place in which to learn.

The school and the trust have established a curriculum that enables a deep study of each subject. Pupils, including those with special educational needs and/or disabilities (SEND), achieve remarkably well. The school deliberately enhances the curriculum by providing pupils with many opportunities to develop their character and sense of citizenship. This inspires pupils' thirst for learning. They find this learning captivating.

The school applies its high expectations of behaviour and routines consistently well. Pupils' behaviour and attitudes to their learning are exceptional. If pupils struggle, they are taught the strategies they need to manage their own behaviour. They use these strategies extraordinarily well. Lessons are calm and focused. All pupils understand what they learn now will support their aspirations for the future. They attend to this learning diligently.

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

Working together, trust and school leaders have created an ambitious curriculum. Pupils quickly become confident and resilient learners. The way the school's curriculum and teaching enable pupils to connect their knowledge is exemplary. For example, in geography, pupils analyse the impact of tourism in Brazil. They use their geographical knowledge to explain the benefits and drawbacks of this tourism on local communities. Teachers carry out highly effective checks on pupils' learning. They address pupils' misconceptions as they arise. This helps pupils to develop deep knowledge and understanding across the curriculum.

Pupils with SEND are supported in learning the same ambitious curriculum as their peers. The school identifies these pupils' additional needs quickly and accurately. Pupils with SEND receive carefully targeted support to master new knowledge. If pupils need a bespoke curriculum, adults make sure this matches pupils' needs precisely. Pupils with SEND flourish with this support.

Children in the early years rapidly develop their language and phonics knowledge. From the beginning of their time in the Nursery provision, staff help children develop an impressive range of vocabulary. Children use this language confidently in their interactions. Staff expertly teach Reception-age children to read. Children master phonics quickly and become fluent readers. Older pupils receive an exceptional reading curriculum. If pupils struggle with reading, highly skilled staff provide the precise support needed to become fluent. All pupils become confident readers. They use their reading independently to acquire new knowledge across a range of subjects.

In the early years, children quickly secure their knowledge of number. They benefit from carefully designed opportunities to learn through everyday play. By the time children begin Year 1, they are confident mathematicians. Staff plan structured tasks that allow all pupils to rehearse their mathematics learning and become fluent. For example, pupils use their knowledge of times tables and factors to solve complex problems. Others use this knowledge to divide larger numbers efficiently.

The school takes highly effective action to increase pupils' rates of attendance. Attendance is improving as a result.

The school's work to promote pupils' personal development is exceptional. Pupils develop an impressive understanding of relationships and consent. They talk about diversity with considerable maturity. Pupils learn how to hold differing views and offer contrary opinions. This informs the deep respect with which pupils treat everyone around them.

The school makes sure pupils learn about enterprise, finances and future careers. This work contributes significantly to pupils' ambitions for their own futures. The school has also established a character development programme for pupils. This inspires pupils to contribute as leaders in all aspects of school life. For example, pupils write and perform their own pantomime. Others engage in a 'Gorton bake off' and invite parents and carers

to taste-test their bakes. These opportunities significantly enhance the curriculum for pupils. Pupils thrive academically and socially.

Those responsible for governance are extremely knowledgeable about the school. They use their experience well to challenge and support leaders. They check carefully that the school is taking the right actions in the best interests of all pupils. The school and trust deliver highly effective support and professional development for staff at all levels. This support has a very positive impact on the workload and well-being of all staff. Staff are very proud to work at this welcoming school.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **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 October 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

<b>Unique reference number</b>	139404
<b>Local authority</b>	Manchester
<b>Inspection number</b>	10348283
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	674
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Christian Brodie
<b>CEO of the trust</b>	Sir Jon Coles
<b>Headteacher</b>	Kylie Losper (Head of School)
<b>Website</b>	<a href="http://www.abbeyheyprimary.org.uk">www.abbeyheyprimary.org.uk</a>
<b>Dates of previous inspection</b>	1 and 2 October 2019, under section 5 of the Education Act 2005

## Information about this school

- The school does not currently use alternative provision.

## 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. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors met with senior leaders, subject leaders and teachers.
- The lead inspector held a meeting with governors, including the chair of the local governing board and a representative of the chair of trustees. The lead inspector also held a meeting with the regional director, who was representing the CEO of the trust.
- The inspectors visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.

- 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.
- The lead inspector scrutinised a range of other documentation, including governor meeting minutes and leaders' evaluation of the school.
- The inspectors took into account the responses to Ofsted's online survey for pupils, and they spoke informally to pupils to gather their views on school life.
- To gather parents' views, the lead inspector took account of the responses from Ofsted Parent View, including free-text comments.
- The lead inspector took into account the staff survey and met formally with staff to gather their views.

### **Inspection team**

Jen Sloan, lead inspector

His Majesty's Inspector

Deborah Bailey

Ofsted Inspector

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