

# Macaulay Primary Academy

Macaulay Street, Grimsby, Lincolnshire, DN31 2ES

**Inspection dates** 25–26 June 2014

<b>Overall effectiveness</b>	Previous inspection:	Not previously inspected	
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils make good progress from their individual starting points.
- Attainment is broadly average overall and is improving at expected and higher levels in reading, writing and mathematics.
- The quality of teaching is good and, as a result, pupils are able to achieve well in a number of subject areas, notably in English and mathematics.
- Behaviour in lessons and around the academy is good. Pupils have positive attitudes to learning and good relationships are evident between adults and pupils.
- The academy provides a safe, inclusive and supportive place where pupils learn well. Pupils are given every opportunity to fully engage with academy life.
- The Principal, supported by academy leaders, has ensured that the academy has maintained a sharp focus on improvement since the conversion. Effective staff teamwork and mutual support are evident across the academy.
- The Education Advisory Body challenges all aspects of the academy's work and holds leaders to account well.

### It is not yet an outstanding school because

- There is not enough teaching that enables pupils, particularly the most able, to make outstanding progress across all year groups.
- Not all subject leaders play a full part in developing and monitoring the quality of pupils' work in their area of responsibility.

## Information about this inspection

- Inspectors completed 23 observations, including two joint lesson observations with the Principal. In addition, inspectors listened to pupils read and scrutinised their written work in workbooks.
- Meetings were held with the Principal, senior and subject leaders, teaching staff, pupils, two governors, including the Chair of the Education Advisory Body (EAB) and two representatives from the academy sponsor, Schools Partnership Trust Academies (SPTA).
- Inspectors examined Ofsted questionnaires completed by academy personnel and 17 online responses to the Parent View questionnaire. They also considered the results of academy's survey for parents.
- Inspectors scrutinised a range of documents, including the academy's information on pupils' achievement, records of lesson observations, information on behaviour and attendance, the minutes of the EAB meetings and safeguarding information.

## Inspection team

Angela Headon, Lead inspector

Her Majesty's Inspector

Susan Hall

Additional Inspector

Sharona Semlali

Additional Inspector

## Full report

### Information about this school

- The academy is larger than the average-sized primary school.
- The majority of pupils are from White British backgrounds.
- The proportion of pupils supported at school action, school action plus or with a statement of special educational needs is above average.
- The proportion of pupils eligible for the pupil premium (the pupil premium is additional government funding provided for children looked after by the local authority and those known to be eligible for free school meals) is broadly average.
- A very small number of pupils are currently educated at the local authority's Cromwell Road and Acorns provision.
- The academy meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress.
- The academy sponsor is Schools Partnership Trust Academies (SPTA). The Principal is also the Executive Principal of Willows Academy, sponsored by the same trust. The Education Advisory Body is federated across the two academies.

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

- Improve teaching so that it is outstanding in order to further improve achievement by:
  - eliminating any less effective practice that does not ensure pupils are able to make at least good progress
  - sharing the best practice that exists in the academy to ensure that all groups, particularly the most able are consistently challenged
- Continue to develop the skills of subject leaders so that they are able to support effectively the implementation of the new curriculum.

## Inspection judgements

### The achievement of pupils is good

- Children join the academy with skills that are below those expected for their age. In the Early Years Foundation Stage, the quality of provision in Nursery and Reception classes ensures that children are able to make good progress from their starting points. This is particularly the case for those children eligible for pupil premium funding.
- As they move through the school, pupils achieve well overall, with progress accelerating in Key Stage 2. As a result, attainment in reading, writing and mathematics has improved significantly. The proportion of pupils attaining expected and higher levels is on course to be similar to the national average in writing and above the national average in reading and mathematics in 2014.
- Disabled pupils and those who have special educational needs are carefully monitored and receive well-targeted individual and group support which enables them to achieve well in both key stages. Overall, their attainment levels are in line with similar pupils nationally.
- Pupils currently educated at alternative provision are carefully monitored by academy staff and make good progress.
- Extra provision, provided by pupil premium funding, includes an increase in the number of support staff to target learning in literacy and numeracy for identified pupils, and enhanced pastoral and academic provision, for example, through the work of the learning mentors. As a result, pupils make good progress overall. Their average point score in English and mathematics indicates that the difference in attainment between these pupils who are known to be eligible for free school meals and their peers is continuing to close.
- School leaders set challenging targets and the attainment and progress of each pupil is carefully tracked. The school's assessment systems and pupil progress meetings are used effectively by leaders and staff to identify and address any variation in pupils' performance through intervention work.
- Pupils enjoy reading and academy leaders have successfully promoted reading in lessons, with guided reading, shared reading, including small groups supported by trained volunteers and through a wealth of enrichment activities, including book fairs. This work is particularly reflected in the increase in attainment at the higher levels in both Key Stages 1 and 2.
- Overall, however, academy leaders recognise that despite the improvements in higher attainment in reading, writing and mathematics, greater challenge for most able pupils in lessons is required to ensure all are able make better than expected progress.
- Evidence in pupils' workbooks from both Key Stage 1 and Key Stage 2 show that over time pupils achieve well in English and mathematics. This is also the case in other subject areas, because the quality of the curriculum enables pupils to make links and develop further their literacy, numeracy, creative and practical skills. Achievement is very well supported by the quality and effective use by pupils of a range of information and communication technology.

