

Manchester Road Primary Academy

Manchester Road, Droylsden, Manchester, Lancashire M43 6GD

Inspection dates

4–5 July 2017

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is a school that requires improvement

- Leaders at all levels are working to bring about improvements, but the impact of their work is not yet clearly evident.
- While behaviour has improved, the attendance of disadvantaged pupils and pupils who have special educational needs and/or disabilities continues to be low.
- Pupils do not make consistently strong progress across year groups and subjects. Outcomes for pupils in key stage 1, in particular, require improvement.
- Progress of pupils from their starting points is not consistently tracked and analysed, nor is the progress of pupils across the wider curriculum. As a result, leaders are not clear about the progress being made by groups of pupils.
- The role of middle leaders is still developing. Some middle leaders are actively involved in improving teaching, but this is not consistent across subjects.
- The quality of teaching and learning is inconsistent across the school. Assessment systems are not used effectively to plan appropriate next steps in learning.
- The quality of pupils' written work is variable. Learning goals of activities are ambitious but sometimes fail to address the basic skills that pupils need to master.
- Leaders and governors' vision for the school is not yet fully embraced by some parents and staff. A number of parents express concerns about communication with the school and the impact of recent staff changes.

The school has the following strengths

- The headteacher and senior leaders are committed to improving outcomes for pupils.
- Progress of disadvantaged pupils across the school is in line with their non-disadvantaged peers, both in the school and nationally.
- Pupils are friendly, confident and polite. Pupils are proud of their school and look after it well.
- Pupils feel safe in school. Support for the most vulnerable pupils is good.
- Early years provision and outcomes are a strength of the school. Children get a good, happy start to their learning here.
- Pupils' spiritual, moral, social and cultural development is strong.

Full report

What does the school need to do to improve further?

- Improve the attendance of pupils who are regularly absent from school, particularly those who are disadvantaged or have special educational needs and/or disabilities.
- Improve the quality of teaching, learning and assessment so that it is consistently good and pupils make strong progress by:
 - building on the strong start pupils have in the early years to maximise their progress at the end of key stage 1
 - ensuring that accurate assessment of pupils' progress is used to plan activities which are well suited to the varying needs and abilities of pupils
 - ensuring that teachers' expectations of pupils are appropriate to their ability so that they experience success and master the basic skills necessary for future development
 - ensuring that appropriate levels of challenge are provided to ensure that the most able pupils achieve well and work at greater depth
 - increasing the opportunities for pupils to develop their reasoning, problem-solving skills and application of knowledge in mathematics.
- Improve the quality of leadership and management by:
 - ensuring that middle leaders' skills are used more effectively to support staff to raise standards and improve outcomes across both key stages
 - making effective use of additional funding to increase the attendance and reduce the persistent absence of disadvantaged pupils and those who have special educational needs and/or disabilities
 - improving teachers' subject knowledge of mathematics so that they confidently plan activities which consistently match pupils' needs and abilities
 - developing the tracking and analysis of pupils' progress, from starting points and across the wider curriculum, so that any underachievement can be swiftly identified and addressed
 - improving communication with parents so that parents are kept up to date with any changes to events or staffing in the school.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- The headteacher and senior leadership team are committed to ensuring sustained school improvement. The headteacher is relentless in her drive to ensure that the life chances of pupils are improved through the education they receive at Manchester Road.
- Governors are highly committed and provide good support for leaders. The development of middle leaders provides additional capacity for leaders to increase the rate of necessary improvements to teaching, learning and assessment. Some middle leaders are actively involved in improving teaching, but this is not consistent across subjects.
- Where leaders have brought in changes, these are beginning to yield positive improvements.
- Leaders have brought about improvements to the quality of teaching of phonics and to the early years. However, leaders have not yet established consistently good teaching and learning across the school. Significant numbers of staffing changes in recent years provide a constant challenge for leaders in establishing a culture where pupils make good progress across subjects and year groups.
- Despite turbulence in staffing, and curriculum and assessment changes, current outcomes for Year 6 pupils indicate that pupils are attaining more highly in reading, writing and mathematics. Improvements are not evident at key stage 1.
- The majority of parents speak positively about the school. However, a small number of parents expressed concerns to inspectors regarding poor communication and concerns about leadership and management. For example, some parents told inspectors that the late cancellation of sporting matches and activities occasionally leads to parents being confused about collection times. Leaders are committed to improving communication between home and school so that miscommunications are minimised. More remains to be done in improving parents' confidence in the school.
- Performance management of teachers and leaders is robust and is closely linked to pupils' progress, the school improvement plan and national teacher standards. Clear links to staff training support teachers to improve their practice. Staff feel that leaders use professional development well to encourage, challenge and support teachers' improvement. The majority of staff enjoy working at the school but a minority have a negative view of communication and staff turnover.
- A dedicated team focusing on engaging pupils has been established recently. As a result of the work of this team, new initiatives designed to involve pupils in their learning and opportunities for pupils to take on responsibility, such as playground leaders, have been introduced. Consequently, incidents of poor behaviour and fixed-term exclusions have fallen considerably.
- The curriculum is broad and balanced. Pupils study a range of subjects, including science, religious education and a modern foreign language. Tracking of pupils' progress in the foundation subjects is underdeveloped. Leaders cannot analyse and

