

# Mansfield Primary Academy

Newgate Lane, Mansfield, Nottinghamshire NG18 2LB

## Inspection dates

7–8 March 2018

<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>Requires improvement</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	<b>Good</b>

## Summary of key findings for parents and pupils

### This is a good school

- Leaders, including the governing body, are determined to improve the school. Many parents said that the school has improved under the leadership of the new headteacher.
- The new headteacher and other senior leaders have done much to improve the quality of teaching and use of assessment, which are now good. English and mathematics have improved considerably.
- Leaders have a detailed and accurate knowledge of where further improvements are needed. They have a strong track record of making improvements this year. The school is well placed to continue to improve.
- The leadership of teaching and learning has been particularly strong. Senior leaders provide clear guidance and expert coaching for staff. Staff say that they have learned a great deal from leaders.
- Leaders make follow-up checks to ensure that all staff fully understand and implement what is expected. This means that key aspects of teaching and learning are consistent throughout the school.
- In the early years, children get a good start to their educations. Teaching meets their needs well and they make good progress.
- Standards declined after the last inspection. Much better teaching this year has resulted in many pupils making good progress in English and mathematics.
- Since September 2017, the proportion of pupils attaining the expected standards in reading, writing and mathematics has risen significantly. Attainment, however, remains below the expected standard in most year groups.
- Pupils behave well around school. In class they work hard and concentrate well. Relationships are good and most pupils enjoy school.
- Most parents say that pupils are well cared for at school. Safeguarding is effective.
- Subject leadership in English, mathematics and PE is good. Leaders are aware that subject leadership in other subjects is weaker.
- The school does not check pupils' attainment and progress in subjects other than English and mathematics.
- Much has been done to improve the curriculum for English and mathematics this year. Less priority has been given to other subjects.
- The school has improved its procedures to secure good attendance this year, but attendance remains below average.

## Full report

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

- Sustain the current improvements to teaching, extending them across all subjects and to all year groups, so that higher proportions of pupils reach the expected standard and the higher standard at the ends of Year 2 and Year 6.
- Improve leadership and management by:
  - extending the roles of subject leaders in subjects other than English, mathematics and PE, and supporting leaders in gaining the skills they need to carry them out
  - checking the progress and attainment of pupils in subjects other than English and mathematics, using similar systems to those currently being used in these two subjects
  - improving the breadth of the curriculum by giving greater emphasis to subjects such as history, geography, and art and design.
- Improve attendance further by working closely with parents to promote the benefits of pupils coming to school regularly.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- The headteacher, with the support of other senior leaders, has motivated, guided and challenged staff to improve the quality of teaching and the use of assessment. The quality of teaching has improved greatly this year. Teaching is mostly of very good quality, although a few inconsistencies remain,
- Senior leaders know the school inside out. They have a clear understanding of where to focus their work to bring about further improvement. Staff and pupils have responded well this year to leaders' high expectations.
- Staff welcome the effective guidance and expert coaching they receive to help them improve their work. Leaders are fully aware that standards are not yet high enough. They have a clear and effective plan to bring about the necessary improvements.
- The progress of all pupils is carefully monitored by teachers and leaders. The effective use of assessment is having a strong impact on improving pupils' progress. Teachers are fully held to account. They accept responsibility for the progress of pupils in their classes.
- Leaders have introduced rigorous procedures this year to ensure that teachers assess pupils' learning accurately.
- The academy trust responsible for the school recognised that standards were declining in the autumn term of 2016. It demanded that the school improved. Since then the trust's senior education adviser has provided guidance and monitored the school's work. This guidance has had a positive effect on improving the school.
- The use of pupil premium funding has been reviewed. It is now being used effectively. The wise spending of this additional funding is helping disadvantaged pupils to make faster progress. These pupils are making good progress this year. Leaders recognise, however, that too many disadvantaged pupils in the past have not reached average standards by the end of Year 6.
- Subject leaders for English and mathematics have had a positive impact on pupils' progress in these subjects. Subject leadership in physical education (PE) is also effective. The subject leader has ensured that the additional primary PE and sport funding has been used to good effect. Senior leaders recognise that subject leadership is weaker in other subjects. They have a secure plan to improve this aspect of leadership and management.
- The curriculum for English and mathematics have been reviewed and improved. The teaching of reading, writing and mathematics is now largely effective and further improvements are under way. For example, leaders recognise that pupils' limited knowledge of number facts has slowed the progress of some pupils in mathematics. Number facts now have greater priority in the mathematics curriculum. Pupils' knowledge of aspects such as multiplication tables is improving.
- Leaders have rightly concentrated on tackling underachievement in reading, writing and mathematics during this school year. Checking and improving the quality of provision in other subjects has not been as rigorous. Nevertheless, there is an effective

plan to make the necessary improvements. For example, the school is reviewing and improving its curriculum for personal development to ensure that it is fully consistent throughout the school and of high quality. The revised curriculum is due to be launched before the end of this school year.

