

# Maltby Manor Academy

Davy Drive, Maltby, Rotherham, South Yorkshire S66 8JN

## Inspection dates

24–25 October 2017

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

## Summary of key findings for parents and pupils

### This is a good school

- The principal, with the effective support of senior leaders, governors and the trust, has brought about much improvement to the quality of education on offer. Expectations and aspirations have been raised. The school continues to improve quickly.
- In all key stages, pupils make good progress in reading, writing and mathematics. Pupils are well prepared for their next stage of education.
- Learning in the early years gets off to a good start. As a result of effective teaching and provision, children make good progress from their starting points.
- Standards across the school are rising. The proportion of pupils attaining and exceeding the expected levels in reading, writing and mathematics by the end of Year 2 and 6 has improved. However, too few pupils reach the expected levels in reading and mathematics.
- Teaching has improved considerably and is now good. Relationships between adults and pupils are strong. Most pupils are keen to take part in lessons. Teaching assistants skilfully support learning.
- Disadvantaged pupils and pupils who have special educational needs and/or disabilities are supported well and make good progress. Leaders take effective action to ensure that they receive necessary support.
- Most-able pupils achieve well overall. The proportion of pupils reaching the higher levels of attainment has risen. However, sometimes, work is still not challenging enough, particularly in mathematics in key stage 2.
- In English and mathematics, pupils' progress over time is rigorously assessed. However, their progress during lessons is not always checked effectively in order to swiftly identify and adjust work during lessons.
- Achievement in subjects other than English and mathematics is more variable. Leaders are yet to ensure that pupils' learn in sufficient depth in these subjects. Opportunities for pupils to use and apply their literacy and numeracy skills in other curriculum subjects are also sometimes overlooked.
- The development of subject leadership is now under way. Arrangements to assess pupils' skills and knowledge in subjects other than English and mathematics are also strengthening. However, subject leaders' roles in checking the quality of teaching and evaluating how well pupils are doing across the school are still developing.
- Support provided by the school's pastoral team has a significant impact on improving pupils' behaviour. Staff, pupils and parents agree that behaviour is much improved.
- Arrangements to keep pupils safe are effective.

## Full report

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

- Further improve the quality of teaching to strengthen pupils' outcomes by:
  - making sure that pupils' progress is effectively checked during lessons to identify those pupils who need extra challenge or more support, and adjusting work quickly
  - consistently setting challenging work, particularly for the most able pupils in mathematics in key stage 2
  - improving the learning behaviours of a small minority of boys in key stage 2 so that they remain focused on their work
  - increasing the proportion of pupils who attain expected levels in reading and mathematics by the end of Year 6, so that it is at least average.
- Improve pupils' achievement in subjects other than English and mathematics by:
  - providing more opportunities to deepen pupils' understanding of these subjects as they move through the school
  - making sure that pupils are given good opportunities to use and apply their literacy and numeracy skills when undertaking work in other subjects and that their work is of a good standard
  - developing the roles of subjects leaders so that they effectively check the quality of teaching and accurately evaluate how well pupils are learning across the school.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- There has been rapid improvement since the school converted to become an academy and since the appointment of a new leadership team. The principal, ably supported by other senior leaders, has successfully established a culture that demonstrates ambition and drive. Improvements are evident in pupils' behaviour, arrangements for safeguarding pupils, the school environment and progress in pupils' learning.
- Leaders have a detailed and accurate understanding of the school's work. They are well organised, and there are clear lines of accountability and communication for staff to follow. Leaders continually adapt to the school's changing needs. When an issue is identified, they are swift to intervene and make improvements.
- Performance management of staff is rigorous. The support that staff receive is timely and matches their needs. Teacher improvement plans are developed alongside staff to target the support needed to help them to improve. They draw on the expertise in the school and from the trust, resulting in much stronger teaching. Newly qualified teachers have good support to develop their teaching skills.
- Senior leaders have developed detailed and effective systems to check the progress that pupils make in English and mathematics. Frequent meetings allow leaders and teachers to identify any pupils that may not be making the progress needed, so that additional support is put in place. Leadership of English and mathematics is strong and effective. Arrangements to assess pupils' skills and knowledge in subjects other than English and mathematics are now strengthening. The role of subject leaders is also starting to develop. However, as yet, not all make a full contribution to checking the quality of teaching and evaluating learning across the school.
- Funding to support disadvantaged pupils is used effectively. Leaders identify the needs of these pupils and carefully target funding to ensure that they make good progress in their work and improve their attendance.
- Additional funding provided for those pupils who have special educational needs and/or disabilities is used effectively. Leaders provide support that caters well for the social and emotional, behavioural and academic needs of these pupils. Pupils benefit from additional resources available from the trust. This high level of tailored support enables them to make good progress.
- The trust provides considerable support for the school. There is a strong link with the executive principal, and reviews, which include expertise from beyond the trust, take place through the year. Teachers and non-teaching staff said that they feel valued and have benefited from visiting other schools in the trust. Similarly, the school is central to providing support for others, and this has mutual benefit to staff in the school and other staff within the trust.
- The curriculum has developed considerably over the past two years. There are clear approaches to the teaching of reading, writing and mathematics. Combined with more effective teaching, pupils have begun to make much stronger progress. Pupils enjoy visits and events, such as Global Citizenship Week or Ancient Greek Day, that enrich their learning. Pupils are taught all subjects in the national curriculum. However,

