

Mottram St Andrew Primary Academy

Inspection report

Unique Reference Number	136518
Local authority	N/A
Inspection number	382063
Inspection dates	2–3 November 2011
Reporting inspector	Denise Shields

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

Type of school	Academy
School category	Non-maintained
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	166
Appropriate authority	The governing body
Chair	Rebecca Morgan
Headteacher	Christine Bowen
Date of previous school inspection	N/A
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Introduction

This inspection was carried out by three additional inspectors. The inspectors observed teaching and learning in 13 lessons or part-lessons and these included the observation of 10 teachers. Meetings were held with staff, groups of pupils and members of the governing body. Inspectors observed the academy's work and scrutinised a range of documentation, including pupils' past and present work, assessment and tracking information, monitoring and evaluation records, and additional evidence of the support for pupils whose circumstances make them potentially vulnerable. Inspectors also looked at whether the academy meets statutory requirements with regard to safeguarding. A representative sample of questionnaires returned by pupils, staff and the 58 questionnaires returned by parents and carers were scrutinised.

The inspection team reviewed many aspects of the academy's work. It looked in detail at a number of key areas.

- Whether all pupil groups are making enough progress in mathematics.
- The extent to which the curriculum is accelerating boys' progress in writing.
- Whether the provision in the Early Years Foundation Stage is meeting the needs of all children.
- Whether pupils' learning and progress, and the quality of provision observed during the inspection, justify the academy's judgement of outstanding for its overall effectiveness.

Information about the school

Mottram St Andrew primary school converted to an academy in April 2011. It is also part of a formal collaborative arrangement with seven local primary schools and a secondary school. These schools do not share the same governing body or headteacher. The formal collaboration is overseen by a joint committee.

Mottram St Andrew is a smaller than the average-sized primary academy. Almost all pupils are White British. Very few pupils are known to be eligible for free school meals. A below average proportion of pupils are assessed as having special educational needs and/or disabilities, some of which are complex. The number of pupils in each year group is small. There are fewer girls enrolled than boys. As a consequence, there is a gender imbalance in most years. In some year groups, more pupils than average join or leave the academy other than at the start of the academic year.

The academy holds Healthy School status and has achieved a number of awards including, the Inclusion Quality Mark, Artsmark Gold and International Schools.

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

Mottram St Andrew is an outstanding academy. Leaders and managers, including the extremely knowledgeable governing body, are highly effective. Virtually every aspect of leadership and management is outstanding and this is a significant factor in the success of the academy. There is a very firm emphasis on securing the best possible experiences for all pupils to promote their academic, personal and social skills. Self-evaluation is exceedingly robust and closely aligned to future development planning. Priorities for improvement are sharply focused and meticulously pursued. Many aspects of the academy's work have improved such as, the provision in the Early Years Foundation Stage, the effectiveness of leadership and management and pupils' attainment in writing, particularly that of boys. As a result, the academy demonstrates an outstanding capacity for sustained improvement and provides outstanding value for money.

Care, guidance and support are exceptionally good. From the Reception class onwards, pupils say they feel extremely safe and are very happy. A typical view reported by the overwhelming majority of pupils is, 'staff care about us and are always kind.' Every element of pupils' personal development is outstanding. For example, spiritual, moral, social and cultural development is excellent. Pupils make an exceptional contribution to the academy, their immediate, wider and global communities. Their behaviour is outstanding, both in lessons and when at play outdoors. Overwhelmingly, pupils say they thoroughly enjoy learning and the extensive range of activities beyond lessons. This is reflected in their consistently high levels of attendance. Almost all pupils say that the verbal feedback from their teachers is extremely helpful; they are less certain how marking shows them how to improve their work. Scrutiny of work shows that in some instances marking is detailed and provides constructive comments to help pupils improve but this is not consistently so in all classes. The outstanding curriculum is imaginative and provides a wealth of memorable learning experiences. Consequently, pupils develop superb life skills and are extremely well prepared for their next stage of learning.

Children enter the Reception class typically with skills that are in line with those expected for their age. Throughout the school, the overall quality of teaching is outstanding. Teachers have a precise understanding of where pupils are up to and the progress they have made; they make extremely effective use this information to plan work for individual pupils. This ensures that in all classes the needs and abilities of all groups are met and is a key reason why pupils' learning and progress is

outstanding. By the end of Year 6, pupils' attainment is above average in English and mathematics, including the proportion of pupils who attain higher levels for their age, but this can fluctuate because of the small numbers in each year group. However, taking account of pupils' varying needs and their starting point at the academy, achievement for all groups is outstanding.

What does the school need to do to improve further?

- Ensure marking consistently indicates to pupils how to improve their work.