- The school uses its additional funding well to ensure that pupils who have special educational needs (SEN) and/or disabilities do well at school. They make good progress from their starting points.
- The curriculum for English and mathematics is modified well to meet the learning needs of the most able pupils. This group of pupils is making much better progress this year than they made previously.
- The number of after-school clubs and activities has increased this year. An improved programme of residential visits has been introduced.
- Attendance has been below average over recent years. Levels of persistent absence have been too high. In response to this, leaders have reviewed and improved the procedures they use to encourage pupils to attend school regularly. Attendance has improved this year but remains a little below average.

### **Governance of the school**

- The trust forms an effective governing body for the school.
- Governance is well organised. The governing body has a detailed knowledge of the school. It is well placed to challenge and support the school effectively.
- The governing body recognised that the quality of education at the school had declined since it was previously inspected. It has acted appropriately and with great determination to secure the necessary improvements in leadership and management.
- The appointment of the new headteacher was effectively led by the governing body. The change of headteacher has been a crucial factor in turning the school around so that it is rapidly improving.

### **Safeguarding**

- The arrangements for safeguarding are effective.
- The school has secure systems to recognise and act upon any concerns that come to light concerning pupils' safety or welfare. Staff are appropriately trained in safeguarding and child protection. They understand how to respond to any concerns.
- The great majority of parents who spoke to inspectors said that their children were kept safe and were well cared for in school.
- The governing body carries out its role well in checking that safeguarding practices meet requirements. Governors carry out regular audits and produce reports on safeguarding arrangements. Any aspects that need improvement are also followed up by the governing body to ensure that changes are made.

## Quality of teaching, learning and assessment

Good

- Teaching is mostly of good quality. It is particularly strong in the classes of the oldest pupils. Leaders have given staff useful guidance to help them adopt the school's clear policies. Staff have used this to teach consistently and effectively in many aspects of teaching. As a result, most pupils are now making good progress in reading, writing and mathematics from their low starting points.
- In English and mathematics lessons, guidance for learning is good. Teachers show pupils exactly what is expected of them. Teachers continually assess their efforts as they work and help pupils to make progress.
- Staff assess pupils' work carefully and set tasks that are neither too easy nor too difficult. The most able pupils are often given additional challenges and enjoy their thinking being extended. When whole-class teaching could be too hard or too easy for a group of pupils, they are provided with teaching that accurately matches their learning needs. This often takes place in a small group, with a teaching assistant.
- Teaching assistants are well trained and effectively deployed so that all groups of pupils make good progress. Pupils who have SEN and/or disabilities are given sensitive support to help them to access learning and make good progress. The few pupils who are at early stages of speaking English are supported well. They quickly become confident in their spoken and written English.
- Teachers usefully allow time in lessons for pupils to discuss their answers to the teacher's questions. Teachers encourage them to work with a partner and to explain their thinking. These processes help develop pupils' understanding.
- Occasionally, in some classes, the pace of learning slows towards the end of lessons.

## Personal development, behaviour and welfare

Good

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils show a good understanding of how to keep themselves safe and act with respect for the safety of others.
- Pupils take a pride in their school uniform and are proud of their school. They are polite to visitors and respond to questions in a grown-up fashion.
- Pupils said that bullying or discriminatory behaviour is rare and is dealt with well by staff. The school's records and the views of the overwhelming majority of parents support this view.
- Older pupils enjoy taking responsibilities as, for example, prefects.

### Behaviour

- The behaviour of pupils is good.
- Pupils' behaviour around school, at breakfast club, on the playground, in the dining hall

and in assembly is calm and friendly. They show respect for one another and for adults.

- Teachers expect pupils to behave well in class and to work hard. Pupils are keen learners and concentrate well. Older pupils say that they now have to work and try much harder than previously. They are aware that this is helping them make faster progress in their learning. Pupils are taught to take a pride in their work. They know that mediocre work will not be accepted.
- Parents recognise that pupils' behaviour has improved since the new headteacher arrived and that expectations are higher. One parent said of this, 'She has really pulled it in.'
- Leaders have secured improved attendance this year. Pupils' attendance, however, remains a little below average.
- Pupils show good levels of spiritual, moral, social and cultural development. They are aware of how pupils can be different. They have a secure knowledge of the variety of ways of life in modern Britain and of British values, such as democracy.

### Outcomes for pupils

### Requires improvement

- Pupils' attainment in reading, writing and mathematics is lower than it should be. This means that outcomes require improvement when other aspects of the school are consistently good. Pupils are now making good progress in most classes and are catching up quickly because of considerable recent improvement in the quality of teaching. Standards are not yet high enough but more pupils this year than last are reaching the standards expected for their ages.
- Leaders are aware that pupils' progress is uneven and varies in different year groups. They are tackling these weaknesses as a matter of urgency. The best progress is made in the early years, Year 2 and Years 4, 5 and 6.
- The most able pupils are responding well to the more demanding and effective teaching evident in the school. More pupils this year than last are attaining above standards expected for their ages in reading, writing and mathematics.
- In Year 6, pupils' work and the school's records show that standards are expected to show great improvement on last year's poor results. They are, however, expected to be below the national averages this year.
- Wise spending of pupil premium funding has helped disadvantaged pupils make much better progress this year. Their attainment in reading, writing and mathematics, however, remains below nationally expected levels.
- The school has improved its curriculum for reading this year. Pupils are reading more widely and more parents are supporting their children's reading at home. The writing curriculum has been an area of special focus for the school. The effect of this is seen in the better quality of pupils' written work.
- In mathematics, pupils' skills in calculation, reasoning and problem-solving are improving well. Leaders are aware that some pupils' more limited knowledge of number facts is still slowing progress. Some useful work, however, is under way to tackle this.