leaders are yet to ensure that in subjects other than English and mathematics, pupils' learn in sufficient depth, as they progress through the school. Opportunities for pupils to use and apply their literacy and numeracy skills in other curriculum subjects are sometimes missed.

- A range of opportunities to promote pupils' spiritual, moral, social and cultural development help to prepare pupils for life in modern Britain. The study of different texts in English allows pupils to reflect on issues such as conflict or to compare their lives with those of others in different cultures. Pupils' understanding of democracy is developed through events such as the election for the student leadership team. Human rights are promoted throughout the school. These are referred to by adults and pupils when discussing aspects of learning or talking about behaviour.
- The physical education (PE) and sport premium is used effectively. Teachers have a programme of support from specialist PE teachers, and this has improved their practice. Participation has increased in physical activity, and adults and pupils take part in the Manor Mile each day. A heightened focus on sport has resulted in the school being highly successful in competitive events and it recently represented Rotherham in girls' football. A member of staff recently received an award from the local council for his contribution to improving healthy lifestyles and to the impact that this has had on improving behaviour and participation in sport.
- Relationships with parents are strong. Good links have been formed with families, and there are a range of opportunities for parents to share in their child's achievements and experiences. Parents feel that their children are safe and happy in school and the majority would recommend the school to other parents.

### **Governance of the school**

- The trust provides effective support to the school and has provided an appropriate level of challenge and oversight that has enabled the school to move forward rapidly. The trust ensures that statutory duties are met.
- Local board members have a good understanding of the school's strengths and weaknesses. They provide appropriate challenge to leaders and have high expectations. Governors are clear about the impact of additional funding for disadvantaged pupils and know the ways in which this funding is used and the difference that it makes to outcomes. Local governors take part in 'deep learning reviews' alongside the trust to validate the information that they receive about the school. They are clear about the link between performance and pay and are robust when holding the principal to account for her performance.

### **Safeguarding**

- The arrangements for safeguarding are effective.
- Pupils' safety and welfare are at the heart of the school's work. There has been considerable investment in ensuring that all aspects of safeguarding are effective, including the improvement of site security.

- There has been considerable investment in working in close partnership with a strong team of external professionals and with families, to ensure that pupils receive effective support.
- An effective system is in place for staff to refer their concerns about safety, welfare or behaviour to appropriate staff. Comprehensive records are kept and checked regularly so that safeguarding issues are dealt with effectively.
- Pupils said that they feel safe and know whom to talk to should they have a problem. They are confident that, if they had a problem, staff would help them to resolve it.

