

Inspection of Manchester Road Primary Academy

Manchester Road, Droylsden, Manchester, Lancashire M43 6GD

Inspection dates: 11–12 September 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this school?

Pupils enjoy attending school and studying a wide range of topics across the curriculum. They like the trips that support their learning, for example to museums and art galleries. They take part in a wide range of extra-curricular activities, especially sports. Pupils value the opportunities to take part in competitions, with growing success. The school community is proud to have achieved the government's School Games Award (Platinum).

Leaders and staff have high expectations of pupils. Teachers use the school's principles about pride, positivity and politeness to raise aspirations for all pupils. Pupils' attendance is improving due to clear guidance from leaders. Pupils' personal development is supported well.

Pupils told us that behaviour in class is good, but that sometimes less so at lunchtimes and breaktimes. They said that bullying is rare and when it does happen, staff deal with it successfully. All pupils who spoke with us said that they feel safe in school.

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

School leaders, governors and officers from the trust were quick to address the weaknesses identified at the previous inspection. Trust officers and external consultants led training for all staff to develop teachers' knowledge of teaching and the curriculum. This work raised leaders' expectations of teachers and the school's aspirations for pupils, and improved the quality of pupils' education.

The principal and her senior leaders have improved the curriculum. For instance, teachers now use the local area and its place in the industrial revolution to help pupils to understand their heritage. The curriculum in reading, mathematics, history and physical education is strong. There are clear links to what pupils have learned before. However, in music and art, pupils do not learn as well as in other subjects.

The reading curriculum is very effective. Younger pupils read simple texts accurately because they know the sounds that letters represent. Older pupils develop their understanding of reading through well-sequenced learning. They draw on what they have learned to find important words in texts quickly. This helps them to answer questions about what they have read. Leaders and staff use assessment well to pinpoint the specific sounds or areas of reading that pupils need to practise.

Children get off to a strong start to their education in early years. Leaders and staff use assessment very well to identify any gaps in children's knowledge and understanding and to help them to learn. The curriculum for early reading and number work is very effective. As a result, children learn well during their time in the Nursery and Reception classes.

This year, leaders have introduced a focus on neat, joined-up handwriting to improve pupils' pride in their writing. However, staff's expectations of the most able pupils, especially in early years, are not high enough.

Pupils behave well in class, with little time lost due to disruption. They move around the school politely and with respect for other classes who are studying.

Pupils with special educational needs and/or disabilities (SEND) are well supported by their teachers and the leader responsible for SEND. Leaders and staff use detailed plans based on accurate assessments and the advice from local authority and trust advisers. The well-developed curriculum helps these pupils to flourish.

Leaders and staff provide a range of support for pupils' personal development. A range of initiatives have been successful in ensuring that pupils behave sensibly and are well prepared for life in modern Britain.

Disadvantaged pupils learn well because the staff adapt the curriculum to their needs. However, the most able pupils do not develop as much knowledge of different subjects as they should.

The school is well led and managed. Staff appreciate the efforts by the principal and her leadership team to consider their work-life balance and workload. Leaders place much importance on training staff for their work. New teachers and those new to the school feel part of the Manchester Road team. Subject leaders are determined to raise the quality of education in their subjects. They use their time wisely to check how well pupils are learning through the curriculum. However, pupils' work is less strong in art and music.

Safeguarding

The arrangements for safeguarding are effective.

Staff know pupils well and have clear procedures to keep them safe. The curriculum includes lessons on staying safe online, as well as road and water safety.

Leaders train staff well. As a result, staff know how to spot early signs that pupils may be at risk and how to act on any concerns. Leaders have good relationships with health and social care professionals. This helps leaders to support vulnerable pupils and their families.

Pupils feel safe. They know that leaders have put security systems in place to make sure they are safe.

What does the school need to do to improve?

- The curriculum builds effectively on pupils' knowledge and skills in reading, mathematics, history and physical education. However, in music and art, leaders should ensure that pupils' learning is planned in a more logical sequence. In addition, leaders should ensure that in music, pupils study all the planned work.

- Leaders should improve the curriculum across subjects so that teachers' ambitions for the most able pupils are high enough.

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're 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

Unique reference number	141445
Local authority	Tameside
Inspection number	10110915
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	421
Appropriate authority	Board of trustees
Chair of trust	Jack Harrison
Principal	Joanne Taylor
Website	www.mrpablogs.net
Date of previous inspection	4–5 July 2017

Information about this school

- There have been significant changes in staff since the last inspection. At the time of this inspection, there were three newly qualified teachers.
- There are approximately 30 fewer children attending the school than two years ago.
- The school is part of the Enquire Learning Trust.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

We met and spoke with the principal and vice-principal. We held meetings with subject leaders and the leaders for SEND and early years. We also spoke with governors and officers from the Enquire Learning Trust.

We spoke with leaders, staff and pupils about their work in art, music, reading, mathematics, history and physical education. We visited lessons in these subjects (except music) and looked at pupils' work.

We scrutinised the school's recruitment checks on its staff. We spoke with leaders and staff about the school's procedures and systems for protecting pupils from risk and checked a sample of leaders' records.

We spoke with pupils, both formally and informally. We listened to pupils read. We also observed their behaviour at playtime and lunchtime.

Inspection team

Ian Shackleton, lead inspector	Ofsted Inspector
Joan Williamson	Ofsted Inspector
Kathy Nichol	Ofsted Inspector

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