

Mottram CE Primary School

Inspection report

Unique Reference Number	106237
Local authority	Tameside
Inspection number	395413
Inspection dates	22–23 May 2012
Lead inspector	Roger Gill

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	134
Appropriate authority	The governing body
Chair	Claire Reynolds
Headteacher	Tracy Higgins
Date of previous school inspection	11 December 2007
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Age group	4–11
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Introduction

Inspection team

Roger Gill

Additional Inspector

This inspection was carried out with two days' notice. The inspector observed teaching in eight lessons or part lessons taught by six teachers. Meetings were held with groups of pupils, members of the governing body and staff. The inspector observed the school's work and looked at a range of evidence, including the school's documents for self-evaluation and safeguarding. He also studied standards in reading, pupils' workbooks and the tracking system used by the school to monitor pupils' progress. The inspector considered the 61 questionnaires completed by parents and carers, as well as those from pupils and staff.

Information about the school

Mottram is smaller than the average-sized primary school. The school contains more girls than boys. The proportion of pupils known to be eligible for free school meals is well below average. The number of pupils from minority ethnic heritages is low, as is the proportion of pupils who speak English as an additional language. The proportion of disabled pupils or those who have special educational needs supported at school action plus or who have a statement of special educational needs is below average. The school meets the current floor standards (these are minimum standards of pupils' attainment and progress expected by the government). The headteacher was new to the school in September 2011. There were several temporary teachers in school at the time of the inspection owing mainly to long-term absences for sickness and maternity. The school has recently received Healthy School status and an Activemark for its provision of sport.

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	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	2
Leadership and management	2

Key Findings

- This is a satisfactory school. It is not yet good because the impact of teaching over time is satisfactory in reading, writing and mathematics and pupils' progress in mathematics is not improving as quickly as it is in the other two subjects. Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- Attainment by the end of Year 6 is average, which represents satisfactory achievement overall. Progress for the current pupils in Year 6 is good and they are on course for higher standards than in previous years. Children are beginning to achieve well in the Early Years Foundation Stage (Reception), from skill development on entry that is typical for their age.
- Teaching is satisfactory. Some good and occasionally outstanding lessons were seen during the inspection but even these are only making up for pupils' slower progress in the past. Disabled pupils and those who have special educational needs make satisfactory progress. Teaching for these pupils has been improved.
- Behaviour and safety are good. Attendance is above average. Pupils enjoy each other's company and treat adults and other pupils with respect. Behaviour in lessons, assemblies and around the school is often outstanding but there are occasions when small groups of pupils lack the same high levels of self-discipline.
- Leadership, including that from governors, has shown tenacity in tackling previous aspects of underachievement. Parents, carers, staff and pupils are complimentary about the school, particularly now that pupils' progress is improving. Leadership of teaching and the management of performance are good because a close check is made on pupils' learning and there are beneficial opportunities for teachers' professional development. Pupils' spiritual, moral, social and cultural development is good, with outstanding aspects in their

reflection on the school's values, such as hope and peace, and how these influence their attitudes and behaviour.

What does the school need to do to improve further?

- Improve the rate of pupils' progress in mathematics to at least match that in reading and writing by:
 - improving the assessment of mathematics to make sure that lessons are planned to the right level for all pupils
 - providing enough practical apparatus for pupils to use when trying to understand mathematical ideas
 - planning the curriculum to enable pupils to practise mathematics in as many subjects as possible.
- Ensure that the effect of teaching on learning and achievement is at least good by:
 - planning lessons with clear levels and targets in mind for different groups of pupils
 - making sure that all pupils contribute usefully in lessons
 - introduce a sense of pace and rigour into all lessons to quicken pupils' progress overall
 - providing consistently precise marking and advice in lessons so that pupils know exactly what to do to reach their next level of attainment.

