

Mottram St Andrew Primary Academy

Priest Lane, Mottram St Andrew, Macclesfield, Cheshire, SK10 4QL

Inspection dates 23–24 June 2015

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

Summary of key findings for parents and pupils

This is a good school.

- From broadly average starting points, pupils make good progress and reach standards in reading, writing and mathematics that, over time, are usually above average.
- Following a dip in 2013 and 2014, academic standards at the end of Key Stage 2 are now rising again.
- Pupils benefit from good teaching in a broad range of subjects. Subjects such as history and science are brought to life by imaginative approaches to teaching and learning.
- Pupils' work in the creative arts is superb.
- Pupils who have special educational needs thrive at this school because they receive excellent help and support.
- Provision in the early years is outstanding. Children make rapid progress during their first year at school.
- Pupils' behaviour is excellent. They are keen to learn and show very positive attitudes to school, their work and one another.
- Bullying or poor behaviour are rare and pupils feel very safe at school. Older pupils willingly look after younger ones and can be trusted to act responsibly in all situations.
- An extensive range of extra activities, including sports, clubs, trips and special events, gives all pupils the chance to participate and experience success.
- Over time, leaders have maintained the high standards of pupils' behaviour and personal development. They have also maintained high levels of achievement in the early years and Key Stage 1.
- Leaders and governors make regular checks on the quality of teaching. Governors are actively involved in many aspects of the school's work and are proud of the school's strengths and successes.
- Pupils develop positive attitudes to learning and to others that serve them well, both now and in their future lives.

It is not yet an outstanding school because

- The high standards in English and mathematics seen at the time of the previous inspection dipped in the last two years.
- Since the previous inspection, progress across Key Stage 2 has been faster in some classes than in others, particularly for some of the most able.
- Until recently, leaders' and governors' school improvement plans have not taken sufficient account of pupils' achievement data or been suitably ambitious for some pupils.

Information about this inspection

- The inspectors observed teaching and learning in all classrooms. Some of these observations were carried out alongside the headteacher. Inspectors also attended a whole-school school assembly, observed pupils practising for an end-of-term performance, visited the before- and after-school clubs, and listened to pupils reading. They examined pupils’ work in books and on display, checked the school’s website and considered test and assessment data.
- Inspectors observed pupils’ behaviour and the school’s procedures at the beginning and end of the school day and at lunch and break times. They also saw pupils taking part in physical education (PE) lessons and after-school activities.
- Inspectors held meetings with pupils, staff, school leaders, subject leaders and governors. An inspector had a telephone conversation with an educational consultant, who provides advice to the school.
- By the end of the inspection, there were 20 responses to the online questionnaire (Parent View). Inspectors looked at these, talked to some parents at school and on the telephone, and checked the school’s routines for gathering parents’ views. In addition, inspectors considered 16 responses to Ofsted’s school staff questionnaire.
- Inspectors examined a number of school documents. These included: information about pupils’ progress, the school’s own evaluations of its work, school improvement plans and information about the work of the governing body. Records relating to staff performance management, behaviour, attendance, safety and safeguarding were also scrutinised.

Inspection team

Martin Pye, Lead inspector	Additional Inspector
David Watson	Additional Inspector

Full report

Information about this school

- Mottram St Andrew Primary Academy is smaller than the average-sized primary school.
- Most of the pupils are White British.
- The proportion of disabled pupils and those who have special educational needs is lower than the national average.
- The proportion of disadvantaged pupils at the school is below the national average. The term disadvantaged pupils is used to describe those pupils who are known to be eligible for free school meals and those who are looked after by the local authority. These pupils receive additional support from pupil premium funding.
- In 2014, the school met the government's current floor standards, which are the minimum expectations for pupils' progress and attainment in reading, writing and mathematics by the end of Year 6.
- The school provides full-time early years provision in the Reception class.
- Before- and after-school childcare is run onsite and is managed by the school. This provision was checked during the inspection.
- Mottram St Andrew Primary Academy is a National Teaching School and works with Fallibroome Academy as part of The Silk Teaching School Alliance.

What does the school need to do to improve further?