monitor the progress of groups of pupils in these subjects. This is the next stage in developing the tracking of pupils' achievement and is identified in the school improvement plan.

- Leaders have made good use of the pupil premium funding to support pupils' academic progress and to fund enrichment activities such as trips. As a result, differences in progress with other pupils nationally have diminished. Progress of current disadvantaged pupils is similarly positive. Leaders have not ensured that pupil premium funding is used to support the attendance of disadvantaged pupils, which remains stubbornly low.
- The additional funding for pupils who have special educational needs and/or disabilities is used appropriately. This ensures that pupils receive support appropriate to their needs. Leadership of this area is beginning to have an impact on improving outcomes for these pupils.
- Leaders ensure that the physical education and sport premium funding is used well. Specialist training supports staff well and provides a broad range of after-school sports and clubs. Pupils speak highly of participation in sporting activities and particularly enjoy the keep-fit sessions run by staff.
- Pupils' spiritual, moral, social and cultural development is promoted well through all aspects of the school. Assemblies, the curriculum and enrichment activities are all used well to focus on pupils' development. Pupils learn about other faiths and beliefs and show an understanding of respecting others' differences.

Governance of the school

- Governors and the board of trustees work together to hold leaders to account. There are clear lines of accountability between the trust and the governing body. Both groups are supportive of leaders' drive to improve the school.
- Governors meet with leaders regularly and know the pupils and staff well. Governors are highly committed to the school and are passionate in their efforts to ensure positive outcomes and experiences for pupils.
- The governing body is clear about the use of pupil premium funding, special educational needs additional funding and the additional funds to improve participation and attainment in sport and physical education. Governors have not ensured that pupil premium funding has been used effectively to improve the attendance of disadvantaged pupils.
- Governors review the performance of teachers and leaders effectively. They ensure that pay progression is only awarded where targets are met.
- The board of trustees provides clear guidance for the headteacher through robust performance management. It supports ongoing developments in school by providing external training opportunities and quality-assuring provision through trust-based 'enquiries' which focus on key aspects of leaders' work.

Safeguarding

- The arrangements for safeguarding are effective.

- Procedures for recruiting and appointing staff are appropriate and all necessary checks are carried out. Training is provided for all staff, including staff new to the school. All staff are confident of what to do if they have concerns about a pupil.
- When concerns are passed on to the staff in charge of safeguarding, these concerns are rigorously followed up until leaders are confident that pupils are safe. Effective relationships with other agencies are in place. Vulnerable pupils are well looked after at this school.