## Quality of teaching, learning and assessment

**Good**

- Leaders' actions have ensured that the quality of teaching has improved considerably. As a result, the progress that pupils make has increased. Clear expectations have been established of the school's approaches to the teaching of reading, writing and mathematics. These are seen in classrooms in the teaching approaches, the classroom environment and pupils' books. Teaching ensures that pupils' work in English and mathematics is of a good standard.
- Teachers use their good subject knowledge to plan interesting tasks that engage most pupils. Exciting activities such as a residential visit to Bamburgh Castle, generate high levels of interest and curiosity about the themes that pupils are learning. Teachers use these as a context for pupils to apply their learning in aspects such as chronology, descriptive language and diary writing.
- Questioning is effective. It prompts pupils to deepen their thinking. Any misconceptions that pupils have are identified and swiftly addressed. Teaching encourages pupils to work things out for themselves and develop greater independence, particularly in key stage 1. Adults provide opportunities for pupils to discuss ideas and share thoughts. Pupils use these opportunities well to listen, reflect and improve their work.
- Teaching assistants provide effective and timely support that helps pupils to learn well. They work effectively in partnership with the class teacher to support pupils and they have a good knowledge of the needs of individuals.
- Relationships between adults and pupils are strong. Most pupils are keen to carry out instructions and work hard to complete activities. Adults work hard to ensure that the actions of any pupils who do not remain focused on their learning do not impact on the learning of others in the class.
- Teaching of reading is good. There is a consistent approach to the teaching of phonics. Strong teaching through the early years and in key stage 1 ensures that the proportion of pupils passing the Year 1 phonics screening check is consistently above average. Older pupils develop a good understanding of what they read. Daily lessons challenge pupils to develop higher-level reading skills.
- Overall, teachers use information from assessing pupils' skills and progress over time to plan and provide activities that meet their varying needs and abilities. Disadvantaged pupils and those who have special educational needs and/or disabilities receive effective support and, as a result, make good progress. However, sometimes, during lessons, pupils' progress in completing set work is not checked effectively to adjust

work and to provide support when pupils are finding work too difficult or further challenge if too easy. Work for the most able pupils still lacks challenge, particularly in mathematics in key stage 2.

- The quality of teaching in subjects other than English and mathematics is more variable. Teaching does not always enable pupils to develop their knowledge and understanding in sufficient depth, as they move up through the classes.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils listen to the opinions of others and are keen to offer their views. They show respect for adults and visitors and are polite and courteous around the school. The school building provides plentiful opportunity for running in corridors, but pupils move around maturely in a calm, orderly manner.
- Pupils are proud of their school and talk enthusiastically about the support that they receive and the way that their school has improved.
- Pupils feel safe in school and know that adults care about them and will address any problems they may have. There are good opportunities for them to learn how to stay safe. For example, visits from the emergency services and other agencies help them to develop a broader understanding of how to stay safe.
- Pupils are confident when talking about how to stay safe when using technology and enjoyed taking part in the school's 'cyber bullying' week.
- Pupils said that bullying and unacceptable behaviour are rare and when they do occur, they are dealt with swiftly. They understand that bullying and the use of derogatory language are unacceptable. Pupils said that new pupils are welcomed into school and they will go out of their way to include them.
- Pupils have a good understanding of how to stay healthy. The school was recently recognised for its work in promoting healthy lifestyles and received a 'gold award'. Pupils study how to eat healthily within the curriculum and consider the effects of different foods on their bodies.
- Leaders have introduced a 'morning gym', which promotes healthy lifestyles and ensures that pupils settle into school and are ready to learn. Pupils spoke highly of this and one pupil said, 'I think gym is epic. Perfect for relaxing!'