### The quality of teaching is good

- Rigorous systems to monitor the quality of classroom practice and its impact on achievement and a relentless drive to improve teaching have resulted in a secure profile of good teaching across the academy. Senior leaders have an accurate view of provision in all year groups.
- Pupils enjoy their learning and they are keen to do well. Their spiritual, moral, social and cultural development is promoted effectively in lessons. There are positive relationships between teachers, teaching assistants and pupils, and pupils work very well together.
- In lessons, careful planning results in pupils tackling activities that correlate well with their abilities and there are numerous opportunities for pupils, in pairs, groups and with adults, to discuss their understanding and ideas.
- Pupils are particularly enthusiastic when tackling challenging activities. However, in some lessons, the progress of the most able pupils is hampered when opportunities are missed to

swiftly adapt teaching to ensure these pupils are always stretched. The workbooks of these pupils confirm this variability. Senior leaders recognise the need to now ensure that more teaching is at the highest level so that all groups, including the most able, can, over time, make outstanding gains in their learning.

- Teachers display good subject knowledge and use this to skilfully question and develop pupils' understanding. Pupils also have opportunities to carefully assess their own and others' work using National Curriculum assessment levels and they generally understand their targets and what they are trying to achieve. This was particularly evident in a Year 5/6 literacy lesson, where pupils were securely using level criteria to assess a range of texts.
- Marking in pupils' workbooks is effective and routinely includes comments that help pupils to improve further. Pupils understand the marking system and have the opportunity to respond to teachers' improvement points.
- The academy's investment in the 'immersive room' facility ensures that pupils are given every opportunity through visual and musical stimuli to fully engage with language and learning. Displays in classrooms and corridors also reflect the academy's focus on celebrating pupils' work and creating a rich and varied learning environment.

### **The behaviour and safety of pupils are good**

- The behaviour of pupils is good. They are polite and courteous when talking to adults and work and play well together in lessons and at social times.
- Pupils have a clear understanding about how the academy promotes good behaviour. They are also given many opportunities to take responsibility as school councillors, peer mediators and as prefects.
- Pupils are aware of different types of bullying and feel confident that they could turn to a teacher or mentor who would quickly ensure that any incident was resolved. Academy records show that bullying and racist incidents have reduced significantly over time.
- The academy has worked hard to improve attendance, including of those families who take term-time holidays, and attendance is broadly average.
- The academy's work to keep pupils safe and secure is good. This is supported by a very large majority of parents. Pupils behave sensibly in lessons and around the academy. They have a secure understanding of personal safety, particularly in using information and communication technology and the internet.
- Extensive pastoral arrangements, including links with external agencies, are effective in ensuring that those pupils with high levels of personal, social or academic need receive specific support and guidance and have the opportunity to fully engage in academy life. The academy's staff includes a speech therapist, learning mentors and a 'parent support leader'.
- Staff have completed child protection training and risk assessments are in place.

### **The leadership and management are good**

- The Principal's effective and determined leadership has been instrumental in moving the academy forward at pace. In this, she is well supported by the leadership team and academy personnel who have a shared commitment for continual improvement.
- Recent restructuring of the senior team has ensured that key roles have been strengthened and this has sharpened accountability for all leaders and staff across the academy.
- Senior leaders have an accurate view of the academy's performance. Rigorous checks on the impact of teaching on achievement and pupils' progress and attainment, including regular observations and pupil progress meetings ensure that leaders are well placed to tackle any variation in staff and pupils' performance.
- Systems to manage staff performance have been reviewed and are robust. Teachers are accountable for pupils' performance, and support plans, where required, have helped to improve

practice. Staff training is closely aligned with teachers' objectives and the academy's priorities.

- Subject leaders, particularly for English and mathematics, promote good achievement. They also play a full part in the monitoring process. This is not yet the case for all subject leaders, for example in art and music, who have a more limited role. The academy is aware that with the introduction of the new curriculum, there is scope for further development in this area.
- The revised curriculum promotes pupils' achievement and their personal development well through a range of learning experiences, including the use of the 'immersive room', the extensive use of information and communication technology and a high number of enrichment activities, including visitors, sports coaches and educational trips. This, together with an extensive range of extra-curricular activities strongly supports pupils' spiritual, moral, social and cultural development.
- The primary school sports funding has been used well to access expertise and to support training for academy staff. The quality of teaching evident during the inspection and the level of participation in sports clubs and competition reflect the high priority given to this aspect of the academy's work.
- The sponsor has worked effectively with the academy's leaders. The academy's work is closely monitored by the sponsor's improvement officer and by academy directors on a regular basis. Tailored support for leadership, teaching and curriculum development and the promotion of information and communication technology for pupils has supported academy improvement well. The sponsor also supports the academy centrally with, for example, human resources and finance matters. Academy personnel have benefited from regular training activities, including the opportunity to visit and work in other academies within the Trust.
- **The governance of the school:**
  - The Education Advisory Body fully understands the strengths of the academy and where further challenge is required. Members have the required knowledge and skills to hold leaders to account and have secure information on the impact of pupil premium funding and teachers' pay progression. The Education Advisory Board regularly checks on achievement and teaching, and individual members also monitor each of the academy's strategic priorities. Federated arrangements are in place and the Education Advisory Board also provides governance for Willows Academy. The academy's safeguarding arrangements meet requirements.

## 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

<b>Unique reference number</b>	138890
<b>Local authority</b>	North East Lincolnshire
<b>Inspection number</b>	440066

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

<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	537
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Christine Dixon
<b>Headteacher</b>	Julie Saunders
<b>Date of previous school inspection</b>	Not previously inspected
<b>Telephone number</b>	01472 356232
<b>Fax number</b>	Not applicable
<b>Email address</b>	j.saunders@mpacademy.org.uk

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