- Accelerate pupils' progress across Key Stage 2, so that they reach even higher standards in reading, writing and mathematics, by:
 - sharpening the focus of leaders' and governors' data analysis and school improvement planning, so that ambitious targets are set and realised for all staff and pupils
 - making sure that all pupils, especially the most able, are challenged by well-informed teaching to do their very best and reach the highest possible standards in all classes.

Inspection judgements

The leadership and management are good

- The headteacher provides effective leadership that creates a positive climate for learning and school life. Since the previous inspection, she has overseen several significant developments at the school, most notably establishing Mottram St Andrew Academy as a National Teaching School. She is rightly proud of the school's many achievements, brings calm authority to her role and is respected by parents, staff and pupils.
- While the school has developed and improved in several ways, leaders are aware that standards in Key Stage 2 slipped in the last two years. They have considered the reasons for this and taken action to improve aspects of teaching; standards are now rising. While leaders identified and responded to some of reasons for the dip in standards, they did not, until more recently, give enough attention to the careful analysis of pupils' progress data. Consequently, in the recent past, expectations for some pupils and staff have not been high enough.
- Evidence gathered during this inspection shows that key leaders have now got a sharper view of pupils' progress and their ambition to regain former high standards is apparent. Indeed, the school's work to introduce a new system for tracking progress without national curriculum levels is helping to focus everyone's attention on this matter. This focus is reflected in the recent, more demanding, targets that are now set for all teachers and pupils.
- Senior and middle leaders regularly observe teaching and give staff feedback to help them improve the impact of their work. Subject leaders scrutinise pupils' work in order to identify strengths and areas for development. Leadership of other aspects of the school's work, such as provision for special educational needs and physical education (PE), is well informed and effective.
- Leaders have built up partnerships with other schools and organisations in order to share and learn from best practice, and to develop leadership skills in this school and in other schools. Through its teaching school status and links with Fallibroome Academy, staff have shared expertise. One member of staff is a specialist leader of cultural education (SLICE). In this role, she has successfully developed links with museums and galleries in order to widen pupils' artistic and cultural awareness.
- The breadth and richness of the school curriculum is a significant strength. Curriculum planning has forged creative links between subjects, while imaginative teaching provides pupils with some thoroughly worthwhile and enjoyable educational experiences.
- Opportunities to explore the values that guide people's actions are woven through lessons and school activities. In a history topic about the Second World War, for example, pupils were required to think deeply about the dangers of ignorance and prejudice and the consequences of discrimination. Similarly, through the work of the school council, pupils learn about the benefits of democracy and come to understand that their actions can bring about change for the better. Pupils display an understanding of right and wrong and leave primary school equipped with attitudes that will serve them well in their future lives in the wider world.
- Specific funds such as the pupil premium and the primary sport fund are used to good effect. The additional money for sport has enabled the school to increase the number of tournaments (some competitive and some open to all abilities) on offer and the number of pupils participating. In addition, a PE teacher from Fallibroome Academy visits each week to provide specialist teaching which improves the skills of both staff and pupils.
- The school commissions advice from an educational consultant. School records show that this advice is discussed and considered by leaders and governors and used to inform decisions. Even so, some messages about the implications of progress data were not explored in sufficient depth until recently.
- Procedures to safeguard pupils meet statutory requirements and are effective. Routines to keep pupils safe at school work as they should.
- All pupils are treated fairly. They get on well together and no-one is made to feel unwelcome or left out.
- **The governance of the school:**
 - Governors are very supportive of the school. They champion its strengths and have strongly held beliefs about the purpose and value of a well-rounded education. There is no doubt that governors bring articulate challenge to many aspects of the school's work and are keen for the school to be the 'very best'.
 - The governing body receives information about the quality of teaching. Individual governors have specific responsibilities for different areas of learning and most governors visit the school to see staff at

work. Records show that governors have a good understanding of the criteria for teachers' pay progression and the routines in place to manage and, if necessary, improve staff performance.