### Behaviour

- The behaviour of pupils is good.
- The school's charter for behaviour has been designed alongside pupils. They know that there are clear consequences and rewards related to their behaviour. They acknowledge that behaviour has improved considerably. Pupils understand that good

behaviour is needed to keep them safe and to enable them to learn. School records and parent views confirm that poor behaviour is now rare.

- Pupils are keen to contribute to class discussions and listen patiently to the ideas of others. Leaders' increased expectations and new systems for behaviour have clearly had an impact on pupils' learning behaviours. A small minority of boys in key stage 2, while not disruptive, do not concentrate enough on their work. A range of strategies are being used inside and outside the classroom to improve this.
- The school's pastoral support team works effectively alongside other professionals to provide strong support for pupils. It has introduced consistent systems to manage and improve behaviour. This has led to more positive behaviour across the school and reduced the number of exclusions. Leaders continually review provision and are quick to adapt routines when necessary.
- The school has stringent procedures to improve attendance. These procedures are making a difference, and attendance continues to improve. The proportion of pupils with low attendance has decreased.

## Outcomes for pupils

**Good**

- Leaders' precise and rigorous work in improving the quality of teaching, alongside the detailed and timely checks on pupils' learning, has considerably increased the rates of progress that pupils make. These good rates of progress from pupils' different starting points show in the increasing proportion of pupils reaching the expected levels across most year groups.
- Provisional results at the end of key stage 1 in 2017 show that the proportion of pupils reaching the expected standard in reading, writing and mathematics was below average. However, huge improvements were made to the proportion of pupils reaching the higher levels of attainment, and these were considerably above average in reading and mathematics. An analysis of current pupils' work in key stage 1 and their records of achievement indicate that pupils are making good progress in reading, writing and mathematics.
- In key stage 2, pupils are making good progress from their typically low starting points. In 2017, provisional results at the end key stage 2 improved, especially in reading. The proportion of pupils reaching the expected standard in reading and mathematics was still below average. Leaders know that this requires further improvement. The proportion of pupils reaching the higher levels also improved in reading, writing and mathematics and, overall, was in line with the national average in reading. An analysis of pupils' current work in key stage 2 and their records of achievement show that they are making good progress in reading, writing and mathematics.
- Disadvantaged pupils make good progress as a result of well-targeted funding. Leaders know the individual needs of these pupils and ensure that funding is used to support their needs, including those of the most able disadvantaged pupils. Many of these pupils are making accelerated progress, and the gap between their achievement and that of their peers is narrowing.
- Pupils who have special educational needs and/or disabilities benefit well from the good quality of support that they receive from the teacher responsible for special

educational needs and the strong team she works with. Leaders identify the needs of individual pupils accurately. Adults work alongside external agencies to ensure that the support they receive is effective. As a result, pupils who have special educational needs and/or disabilities make good progress.

- The most able pupils typically do well. This reflects in the increased proportions of pupils reaching the higher levels of attainment both in key stages 1 and 2. However, occasionally, their work lacks the challenge needed for them to reach their full potential, especially in mathematics in key stage 2.
- In subjects other than English and mathematics, pupils' achievement is more variable. In some subjects, such as PE, religious education and science, pupils are achieving well. However, this is not the case in all subjects. Pupils' skills and knowledge do not deepen at a good rate as they move up through the year groups. Pupils' presentation of their work is variable and is not always of the standard of which they are capable.
- Reading is promoted strongly across the school. Leaders have introduced a structured approach to the teaching of phonics and this has had a considerable impact. Pupils in Year 1 now exceed the national average in the phonics screening check. Pupils enjoy studying high-quality texts each day, and these interesting texts broaden pupils' understanding of the world around them. Pupils in key stage 1 enjoy reading books as soon as they enter school in the morning and love to sit in the reading corners in their classrooms. As a result, pupils are making good progress in each year group.