Quality of teaching, learning and assessment

Requires improvement

- The quality of teaching requires improvement because it is inconsistent across different subjects and different classes and year groups.
- Teachers do not consistently plan effectively to meet the varying needs and abilities of pupils. As a result, outcomes for some pupils are not good enough. Teachers in some lessons demand too little from pupils, so pupils complete the work set with ease and are not sufficiently challenged. At other times, the activities planned for pupils are over-ambitious when pupils have not yet mastered basic skills.
- Teachers' subject knowledge is variable. When teachers' subject knowledge is strong, tasks are pitched appropriately, questioning is skilful and misconceptions are quickly identified and addressed. Sometimes, however, subject knowledge is less strong, for example in some teaching of mathematics when incorrect terminology is used and inappropriate numbers are given for pupils to work with. Pupils make slower progress as a result. Leaders have identified this issue and staff training is planned.
- Teachers use ongoing assessment in lessons to identify pupils in need of intervention effectively. This, coupled with effective support from teaching assistants, increases the rates of progress for lower-ability pupils. Sometimes, however, teaching assistants are not deployed as skilfully and, as a result, there is less impact on pupils' learning.
- Handwriting guidance is not taught consistently across the school. Pupils of varying ages and abilities show considerable differences in ensuring correct sizes of letters, appropriate use of capital letters and spacing between words. As a result, poorer-quality writing appears in some books.
- When teachers follow the school's policy for marking and feedback, it helps pupils understand the next steps in their learning. There are, however, inconsistencies, including non-specific feedback which does not follow school policy.
- Leaders ensure that phonics is taught well. Pupils begin to develop the skills necessary to help them to decode unfamiliar words when reading. At times, they do not apply their learning in phonics to their writing. As a result, pupils occasionally make spelling errors which are not routinely picked up by teachers. Pupils then find it difficult to 'power up' and improve their work, if the original work is incorrect.
- Teachers set homework regularly to help pupils consolidate key skills in spelling and times tables. At other times, pupils are asked to complete small projects with their families to engage them in exciting and enjoyable activities. The majority of parents are happy with the amount of homework set.
- Parents receive regular reports on the progress their child is making. Achievement is

measured and targets are given to help pupils to improve their work. The majority of parents find this information helpful.

- Relationships between pupils and teachers and teaching assistants are positive. Teachers and teaching assistants know the pupils well and the atmosphere in classes is supportive and respectful. Pupils are able to ask for help when needed and generally respond well to instructions or advice.

Personal development, behaviour and welfare

Requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils feel safe in school and this is supported by the views of the majority of staff and parents. Pupils have a good understanding of safety issues, and are taught how to keep themselves safe, both personally and online, through the curriculum, additional events and assemblies.
- Pupils are tolerant of others' differences and welcome new pupils into the school. Pupils are polite, friendly and helpful towards visitors. Pupils enjoy physical exercise, playing together and keeping fit using a school exercise programme.
- Pupils understand the different forms of bullying and say that, while it does occur in school, teachers deal with it effectively. Pupils know not to share personal information online and are aware of the implications of cyber bullying. Pupils are confident that there is an adult in school they can talk to if they are worried or have any concerns.
- Leaders are developing positive learning characteristics in a variety of ways. The house system is named to raise the profile of characteristics of well-rounded individuals and successful learners. Pupils know what the house names of 'self-belief, respect, passion, honesty, determination and teamwork' represent. Leaders' focus on developing positive behaviour for learning is encouraging most pupils to become more resourceful and resilient.

Behaviour

- The behaviour of pupils requires improvement.
- Attendance for pupils overall is below the national average but was in the bottom 10% of schools nationally in 2016 for disadvantaged pupils and those who have special educational needs and/or disabilities. The proportion of these pupils regularly missing school is too high.
- Despite leaders' interventions, little sustained improvements in attendance can be seen overall for disadvantaged pupils and pupils who have special educational needs and/or disabilities. Leaders acknowledge that further strategies to improve attendance are required if this is to be improved in the future. Some improvements can be seen for a number of individual pupils through case studies provided by leaders.
- The number of pupils missing learning through holidays in term time is a concern for leaders. Work with families to stress the importance of not missing valuable learning

time is not yet having a positive effect.

