

# Inspection of a good school: Mottram

## CofE Primary School

War Hill, Mottram, Hyde, Cheshire SK14 6JL

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Inspection date:

13 September 2022

### **Outcome**

Mottram CofE Primary School continues to be a good school.

### **What is it like to attend this school?**

Mottram CofE is a family-orientated and happy community. It provides a nurturing and caring environment for all pupils. Older pupils look after younger ones. Leaders and staff have high expectations of what pupils should achieve. Pupils, including those with special educational needs and/or disabilities (SEND), achieve well.

Staff set high expectations for pupils' behaviour. Pupils respond by being polite and respectful towards each other and adults. They behave well in lessons. Pupils listen attentively to their teachers and work hard.

Pupils told inspectors that they feel safe. They know who to speak to if they are worried or upset. Pupils reported that there is little bullying. They said that if bullying does occur, adults ensure that it is sorted out quickly.

Pupils enjoy taking part in a wide range of activities. These include clubs and sports, such as art and archery. Some pupils have had their artwork displayed in the local community centre. Pupils also benefit from a range of trips and visits, for example to a residential field centre. They relish taking on a variety of responsibilities, including corridor monitors and growing vegetables in the school allotment. Pupils with SEND are included in all aspects of school life.

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

Leaders have put in place a curriculum that is ambitious for all pupils, including those with SEND. Subject curriculums identify what pupils will learn and when this content should be delivered from the early years to Year 6. Teachers use a range of assessment strategies increasingly well to check what pupils know and to address any errors and misconceptions. Leaders and staff provide effective support to address any gaps in pupils' learning. This helps pupils to progress well through the curriculum.

Teachers have secure subject knowledge. This helps most of them to deliver subject curriculums well. Most teachers explain topics clearly to pupils so that they can understand difficult concepts. However, in a very small number of subjects other than English and mathematics, some teachers do not deliver the curriculum effectively enough. They do not ensure that pupils' learning builds securely on what they already know. This prevents some pupils from learning more in those subjects.

Leaders have prioritised reading. Children start to learn phonics as soon as they start in the early years. All staff follow the same approach in teaching daily phonics sessions. Children and pupils read books that are matched to the sounds that they have learned. Those pupils who need help to catch up in phonics and reading receive effective support from well-trained staff. Most pupils read with increasing confidence and fluency.

Leaders identify the needs of pupils with SEND swiftly. Leaders work well with a range of external agencies to support these pupils. Teachers and teaching assistants use the information that leaders provide to ensure that pupils with SEND receive appropriate support in the classroom. Pupils with SEND access the same ambitious curriculum as their peers and learn well.

Pupils enjoy coming to school. Their attendance is high. Pupils, and children in the Reception class, follow clear routines. This helps to maintain a calm environment during lessons so that pupils can learn without disruption.

Leaders ensure that all pupils learn about healthy relationships. Pupils have opportunities to learn about different faiths and cultures. This helps them to become respectful and tolerant of others. Pupils enjoy raising money for a range of charities and they are keen supporters of their local foodbanks.

Staff love working in the school. Leaders take account of staff's workload and well-being. Staff feel valued and respected. Governors have a wide range of knowledge and expertise. They use this to challenge leaders effectively and support the further improvement of the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff are vigilant about the potential risks that pupils may face. Staff receive up-to-date safeguarding training. They know how to spot the signs that pupils are at risk from harm and what actions to take if they have any concerns. Leaders work well with external agencies to make sure that vulnerable pupils get the help that they need. Pupils know how to keep safe when outside the school and when online.

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

### (Information for the school and appropriate authority)

- In a small minority of subjects other than English and mathematics, some teachers do not deliver the curriculum effectively enough to ensure that pupils' knowledge builds securely on what they know. This prevents some pupils from learning as well as they should in these subjects. Leaders should ensure that the curriculum is delivered consistently well across all subjects.

## Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in March 2014.

## 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 information from Ofsted Parent View 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.

## 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

<b>Unique reference number</b>	106237
<b>Local authority</b>	Tameside
<b>Inspection number</b>	10240822
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	135
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Kate Sanderson
<b>Headteacher</b>	Melissa Scattergood
<b>Website</b>	<a href="http://www.mottram.tameside.sch.uk">www.mottram.tameside.sch.uk</a>
<b>Date of previous inspection</b>	12 July 2017, under section 8 of the Education Act 2005

## Information about this school

- This is a Church of England primary school. The most recent section 48 inspection was in January 2017.
- A new headteacher and assistant headteacher have been appointed since the previous inspection.
- There have been significant changes to governance. This includes the appointment of a new chair and vice-chair of the board of governors.
- School leaders do not make use of alternative provision.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors spoke with the headteacher, assistant headteacher, subject leaders, staff and members of the governing body, including the chair. An inspector held telephone

conversations with a representative of the local authority and a representative of the Diocese of Chester.

- Inspectors spoke to many pupils about their experience of school and their views on behaviour and bullying. Inspectors also observed pupils' behaviour during lessons and at breaktimes.
- Inspectors reviewed a wide range of evidence, including leaders' self-evaluation document, improvement plans, minutes of governing body meetings and records of pupils' behaviour and attendance.
- Inspectors checked the school's safeguarding policies and procedures and the single central record. Inspectors met with leaders, staff and pupils to check how effective safeguarding is in the school.
- Inspectors carried out deep dives in early reading, art and design, and mathematics. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers and spoke to some pupils about their learning and looked at samples of pupils' work. An inspector observed pupils reading to familiar staff.
- Inspectors also spoke to leaders about the curriculum in some other subjects.
- Inspectors considered the responses to Ofsted Parent View and the responses to the staff surveys. An inspector spoke with parents before the start of the school day to gather their views.
- No responses to Ofsted's online survey for pupils were received.

### **Inspection team**

Ahmed Marikar, lead inspector

His Majesty's Inspector

Elizabeth Clarke

Ofsted Inspector

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