- Governors know that academic standards dipped in recent times and, during this inspection, they could explain, in part, why this happened. Governors can identify the main headlines from school data and know that current standards are now on the up. They are also keen to point out that the breadth of the curriculum and pupils' positive attitudes are long-standing strengths of the school. Inspection evidence supports this view.
- The governing body's management of school funds is very efficient. Governors' understanding of the purpose, use and impact of pupil premium spending, for example, is remarkably well informed.
- Governance is effective.

The behaviour and safety of pupils

are outstanding

Behaviour

- The behaviour of pupils is outstanding. Pupils' conduct and attitudes to learning are excellent. They work hard, do their best and show respect to others. In all situations, pupils are very polite and can be relied upon to act sensibly.
- In lessons, pupils are highly attentive and respond quickly to requests and instructions. They willingly volunteer their ideas and cope equally well when working on their own or with others. Pupils' conscientious approach to schoolwork assists their good progress.
- Pupils' keen and productive interest in school life means they are able to make the most of the many activities that are provided for them and have an influence in shaping school policy. Staff report that pupils regularly receive compliments about their conduct during trips. School council members help to check the effectiveness of the whole-school school behaviour policy.
- All understand the school's rules and expectations and poor behaviour is unusual. Any poor behaviour that does happen is dealt with fairly, firmly and effectively by staff. Behaviour at the before- and after-school clubs mirrors the high standard seen during the school day.
- Pupils' attendance is usually very good. The vast majority of pupils are punctual and wear full school uniform. They look smart and arrive at school ready to learn.
- On the playground, conflict is rare and many pupils show a mature ability to resolve problems themselves. However, they are also confident that the adults at the school will always help them, if needs be.
- Older pupils willingly help the younger ones and show sincere concern for their welfare.

Safety

- The school's work to keep pupils safe and secure is outstanding. Pupils feel very safe at school and 100% of parents who responded to the online questionnaire agree.
- Pupils learn about the risks associated with daily life, such as when crossing the road or using the internet, and are taught how to keep themselves safe. The school has done a lot to promote e-safety and this is evident from records of meetings with parents, information displayed in school and in the well-informed comments from pupils.
- Pupils are also taught about the damaging effects of different types of bullying, how to identify it and what to do if it happens. Pupils report that bullying of any sort is extremely rare and explained to inspectors that no one would tolerate such unpleasant behaviour at this school. School records indicate that considerate behaviour is the norm.
- Registers, risk assessments and safety-related policies are kept up to date. In addition, the routines and levels of supervision that operate throughout the school day, and at the before- and after-school clubs, ensure that pupils are kept as safe as possible.
- The school site is secure and play equipment is in good repair. When moving around the school premises, pupils of all ages show care and attention to their own and one another's safety. Any accidents or playground tumbles that do occur are dealt with promptly by properly trained staff.
- Adults and pupils display an excellent understanding of the importance of safety matters.

The quality of teaching**is good**

- Pupils make good progress because of good teaching. In some parts of the school, notably the oldest and the youngest classes, teaching is particularly strong.
- In the early part of the school, specifically early years and Key Stage 1, teaching helps pupils to move on successfully and swiftly in their learning. Consequently, their progress in reading, writing and mathematics and other areas of learning is consistently brisk and purposeful.
- In Key Stage 2, pupils continue to benefit from effective teaching. On a day-to-day basis, teachers make sure that pupils acquire, practise and develop key numeracy and literacy skills and read regularly. Nevertheless, since the previous inspection, the impact of teaching on standards has been variable. The level of challenge provided for the very brightest pupils, for instance, has not always been as timely or as well pitched as it could have been. While pupils have still reached a good standard in English and mathematics, their progress has been faster in some classes than in others.
- Teachers' marking is regular, efficient and helpful. The whole-school policy is implemented with consistency and pupils of all ages can explain how it helps them to improve their work. Inspectors' checks on pupils' books found that errors and development points are usually picked up by staff and attended to by pupils. Pupils report that this is done promptly and that teachers make sure that pupils complete their work in good time.
- Appropriate use is made of homework to support learning, although a few pupils and parents expressed differing views about whether there was too much or too little. Inspectors found that, in the main, homework is well judged and helpful.
- Teachers bring good subject knowledge, imagination and flair to their work. Teaching in different subjects is regularly enlivened by teachers' enthusiasm and creativity, and enhanced by trips and special events.
- Teachers' well-informed attention to the arts ensures that pupils enjoy rich and worthwhile experiences in drama, music, performance and art. During this inspection, for example, Year 5 pupils were seen heading off to a nearby art gallery and, around the school, the quality of artwork on display is superb.
- Teaching in sport and PE is another notable strength. It is assisted by specialist input from the subject leader and visiting PE and sports teachers.
- Good relationships between all in the school community mean that lessons run smoothly and everyone is treated with respect. There is a strong and effective working partnership between teachers and teaching assistants that is based on a good understanding of pupils' learning needs, an interest in their lives and a concern for their well-being.