Outcomes for individuals and groups of pupils

1

Overwhelmingly, pupils say that their lessons are fun and they learn a great deal. Almost all pupils are extremely well motivated, have high levels of concentration and are very keen to succeed in all aspects of academy life. Nearly all pupils work enthusiastically with a partner or in groups and this is helping them to become confident, mature learners. It also helps them to develop strong cooperation and leadership skills. The vast majority are keen to practise the skills they have learnt. This is demonstrated by the high quality and range of the work seen in the personal project books of the oldest pupils.

Achievement is outstanding. Pupils' behaviour is exemplary. Nearly all pupils, even the very youngest, are keen to help and support each other. This has a positive impact on their enthusiasm and on their enjoyment of learning, which is high. All pupil groups, including boys and girls and those who join the school part way through the year, make outstanding progress overall because of the high quality teaching they receive. Pupils with special educational needs and/or disabilities and those with more complex needs, make outstanding progress overall because of the very effective guidance they receive from all adults who help them. Learning and progress in mathematics, for all groups, is good and often outstanding. This is because teachers ensure that tasks and activities are very closely tailored to pupils' abilities and ensure they have good opportunities to enhance their mathematical skills beyond their numeracy lessons. Inspection evidence indicates that the attainment of the current Year 6 pupils in English and mathematics is well above average including the proportion of pupils who attain higher levels.

All pupils willingly undertake responsibilities from an extensive range of opportunities afforded to them; these roles help to develop their confidence and social skills. Pupils have an excellent understanding of environmental issues. They state very confidently that their views are listened to and acted upon and that they are able to contribute to the academy's improvement, such as developing the playground areas. Their impressive understanding of how to live safe and healthy lifestyles is demonstrated by older pupils, who explain clearly how they can ensure their emotional well-being and, discuss the benefits of growing and eating organic fruit and vegetables from the academy's allotment. Pupils' understanding of different communities locally, within the United Kingdom and of global issues is developed exceptionally well.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
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	1
Taking into account:	
Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Almost all lessons are lively. Teachers capture pupils' attention through their imaginative use of very well-chosen resources and innovative activities. Unanimously, pupils comment that these help them to learn more rapidly. At its best, carefully tailored questioning is extremely effective and makes pupils think more deeply about their learning. Many opportunities are provided for pupils to work in pairs and small groups; this successfully promotes speaking, listening and cooperation. In nearly all lessons, teaching assistants guide very effectively the learning of individuals or groups of pupils. Just occasionally, teachers talk for too long and pupils' enjoyment of learning slips. Teachers' planning makes very effective use of high quality assessment information to ensure that the needs and abilities of all groups of pupils are met. In all classes, a notable strength is the oral feedback given to pupils. Where practice is best, marking is helpful and provides constructive comments to help pupils improve their work.

The curriculum is innovative and very carefully organised to suit the needs of all pupils, including those with special educational needs and/or disabilities and those with more complex needs. It allows all groups to achieve exceptionally well academically and in their personal and social development too. The many creative opportunities provide wide-ranging chances for pupils to practise their literacy, numeracy and information and communication technology skills. This has quickened pupils' progress in writing, especially boys. Opportunities to gain first-hand experience, for example, through educational visits and visitors, are diverse and very effectively integrated with pupils' work; this has a significant impact on broadening their horizons.

Pupils benefit from exceptionally high quality care, guidance and support. There is extremely effective support for pupils with special educational needs and/or disabilities and those with more complex needs, resulting in their increased motivation and greater access to the curriculum. Adults know pupils extremely well. Without exception, pupils say there is an adult to turn to for help if they are sad or

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

troubled. Pupils who join the academy part way through the year are warmly welcomed and helped to settle quickly into school life. Arrangements are excellent to help pupils move from year group to year group and then on to secondary school. The academy's out-of-school club provides those who attend with a friendly and safe place to start or end the day.

These are the grades for the quality of provision

The quality of teaching	1
Taking into account: The use of assessment to support learning	1
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?

The headteacher provides very strong, astute and determined leadership. Among the staff, teamwork is extremely strong. Morale is high. Leadership is shared; it is open, self-critical and reflective. Leaders and managers are exceptionally capable. They make extremely good use of the information gained, from rigorous systems to monitor and evaluate the work of the academy, in order to drive improvements. When concerns are highlighted, rapid and highly effective action is taken to address them. For instance, the academy recognised that attainment in mathematics was not quite as high as that in English. Clear and successful initiatives introduced to deal with this have been very effective, including the introduction of additional methods to teach the subject. In all classes, attainment has risen and achievement has improved.