Main Report

Achievement of pupils

Pupils achieve satisfactorily, but progress is speeding up as a result of measures taken by leadership. Good progress is achieved in the Reception and Year 1 class despite the lack of an easily accessible outside area. Children, for example, were enthralled in the challenge to retell, in writing, a traditional tale and some Year 1 pupils even debated whether to use the word 'thought' instead of 'said' when composing speech. Elsewhere, pupils who have fallen behind in their mathematics are beginning to make better progress because they are given 'catch-up' sessions with a well-qualified teacher. In Year 6, pupils are learning fast this year, having made before that less progress than that expected nationally. In mathematics they had learnt at a very slow rate before entering Year 6. This year, older pupils are challenged well to succeed in lessons that extend their skills, for example, in composing adverbial clauses in a Year 4 and 5 lesson or drawing accurate line graphs from data they have collected in a Year 5 and 6 lesson.

Despite these advances this year, achievement is not yet good overall especially in mathematics. There is a tendency for the girls to progress less well in mathematics. The school is tackling this issue but there is still more to do, for example, in ensuring that mathematical skills are practised well across the curriculum such as in science. Attainment in reading at the end of Key Stages 1 and 2 is about average. Pupils'

progress in reading is generally satisfactory but it does vary from year to year owing to the quality of teaching pupils receive.

Parents and carers are generally complimentary about their children's achievement but a minority were, rightly, concerned about the lack of progress for some over the last few years. Disabled pupils and those who have special educational needs achieve satisfactorily, and parents agree, particularly now that teaching is now meeting their needs.

Quality of teaching

Parents and carers are positive about how their children are taught. Pupils speak highly of the way that teachers care about their progress even when they have emotional difficulties. There is widespread agreement with the view put forward by older pupils that, 'teachers never give up on you.'

Some lessons flow very smoothly because behaviour is superb, teaching possesses a quick pace that keeps pupils' interest alive and all pupils contribute ideas in a collaborative way. This was the case in a Year 5 and 6 lesson where teaching was outstanding in which pupils wrote about mythical creatures in a very engaging way. However, there are other occasions when teachers talk for too long and are not skilful enough to seek contributions from all of the pupils. When these things happen, some pupils can become restless and behaviour is merely satisfactory. Teachers generally assess pupils' work satisfactorily and set next steps in the form of targets. This is a relatively new system, so pupils are not confident in talking about these targets. Furthermore, teaching is not consistent in telling pupils what to do next. Marking such as, 'can you use some more adjectives?' leaves pupils confused because the advice is not specific enough.

Planning for lessons and the assessment of pupils' work are satisfactory. Plans are broadly helpful in promoting learning but are not precise enough in setting targets for all groups of pupils based on their previous achievements. This is why some higher-attaining pupils find the work too easy. This applies to mathematics in particular but is true in some cases for reading and writing as well. In mathematics pupils' learning has been, until recently, further limited by the lack of practical apparatus in lessons to ensure understanding. This deficit is beginning to be tackled well.

Teaching and the curriculum provide some good opportunities for spiritual, moral, social and cultural development. For example, pupils in Year 1 and 2 greatly enjoyed a Victorian Day, which allowed them to dress in role and find out what Victorian school life was like. Moreover, older pupils were challenged very well when asked to discuss the proposition that, 'happiness is an inside job,' which stretched their philosophical skills.

The teaching of reading has improved of late. Teaching assistants have all been trained to help pupils become more confident in recognising letters and the sounds they make, and read with greater understanding. They provide valuable sessions for individual pupils, which are having a good influence on learning. The teaching of disabled pupils and those who have special educational needs is satisfactory but

improving as staff have become more skilled at identifying and meeting the needs of these pupils.

Behaviour and safety of pupils

Parents and carers believe that pupils' behaviour is a strong feature of the school. The inspection agrees with this view for the vast majority of pupils. Records show that the frequency of minor infringements of school rules has decreased considerably since September 2011, but there are still occasions when a few pupils are unkind to others. Leadership knows this, which is why the school evaluates itself as good and not yet outstanding in these respects. Despite this, pupils are positive about behaviour and how safe they feel. They show a good understanding of the different types of bullying. For example, pupils are wise about the difference between an occasional scrap and persistent name-calling. They are also well informed about cyber-bullying and staying safe on the internet. Bullying is rare according to pupils and any examples are tackled well by staff.