- The year-on-year rise in fixed-term exclusions has fallen considerably this year. Leaders have developed effective strategies for dealing with pupils who do not meet the high standards expected of them by staff. Pupils told inspectors that behaviour has improved this year since the introduction of a new approach to managing behaviour.
- The number of pupils permanently excluded by the school is low. Leaders exclude only as a last resort. Leaders are confident that new systems and high-quality support by staff and external agencies will continue to support the small minority of pupils who display more challenging behaviour.
- Pupils' attitudes to learning are mostly positive. Some pupils find it difficult to share resources, but most mix and learn well together. When teaching does not directly engage the interests of pupils, some pupils can go off task. This leads to a few incidents of low-level disruption which can affect the pupil's progress and, occasionally, the progress of others around them.
- Punctuality has improved across the school. As a result of changes brought in by leaders, the majority of pupils are in classrooms at the beginning of lessons, ready for a prompt start to their learning.
- During playtimes and lunchtimes, pupils generally behave well. They interact with each other and socialise in friendly activities. Occasionally, when there are less structured activities on offer for pupils to take part in, there are some instances of chasing games, which can be boisterous. Pupils move around the school sensibly, demonstrating good manners.

Outcomes for pupils

Requires improvement

- Over time, outcomes in key stage 2 have been in line with national averages for pupils achieving expected standards in reading and mathematics. In 2016, the proportions of pupils achieving greater depth in reading and mathematics were below those seen nationally. Progress in writing has improved from significantly below average to average over the past three years.
- Published information shows that boys do not achieve as well as girls in key stage 2, particularly overall, and in spelling, punctuation and grammar scores, and in progress in reading and writing. Information provided by leaders, coupled with the progress seen in lessons, shows that variations still exist for current boys in reading, writing and mathematics. The progress of boys, currently in some year groups, is not as strong as the progress of girls.
- In 2015, by the end of key stage 1, attainment was significantly below the national standard overall. Although attainment improved in 2016, pupils, particularly boys, did not make good progress in reading.
- Provisional results for 2017 show an improvement in attainment at the end of key stage 2, but results at key stage 1 have dipped. Leaders point to a variety of reasons, including staff turnover, for this dip. Nevertheless, achievement in key stage 1 requires improvement.
- Latest provisional results show that the proportion of pupils meeting the expected

standard in the Year 1 phonics screening check improved this year and has reversed the three-year downward trend of achievement in phonics. Recent changes to the way phonics is taught across the school has had a positive effect on the achievement of pupils.

- The most able pupils do not achieve as well as they should, particularly in reading and mathematics. In both key stages, the proportions of pupils reaching the higher attainment levels in reading and mathematics are below the national picture. Leaders are aware of this and, as a consequence, stretch and challenge of the most able pupils features heavily in school improvement plans.
- Disadvantaged pupils' progress is in line with their non-disadvantaged peers, both in school and nationally. Teachers and leaders know pupils well and this knowledge helps them to anticipate the barriers facing pupils and supports them in overcoming these.
- Pupils who have special educational needs and/or disabilities make steady progress from their starting points. Well-targeted support ensures that these pupils move forward in their learning. Pupils are supported well by additional adults to help them make progress towards their individual learning goals.
- Outcomes across the wider curriculum, as seen in books, are inconsistent between subjects. Leaders do not routinely analyse the progress of pupils across the wider curriculum but the quality of work seen by inspectors shows variations across year groups and subjects. Some data provided by leaders is over-generous compared to the quality of work seen over time in books.
- Opportunities for thorough exploration of topics and for extended writing across the curriculum are not strongly evidenced in pupils' work. The progress of current pupils in a wide range of subjects is inconsistent and, therefore, requires improvement.
- Pupils enjoy reading and many of them show appropriate fluency and understanding for their age and ability. Pupils read books which are suitable for their ability and interests. Pupils talk keenly about visiting the local library with school and parents. Pupils are developing a love of reading.
- Older pupils talk positively about the move to high school and say that they feel well prepared for the transition. Leaders work closely with local high schools to ensure that the transition of pupils into the next phase of their learning is as smooth as possible.

Early years provision

Good

- Children join early years with skills and abilities below those typically expected for their age. The majority of children's development in language and communication skills is well below that typically expected for their age. By the end of their time in nursery, children make good progress and develop a wide range of skills.
- As a result of good teaching, children make strong progress from their varied starting points. The majority of children achieve a good level of development by the end of the Reception Year. Children are well prepared for Year 1.
- Activities are well planned and based on a clear understanding of children's needs and abilities. Teachers provide a wide range of activities which stimulate the interests of children. This ensures good progress and often more rapid progress in the personal

development of children.

