

# Inspection of Macaulay Primary Academy

Macaulay Street, Grimsby, Lincolnshire DN31 2ES

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Inspection dates: 12 and 13 July 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Outstanding</b>
Previous inspection grade	Requires improvement

## **What is it like to attend this school?**

Macaulay Primary Academy is a warm, supportive environment where staff and pupils enjoy positive relationships with each other. Pupils enjoy their lessons and say that teachers are friendly and kind. They are proud of their achievements and staff recognise and celebrate these.

Pupils behave well in lessons and are engaged in their learning. Break times are calm and positive. Pupils are kind and supportive to each other. Bullying is rare and staff deal with it quickly if it occurs. Staff have high expectations for behaviour and reinforce these expectations by recognising positive behaviour. Children in the early years share, play and engage with each other positively.

Pupils enjoy a wide range of opportunities as part of the 'Macaulay Pledges'. These help pupils to understand themselves, others and the world around them, and to develop important skills for their future. Pupils take on a range of leadership roles in school and are trusted with responsibility.

In the early years, children develop their language and communication skills quickly. Children are well supported in their personal, social and emotional development. They are happy and safe and enjoy their learning.

The school has strong links to its local community. Parents and families are closely involved in the life of the school.

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

Leaders are ambitious for all pupils in the school. They have a sharp focus on developing pupils' vocabulary, language and reading. Teachers have excellent knowledge of how to teach phonics and they do this very effectively from the early years. If any children have gaps in their phonics knowledge, these are quickly addressed. As a result, most children quickly develop their ability to read fluently. Teachers develop pupils' vocabulary in all lessons. Staff successfully develop pupils' love of reading, and pupils enjoy a range of opportunities to read. Staff in the early years use their expertise to rapidly develop children's language and communication.

The teaching of mathematics is also highly effective. Teachers introduce new concepts clearly. They carefully check pupils' understanding and quickly address any gaps in pupils' knowledge. As a result, pupils develop secure mathematical knowledge. This begins in the early years, where children quickly develop their mathematical knowledge.

Pupils study a broad range of subjects. Leaders are ambitious about what pupils need to learn in other subjects. In most subjects, teachers are clear about what pupils need to know, to support them in their future learning. Teachers focus their teaching and assessment on the most important content and concepts. In a small

number of subjects, leaders and teachers are less clear about how to secure the most important prior knowledge for all pupils. In these subjects, assessment is less effective in identifying and quickly addressing important gaps and misconceptions. Teachers use a range of methods to remove barriers to learning for pupils with special educational needs and/or disabilities (SEND), and this helps these pupils to access the same curriculum as other pupils.

Leaders place a high value on the personal development of all pupils. Pupils are taught how to lead healthy and active lives through physical education and personal, social and health education. They are knowledgeable about healthy and unhealthy relationships. Children in the early years are taught how to eat healthily, look after themselves and enjoy positive relationships with others.

Leaders focus on broadening pupils' horizons, preparing them for life in modern Britain and ensuring they have high aspirations for the future. Pupils are given useful and appropriate information about careers and education. They are given a wide range of opportunities to take on leadership roles within the academy, and pupils make the most of these opportunities. Pupils enjoy a wide range of clubs and activities, and leaders have ensured that these wider opportunities are available to all pupils, for example by organising sporting competitions for pupils with physical disabilities. Pupils with SEND participate fully in the range of opportunities the school offers. All pupils experience a range of trips and visits which are designed to enhance their experience of the school curriculum. Pupils learn about their local area, both in lessons and beyond the classroom, and this helps them to develop a positive sense of themselves and their locality.

Leaders maintain strong relationships and effective communication with parents. Parents are very positive about the school and recognise the quality of the education and support which their children receive. Leaders engage with staff and have made changes to their approach to reduce staff workload. The multi-academy trust (MAT) and governing body are effective in identifying priorities for the school and supporting leaders to make continued improvements. Leaders have kept the best interests of pupils at the centre of their work and continue to focus on ensuring that every pupil achieves highly and is prepared for their future.

## **Safeguarding**

The arrangements for safeguarding are effective.

All staff in the school understand their responsibility for keeping children safe. Staff are knowledgeable about the risks which children might face. They are alert to any signs that children may be at risk, and act quickly to get children support when they need it. Leaders ensure that pupils get the right support at all times, including through effective work with external agencies.

Pupils know how to keep themselves safe. They trust staff in the school and know that they can report any concerns.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- In a small number of subjects, teachers are not always clear about the most important content and concepts which pupils need to learn securely in order to access future learning. As a result, teachers do not always focus on these aspects of subjects in their teaching or identify important gaps or misconceptions so that these can be addressed quickly. Leaders should ensure that teachers are confident in teaching and assessing pupils' knowledge of important content and concepts in all subjects.

## 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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	138890
<b>Local authority</b>	North East Lincolnshire
<b>Inspection number</b>	10227441
<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>	456
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Steven Hodsman
<b>Headteacher</b>	Tom Herrick
<b>Website</b>	<a href="http://www.mpacademy.org.uk/">www.mpacademy.org.uk/</a>
<b>Date of previous inspection</b>	30 and 31 October 2018, under section 5 of the Education Act 2005

## Information about this school

- The school uses one alternative provision, Broadening Horizons, which is based at Western Primary School.
- The percentage of pupils who are disadvantaged is well above the national average.

## Information about this inspection

The inspector(s) carried out this inspection under section 5 of the Education Act 2005.

- Inspectors discussed the impact of the COVID-19 pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in reading, mathematics, history and art. They held discussions with subject leaders and teachers. Inspectors visited lessons and talked to pupils about their learning. They looked at work pupils had completed and listened to children read.

- Inspectors also met leaders and reviewed curriculum plans in other subjects, visited lessons and spoke to pupils about what they had learned across a range of subjects. Inspectors visited early years during continuous provision and spoke to children about what they had been learning.
- Inspectors met with the leader responsible for personal development and looked at plans to support the personal development of pupils. They spoke to pupils about what they had learned and the experiences and opportunities they have in school.
- Inspectors talked to staff, pupils and parents. They analysed the responses to Ofsted's pupil survey and staff survey.
- Inspectors met with the SEND coordinator, spoke to pupils with SEND and their parents, and reviewed plans to support these pupils. They visited lessons to see how these pupils are supported to learn.
- Inspectors met with the designated safeguarding lead, reviewed documentation related to safeguarding and referrals to the local authority. They also spoke to staff about how they keep children safe.
- Inspectors met with representatives of the MAT and the Academy Advisory Board, and reviewed documentation relating to governance.

### **Inspection team**

Tim Jenner, lead inspector	Her Majesty's Inspector
Angela Spencer-Brooke	Ofsted Inspector
Tracey Ralph	Her Majesty's Inspector

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