Pupils who find themselves particularly fragile owing to bereavement, for example, say how comforted they feel as a result of the superb support they receive. Attendance is above average, which shows how much pupils enjoy the school. Behaviour is often outstanding in class and in assemblies when, for example, listening respectfully to the spontaneous prayers of volunteer pupils, contributes very well to pupils' spiritual, moral, social and cultural development. Pupils feel safe because they know to whom they can turn if anything makes them feel upset.

Leadership and management

The headteacher, senior staff and governing body have managed to tackle inadequate elements in teaching and bring back pupils' progress to at least a satisfactory level in a relatively short time. To accomplish this, the headteacher has instigated a system of observing lessons, scrutinising pupils' work and studying records of pupils' progress that is searching and effective. The staff are in no doubt about the school's vision to be outstanding, owing to the headteacher's direct, open and collaborative approach. As a result, they are wholeheartedly behind the measures taken to improve teaching and pupils' progress. Already this year, progress is improving and previous incidences of inadequate progress have been eliminated. These successes demonstrate why leadership and management, and the school's capacity to improve even further are good. Parents and carers hold similarly positive views about leadership, and the school in general, as is shown by the overwhelming support contained within their inspection questionnaires.

Pupils' good spiritual, moral, social and cultural development is demonstrated by their involvement in school life, valuable links with the Church, parish and local community. The planned curriculum is satisfactory in the way that it influences achievement in reading, writing and mathematics. Beyond that, pupils are given some good chances to develop interests in music and sport, as judged by the cabinet full of cups and trophies in the school's entrance hall, for example. They possess a strong moral conscience concerning issues of global concern and debate these vigorously in lessons. Pupils do study faiths other than their own but there is more to

do in broadening pupils' understanding of cultural diversity in Britain, which is why the governing body have this in their plans for improving the school even further.

Teaching and learning are monitored and evaluated well. There is effective action to ensure that teaching and pupils' progress are improving. Staff have good opportunities for professional development because the senior leaders are adept at using skills from within local schools and modelling good practice themselves. Leaders have a good knowledge of the school's strengths and weaknesses, for example, in mathematics. Safeguarding is effective and meets the statutory requirements. Discrimination is not tolerated and the promotion of equal opportunities for success is good, which is why there is such a drive to make sure that all groups of pupils have the best opportunities to succeed.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



24 May 2012

Dear Pupils

Inspection of Mottram CE Primary School, Mottram, SK14 6JL

I really enjoyed meeting you all recently when I inspected your school. Thank you for making me so welcome. It was very useful to hear your views about the school.

You go to a satisfactory school but one that has made good progress this year. Your behaviour is good and often outstanding, which makes you feel safe and happy every day. Your good spiritual, moral, social and cultural development is first rate in the spiritual dimension as shown by older pupils, who talk very intelligently about the school's values. As they told me, 'It is the respect, dignity and discipline here that make our school so special.' What is more, you take great pride in the way that you help others, for example, when running the Sport Relief Mile especially since you organised the event yourselves.

Teaching at your school is satisfactory but it is improving all the time. Some of you are learning very quickly this year because the teaching you receive is so skilful. On a wider level, you are given interesting things to do. Some of you spoke confidently to me about the ozone layer, global warming and what a 'sporty school' yours is owing to the tennis, hockey, rugby and cross-country that you enjoy.

I agree with you that there are some strong aspects of your school but, as your headteacher and governors know already, it should be even better. So, I have asked them to make sure all teaching is at least good in its influence on your learning across all subjects and to speed up your progress in mathematics, in particular. You can help by trying extra hard with your mathematics.

Yours sincerely

Roger Gill
Lead Inspector