- Children are happy and enjoy learning in a busy, stimulating environment. Children are keen to learn and eagerly investigate the range of activities provided for them, both indoors and outside. Children show the ability to maintain interest in their chosen activities and behave well.
- All staff take every opportunity to boost children's language skills. Pupil premium funding is used effectively to engage support from external agencies, such as speech and language therapists, to ensure that children make rapid development. Funding is also used to create small intervention groups. These groups provide children with fun activities and creative ways, such as 'sparky speech', to promote language acquisition and understanding.
- Leaders' focus on 'sparky speech' builds children's skills and captures their interest, particularly boys. Children are excited to predict, for example, what happens when a shark jumps out of the water, and respond to teachers with enthusiasm and wonder. As a result of these initiatives and support, most pupils are confident speakers by the end of the Reception Year.
- Parents are happy with their children's progress in the early years. Communication between home and school is effective. Learning journeys show clear progression of knowledge and skills and demonstrate skills such as correct use of capital letters and the start of clear, legible writing. These learning journeys are a well-kept, useful record of children's progress in all areas of learning.
- Children's welfare and safety are well considered. Children move safely and learn how to keep themselves safe. For example, when preparing their snack, children use tools safely and wear helmets when riding bikes outside. Well-rehearsed routines also ensure children's safety.
- Relationships between staff and children are warm and supportive. This ensures that children feel safe and secure. This impacts positively on their attitudes to learning, although on occasion, a small number of children are passive in some activities.
- Leadership of the early years is effective in promoting the safeguarding of children. All statutory requirements are met. Leaders have established a highly committed team that works effectively to ensure that children make good progress, and often rapid progress in their personal development.
- Children are happy and thrive in the early years environment at this school.

School details

Unique reference number	141445
Local authority	Tameside
Inspection number	10036594

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

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	418
Appropriate authority	The governing body
Chair	Mark George-Davidson
Principal	Joanne Taylor
Telephone number	0161 370 3079
Website	www.mrpablogs.net/
Email address	admin@mrpa.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school meets requirements on the publication of specified information on its website.
- The school complies with Department for Education guidance on what academies should publish.
- Manchester Road Primary Academy converted to an academy in September 2014 and is part of the Enquire Learning Trust. When its predecessor school, Manchester Road Primary School, was last inspected by Ofsted it was judged to be good overall.
- The school is larger than the average-sized primary school, with two nursery classes on site.
- The proportion of disadvantaged pupils is higher than average.
- The proportion of pupils from minority ethnic backgrounds is below average, as is the

proportion who speak English as an additional language.

- The proportion of pupils who have special educational needs and/or disabilities is above the national average. The proportion of pupils who have a statement of special educational needs or an education, health and care plan is below the national average.
- In 2016, the school met the government's current floor standards, which are the minimum expectations for pupils' attainment and progress at the end of Year 6.

Information about this inspection

- Inspectors observed learning across a wide range of subjects in different age groups. Some observations were undertaken jointly with senior leaders.
- Inspectors listened to pupils read.
- Inspectors met with pupils, both formally and informally, to listen to their views.
- Meetings were held with the headteacher, other senior leaders, middle leaders, newly qualified teachers, groups of pupils and representatives from the governing body and multi-academy trust.
- Inspectors scrutinised a wide range of documentation that covered: information about pupils' attainment and progress; the school's self-evaluation and its improvement plan; minutes of meetings of the governing body and records relating to teaching and learning, pupils' attendance and behaviour and safeguarding of pupils.
- Inspectors observed pupils at breaks, lunchtimes, in lessons and at the start of the school day. Inspectors scrutinised pupils' work in lessons and looked at a sample of their books.
- Inspectors considered the views expressed by parents in the 45 responses to Ofsted's online survey, Parent View, as well as comments received via the free-text facility on Parent View. Inspectors also took into account the 20 responses to a questionnaire for staff and the 36 responses to a questionnaire for pupils.

Inspection team

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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. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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