- Leaders have understandably concentrated on pupils' learning in reading, writing and mathematics recently. Leaders and other staff, however, lack a clear understanding of pupils' attainment in subjects such as history and geography.
- Pupils who have SEN and/or disabilities are making good progress because of the good quality support they receive.
- Because phonics is taught well, pupils make good progress in phonics. They are on track to reach average standards in this year's national phonics screening check. Improved teaching means that the proportion of pupils on track to attain the expected standard in reading, writing and mathematics in Year 2 has almost doubled in comparison with last year's low figures.
- This improved attainment, although still below average, is a reflection of the strong leadership of teaching and learning by the new headteacher and senior leadership team.

### Early years provision

**Good**

- Since the last inspection, children of all abilities in the early years have continued to make good progress from their starting points. The school has successfully maintained a track record of average standards at the end of the early years over the last three years. Pupils currently in the Reception Year are making good progress and are on track to attain these good standards.
- Teaching is consistently good. Detailed and accurate assessments of each child are used well to support the learning of individual children. The learning of all groups of children, including those who have SEN and/or disabilities, is good. The most able children are well provided for and make good progress.
- Adults expect a lot of the children and they enjoy rising to this challenge. Children are well prepared for Year 1 and school life beyond, but leaders have identified the transition from the early years to Year 1 as an aspect for improvement this year to make it even smoother.
- The early years curriculum is engaging and interesting and well enhanced by visits and other good-quality experiences. Children enjoy the broad range of activities and work hard in a calm and well-organised environment. They are particularly keen on the current topic on dinosaurs.
- Teachers and teaching assistants are adept at providing good-quality guidance to children and showing them exactly what is expected and how to achieve these expectations. Children behave well, cooperate and take turns. They listen carefully and follow instructions and respond well to staff's high expectations and well-established routines.
- Provision in the early years is well led by senior leaders and by staff in the early years. Leaders have a clear and accurate understanding of the quality of provision and know exactly where to focus their efforts to maintain and improve the good quality of education evident.
- High standards of care are evident, welfare requirements are fully met and children are kept safe.

- Parents say that they regard the early years provision highly and work in good partnership with the school. They contribute to the early years assessment system and engage enthusiastically with the newly developed homework system.



## School details

Unique reference number	138570
Local authority	Nottinghamshire
Inspection number	10041603

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	230
Appropriate authority	Academy trust
Chair	Mike Hamlin
Principal	Carmel Atkinson
Telephone number	01623 624709
Website	<a href="http://www.mansfieldprimaryacademy.org">www.mansfieldprimaryacademy.org</a>
Email address	<a href="mailto:admin@mansfieldprimaryacademy.org">admin@mansfieldprimaryacademy.org</a>
Date of previous inspection	29–30 April 2014

## Information about this school

- The school is an average-sized primary school.
- A below-average proportion of pupils are from minority ethnic backgrounds. Very few pupils speak English as an additional language.
- The proportion of disadvantaged pupils is well above average. The proportion of pupil who have SEN and/or disabilities is above average.
- The school meets the government's current floor standards, which are the minimum expectations for attainment and progress in English and mathematics at the end of Year 6.
- The school runs its own breakfast club, which is managed by the governing body.
- Governance is provided by members of the Greenwood Academies Trust.
- The headteacher and other members of the leadership team took up their roles from September 2017.

## Information about this inspection

- Inspectors observed teaching and learning in all classes, including some joint observations with the headteacher. They carried out shorter visits to classrooms to see specific aspects of the school's work, such as the teaching of reading.
- A range of other school activities was observed, including an assembly, breakfast club, playtimes and lunchtimes.
- Inspectors scrutinised past and current work of pupils of different abilities in all year groups. They also discussed reading with pupils and heard some pupils read.
- The lead inspector held a meeting with four governors, including the chair of the governing body. An additional meeting was also held with a school improvement adviser from the Greenwood Academies Trust.
- The inspectors analysed documents including plans for improvement and reports showing the trust's and the school's view of the school's performance. The school's website was evaluated. Safeguarding documents were reviewed. Policies and records relating to pupils' personal development, behaviour, welfare, safety and attendance were scrutinised.
- Inspectors analysed information on the performance of the school in comparison with other schools nationally. They also considered the school's own records of pupils' attainment and progress.
- There were too few responses to Ofsted's online survey, Parent View, to provide any information. The 57 responses to the school's most recent survey of parents' views of the school, held in January 2018, were analysed. Inspectors spoke briefly with 24 parents of 35 pupils at the start of the second day of the inspection.

## Inspection team

Roger Sadler, lead inspector

Ofsted Inspector

Pete Strauss

Ofsted Inspector

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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](http://www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings).

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