## Early years provision

**Good**

- Children settle quickly into life in the Nursery. They learn routines and rules that allow them to develop independence at an early age. Good relationships between adults and children lead children to become confident, happy and keen to join in the range of activities they are offered.
- A large proportion of children enter the early years with skills that are below those typical for their age. Effective teaching and good leadership ensure that children make good progress across the early years. By the time children reach the end of Reception Year, an above-average proportion reach a good level of development. Children are well prepared for learning in Year 1.
- Teachers and leaders continually monitor the learning needs of the children. They use this information to tailor the activities they plan, adapt the classroom environment and ensure that effective additional support is provided when necessary. As a result, children, including those who have special educational needs and/or disabilities, make good progress. Disadvantaged pupils are also doing well. Pupil premium funding has had a significant impact on raising outcomes for these children, especially supporting their communication and language development.
- Teachers and teaching assistants work closely together to plan and deliver interesting and meaningful activities that enthuse the children. Children join in activities enthusiastically and show perseverance, really concentrating on the tasks that they are completing. They collaborate well and develop early skills of turn taking, helping each other when necessary. For example, a group of children developed language skills and worked diligently to clean vehicles as they passed through the car wash.

- The early years curriculum provides a clear foundation for life further on in school. Leaders at all levels have worked hard to ensure that the consistent approaches to the curriculum, the standards they expect and the behaviours they wish to see start here. There is a broad range of provision available and there are clear links to high-quality texts that drive the content of activities. Children’s spiritual, moral, social and cultural awareness is developing well, and their personal development, behaviour and welfare is good. Leaders ensure that the children are safe and that checks are carried out to ensure that safeguarding procedures are kept up to date.
- Parents are kept well informed from the moment when children start school. Sessions like ‘Stay and Make’ or ‘Stay and Construct’ are well attended and are organised each week for parents to come into school and connect with the school community. Parents can contribute to the children’s learning profiles through email, and they are kept up to date through regular newsletters and celebration assemblies.
- Leaders recognise that their next steps are to provide even further challenge to children to ensure that a greater proportion exceed the levels expected. The early years leader is clear about what needs to be done to improve provision and has a clear plan of action in place.

## School details

Unique reference number	141366
Local authority	Rotherham
Inspection number	10036383

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

Type of school	Primary
School category	Academy sponsor led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	387
Appropriate authority	The board of trustees
Chair	Mr Paul Martin
Principal	Mrs Joanne Cliff
Telephone number	01709813300
Website	<a href="http://www.maltbymanoracademy.com">www.maltbymanoracademy.com</a>
Email address	<a href="mailto:info@maltbymanoracademy.com">info@maltbymanoracademy.com</a>
Date of previous inspection	Not previously inspected

## Information about this school

- The school was opened on 1 December 2014 when it joined the Maltby Learning Trust. When its predecessor school, Maltby Manor Primary School, was last inspected it was judged to be inadequate.
- The school is larger than the average-sized primary school.
- The proportion of pupils supported through the pupil premium is above the national average.
- The vast majority of pupils are White British. There are few pupils from ethnic minority groups. Almost all pupils speak English as their first language.
- The proportion of pupils who have special educational needs and/or disabilities is average.
- Children start school in Nursery and attend part time. Children in Reception attend full time.

- 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.

## Information about this inspection

- Inspectors observed a range of teaching and learning in all year groups.
- Inspectors looked at examples of work in a range of subjects and spoke with pupils about their work. Inspectors listened to pupils reading.
- Meetings were held with senior leaders, middle leaders, teachers and teaching assistants, the member of staff responsible for attendance, a representative of the Maltby Manor Academy Trust, pupils and four members of the governing body.
- Inspectors scrutinised the school's website.
- Inspectors examined the responses to Parent View, Ofsted's online questionnaire.
- Inspectors reviewed a range of documentation relating to safeguarding, attendance and pupils' behaviour and achievement. The school's development plan and the school's own evaluation of performance were also considered.

## Inspection team

Jaimie Holbrook, lead inspector	Ofsted Inspector
Lee Haynes	Ofsted Inspector
Dave Brown	Ofsted Inspector

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