

Inspection of a good school: Mottram St Andrew Primary Academy

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

Inspection dates: 23 and 24 June 2021

Outcome

Mottram St Andrew Primary Academy continues to be a good school.

What is it like to attend this school?

Pupils love attending Mottram St Andrew Primary Academy. They said that they are happy and that they feel safe in school because they are well cared for. Pupils told the inspector that they have many 'fantastic friends'. They also value the strong relationships they have with staff. Pupils said that their teachers are kind, fun and always have time 'for a chat'.

Pupils live up to the high expectations that staff have for their achievement and behaviour. They behave well in lessons and around the school. Pupils are keen to learn new things. They listen with interest during lessons and support each other admirably in their learning. Pupils know that staff will listen to their concerns and deal quickly with bullying if it should ever occur.

Pupils enjoy the roles and responsibilities that they hold across the school, for example, as house captains or school councillors. In these roles, pupils said that they are able to make the school even better. Pupils have many opportunities to participate in a wide range of clubs, including sports, cooking and choir.

Parents and carers are highly supportive of the school. They said that staff 'go above and beyond to meet the needs of their children'.

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

Leaders have ensured that the curriculum is ambitious and meets the needs of all pupils, including those with special educational needs and/or disabilities (SEND). In most subjects, leaders have thought carefully about what pupils will learn and the order in which it will be taught. This helps pupils to know and remember more. Pupils behave well in lessons, which means that there is little disruption to their learning.

Most subject leaders are ambitious and knowledgeable about their subject. They work alongside other teachers, check pupils' work and review how curriculum plans are being

delivered. In most subjects, leaders make sure that staff receive training so that they have the necessary knowledge and skills. However, in subjects other than English and mathematics, some subject leaders do not have a clear understanding of what children have learned in the early years. Curriculum plans in these subjects also do not start from the early years.

The curriculum for mathematics enables pupils to achieve well. Teachers plan activities that build on what pupils already know and can do. Staff also make sure that pupils have time to revisit their learning when they have not understood.

Leaders are ambitious to ensure that every child and pupil learns how to read. Across the school, displays celebrate books and promote a love of reading. Staff take time to know what types of books pupils enjoy. They recommend different authors and types of books to encourage pupils to read more often. Children learn phonics when they start in the Reception Year. Staff are well trained in how to teach phonics. They make sure that the books pupils read are well matched to the phonics that they learn in class. Pupils' progress in phonics is checked regularly and extra help is given to any pupils who need to catch up. Leaders' focus on this subject ensures that pupils achieve well.

In most subjects, staff use assessment well to check what pupils have learned in lessons. They use this information to plan activities that are well matched to pupils' needs, including those with SEND. Staff are skilled at addressing any misconceptions pupils may have before they start new learning. However, due to the COVID-19 (coronavirus) pandemic, assessment is still at an early stage of development in some subjects. In these subjects, leaders have not made sure that teachers check what pupils remember from their previous learning.

Children get off to a strong start in the early years. Leaders and staff have a clear understanding of how young children learn and the support that they need. Staff plan a wide range of opportunities for children to deepen their learning and to learn new things. They identify children's interests and plan activities to celebrate and develop these.

Pupils take part in a wide range of experiences to support their personal development. They enjoy helping others. Pupils are keen to learn about other countries and help fundraise for children in their partner school in South Africa. Despite the pandemic, leaders have adapted school events so that they can still happen. For example, at Christmas, pupils worked together to produce a performance which was shared with families virtually.

Staff are proud to work at the school. They are positive about leaders. Staff believe that they are well supported and respected. They said that leaders consider their well-being and work-life balance.

Safeguarding

The arrangements for safeguarding are effective.

Leaders make sure that keeping pupils safe is a priority. They provide regular training for staff and pupils. This helps staff to carry out their roles effectively. Staff know what to do if they have concerns about pupils' safety. This is because systems within the school are

effective. Leaders ensure that they work well with other professionals. They act quickly to make sure that pupils and their families get the help that they need. The curriculum provides many opportunities for pupils to learn how to keep themselves safe.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some subject leaders do not have a clear understanding of how learning should be sequenced for children in the early years. As a result, pupils' learning in key stage one does not always build on what they already know and can do. Leaders should ensure that these subject leaders are trained to develop their understanding of how learning is developed from the early years. They should refine curriculum plans so that the key knowledge is clearly identified from the early years to Year 6. This will help pupils to know and remember more in these subjects.
- The use of assessment is at an early stage of development in some foundation subjects. As a result, assessment is not used as effectively as it could be to identify gaps in pupils' learning as they progress through the school. Leaders should ensure that assessment systems in these subjects are embedded. This will ensure that teachers can check pupils' learning over time and plan future learning which builds more sequentially on what pupils already know.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that a good school could now be better than good, or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good on 23 and 24 June 2015.

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 Ofsted Parent View information 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 [here](#).

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

Unique reference number	136518
Local authority	Cheshire East
Inspection number	10184003
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	191
Appropriate authority	Board of trustees
Chair of governing body	Karin Whitehead
Headteacher	Jean Willerton
Website	http://www.mottramacademy.org.uk
Date of previous inspection	23-24 June 2015, under section 5 of the Education Act 2005

Information about this school

- A new chair of governors has been appointed since the previous inspection.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken this into account in their evaluation of the school.
- The inspector spoke with the headteacher, deputy headteacher, the special educational needs coordinator, the school bursar and a group of governors, including the chair of governors.
- The inspector also spoke with the school's adviser.
- The inspector looked at a range of safeguarding documents, including the school's central record of staff and visitors, records of safeguarding and samples of the records kept on individual pupils.
- The inspector carried out deep dives in reading, mathematics and history, and talked with leaders of these subject areas. The inspector also visited lessons, held discussions with teachers and talked with pupils. The inspector viewed examples of pupils' work

and spoke with them about their learning. The inspector observed children reading to a trusted adult.

- The inspector spoke with staff about their workload and well-being.
- The inspector considered the 43 responses to Parent View, Ofsted's online questionnaire, and the 43 free-text comments. The inspector also considered the 27 responses to the staff survey and the 67 responses to the pupil survey.
- The inspector observed pupils' behaviour in lessons and around the school.

Inspection team

Julie Barlow, lead inspector

Her Majesty's Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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