The governing body has an excellent overview of the academy because its members monitor the quality of provision exceptionally well through a clear committee structure. Members are fully involved in shaping the future direction of the academy. The school's procedures for safeguarding pupils are good. Every parent, carer and pupil that expressed a view during the inspection confirms this. A notable strong point is the promotion of safeguarding within the curriculum.

Relationships with almost all parents and carers are excellent. A great many parents and carers are active partners in their children's learning and in the life of the school. Highly effective arrangements promote equal opportunities and help the school to ensure no group is subject to discrimination or achieves less well than another. The headteacher and staff have built extremely good relationships with members of the immediate area, wider and global communities. Outstanding partnerships, including the formal collaboration with local schools and with external agencies, help to provide a greater range of experiences for pupils and support their learning and well-being exceptionally well.

These are the grades for the 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	1

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
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
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

Children get off to a 'flying start' when they enter the Reception class. This is due to very close liaison with parents and carers, excellent induction and exceptionally good care and guidance arrangements. Children settle quickly, learn to follow routines and form very trusting relationships with adults. As a result of recent improvements, the learning areas are bright and cheerful with a wide variety of purposeful activities that children can choose from both inside and outdoors. Teaching is good and often outstanding. Learning is made great fun. As a result, children make rapid progress and their achievement is outstanding. They play happily together, behave extremely well and enjoy learning immensely. For example, children were totally captivated when Goldilocks ran past their classroom window, leaving a trail of clues for children to follow so that they could find her in the Bears' House. This experience inspired children to use their imagination during the activities that followed and, because adults swiftly intervened, extremely purposeful learning took place. Detailed, regular assessment of children's achievements are made and used very carefully to plan the next steps in children's learning. The Early Years Foundation Stage is exceptionally well led and teamwork is extremely strong. Leaders have an accurate view of what to do next.

These are the grades for the Early Years Foundation Stage

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

Views of parents and carers

Inspectors received a slightly below average response to the inspection questionnaire. Almost all of the parents and carers indicate a positive view about all aspects of the academy's work. Inspection findings endorse these positive views. A few parents and carers consider that the academy does not meet their children's particular needs or deals effectively with unacceptable behaviour. Through their extensive review of records, observations and discussions with pupils and staff, the inspectors found the academy has excellent arrangements to meet all pupils' particular needs and extremely effective procedures for managing pupils' behaviour. A few parents and carers expressed the view that their children do not make enough

progress. Inspection evidence indicates that all groups of pupils make outstanding progress.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Mottram St Andrew Primary Academy 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 58 completed questionnaires by the end of the on-site inspection. In total, there are 166 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	44	76	14	24	0	0	0	0
The school keeps my child safe	48	83	9	16	0	0	0	0
The school informs me about my child's progress	35	60	20	34	2	3	1	2
My child is making enough progress at this school	32	55	22	38	3	5	1	2
The teaching is good at this school	41	71	15	26	1	2	0	0
The school helps me to support my child's learning	35	60	20	34	1	2	1	2
The school helps my child to have a healthy lifestyle	40	69	17	29	0	0	1	2
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)	35	60	18	31	1	2	0	0
The school meets my child's particular needs	38	66	14	24	5	9	1	2
The school deals effectively with unacceptable behaviour	37	64	17	29	4	7	0	0
The school takes account of my suggestions and concerns	35	60	20	34	2	3	1	2
The school is led and managed effectively	39	67	17	29	0	0	1	2
Overall, I am happy with my child's experience at this school	40	69	17	29	1	2	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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 is for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



4 November 2011

Dear Pupils

Inspection of Mottram St Andrew Primary Academy, Macclesfield, SK10 4QL

Thank you for all being so friendly and helpful during the inspection of your academy. The inspectors enjoyed their two days with you and came to the judgement that your academy is outstanding. These are some of the things that really impressed us all.

- Children get a fantastic start to their education in the Reception class and learn lots of new things.
- You all try very hard in your lessons and really enjoy learning.
- You told us that the verbal feedback teachers give you is really useful and so you know how to improve, but that marking is not so helpful. We have asked your teachers to ensure, when they mark your work, their comments tell you clearly how you can improve.
- You told us that your teachers make lessons very interesting and huge fun and the work they give you is just right for you. We agree. As a result, you all make excellent progress and your achievement by the time you leave at the end of Year 6 is outstanding.
- You told us that all the adults care for you tremendously well and this helps you to feel extremely safe and happy at Mottram St Andrew. We agree.
- You all behave extremely well and are helpful and friendly. You all look after each other, especially when a new pupil joins your class.
- Your headteacher, other staff and governors know the academy exceedingly well and they are excellent at finding ways to make it even better.

Thank you once again for making us so welcome. I know you are all proud of your school, so please continue to try your best at all times.

Yours sincerely,

Denise Shields
Lead Inspector