The achievement of pupils**is good**

- Most pupils start school with skills that are typical for their age. Over time, they make good progress and, by the end of Year 6, reach standards in reading, writing and mathematics that are usually above average.
- When the school was last inspected in 2011, academic standards were well above average. Since that time, high standards at the end of Key Stage 1 have been maintained but standards in Key Stage 2 dipped in 2013 and again in 2014. This is the key reason why achievement has dropped from outstanding to good.
- Having said this, inspection evidence and progress data for current pupils show that standards are now rising again. The standards being reached by many of the current Year 6 pupils are impressive and it is clear that progress across Key Stage 2, which slowed in previous years, has improved.
- There are a number of reasons for the drop in standards in Key Stage 2. Firstly, the impact of pupils leaving or joining the school in Years 5 and 6 has an effect on test results. In the relatively small cohorts at the school, this must be borne in mind when checking statistics. Another factor has been a degree of variability in teaching in Key Stage 2. While leaders have now acted to address this, in recent times pupils have made faster progress in some classes than in others.
- Disabled pupils and those who have special educational needs do very well at this school. These pupils, some of whom have complex needs, receive excellent support and are able to experience involvement and success in all areas of school life. Indeed, the school's work to ensure these pupils' needs are met is a particular strength.
- Over time, some of the most-able pupils have done exceptionally well, and this remains the case for current pupils. However, some who leave Key Stage 1 with high levels of attainment could be challenged to reach even higher standards as they move up through Key Stage 2.

- The number of disadvantaged pupils in the school is small so a comparison between their attainment and progress and that of other pupils in the school, or nationally, would not be appropriate or meaningful. However, it is clear that these pupils benefit from focused attention and additional provision that ensures they make at least good progress.

Early years provision**is outstanding**

- Most children start school with levels of knowledge and skill that are typical for their age. They settle in quickly and, during this first year at school, make excellent progress in all areas of learning and are well prepared for learning in Key Stage 1.
- Children of all abilities make excellent progress in the early years. The proportion of children reaching a good level of development at the end of the year is well above the national figure. Results for this year show that children will be starting Year 1 even further ahead than last year's cohort.
- When undertaking activities indoors or outside, children benefit from high quality teaching and the strong teamwork of the teacher and teaching assistant. Children are given plenty of reasons to think, reason, make decisions and be creative. They learn to share and take turns and, most of the time, cooperate happily with one another. When disagreement does occur, it is usually managed well, both by children and adults.
- Strong leadership sets high expectations and adults offer calm, supportive encouragement. Consequently, children learn to persevere and help others and their behaviour is excellent.
- Parents are kept very well informed about their children's progress. The use of tablet technology to record children's achievements at school allows information to be shared electronically between home and school. This efficient communication works two ways as parents are able to submit information about their children's accomplishments at home.
- The joy of successful learning shines out and the children thrive. Boys and girls do equally well in this nurturing, safe and well-organised early years class.

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	136518
Local authority	Cheshire East
Inspection number	461587

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

Type of school	Primary
School category	Academy converter
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	162
Appropriate authority	The governing body
Chair	Rebecca Morgan
Headteacher	Christine Bowen
Date of previous school inspection	2 November 2011
Telephone number	01625 383000
Email address	admin@mottramacademy.org.uk

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