

Inspection of Old Trafford Community Academy

Malvern Street, Old Trafford, Manchester M15 4FL

Inspection dates:	1 and 2 October 2024
The quality of education	Requires improvement
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

The headteacher of this school is Nicole Davenport. This school is part of Focus Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Helen Rowland, and overseen by a board of trustees, chaired by Paul Spencer.

What is it like to attend this school?

The rules of 'be ready, respectful and safe' are at the heart of this welcoming school. They are woven through the curriculum and school life. Pupils learn about differences and being respectful to others. This contributes to the sense of unity and partnership that is felt throughout the school. Pupils are happy in school. They are ready to learn and learning is rarely disrupted.

The school has high expectations for all pupils. Pupils achieve with increasing success at this improving school. Recent work to improve the curriculum, supported by the trust, is having a positive impact. However, the quality of education in essential areas such as reading, writing and mathematics requires improvement as reflected in the published low outcomes for pupils.

Positive relationships between pupils and staff mean that pupils trust adults to help keep them safe. They know that they can talk to adults if they are ever worried. Pupils feel they are listened to. They know that their views and ideas will be taken seriously and that they can make a difference to their school. For example, the pupil parliament has secured new basketball equipment for playtimes. Pupils value the roles of responsibility available to them, such as being a class ambassador.

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

The school has taken decisive action to improve the curriculum. It has identified the important knowledge that all pupils need to learn. The carefully sequenced curriculum is suitably broad and ambitious for all pupils, including pupils with special educational needs and/or disabilities (SEND).

The school has focused on ensuring that learning in the key areas of reading, writing and mathematics is secure. Teachers follow an agreed lesson structure that supports pupils in revisiting prior learning before learning the next step. Teachers provide meaningful adaptations to support pupils with SEND. This enables pupils with SEND to access learning alongside their peers in class. Teachers use questioning skilfully to check and challenge pupils' learning before they move on. This is having a positive impact on the progress that pupils are now making through the English and mathematics curriculums, although they are still not achieving as well as they could. This is reflected in the published outcomes of 2023 national tests.

The teaching of early reading follows clear and consistent routines from the moment children enter the early years. Staff deliver the well-ordered phonics programme confidently. They select books for pupils to read in school, and to take home, which are carefully matched to the sounds they are learning. Pupils who do not keep up with the pace of the programme are quickly identified and are supported to catch up.

The reading curriculum, beyond the phonics curriculum, is less well developed. Some pupils do not show a love of reading or talk confidently about stories that they enjoy or would recommend. This means they are not always developing the positive reading habits

that they will need for the next stage of learning. Leaders and the trust already have plans in place to further promote reading for pleasure.

In some subjects other than English and mathematics, the curriculum is in its early stages of implementation. Staff present subject content clearly in lessons. However, they do not consistently identify and address the gaps in learning that older pupils have as a result of the previous weaker curriculum. This means that these pupils struggle to make connections in their learning to remember and build knowledge over time.

In a small number of subjects, the school has not refined its systems for checking on the implementation and impact of the curriculum across the school. As a result, it does not precisely identify weaknesses and address these swiftly enough.

Routines are well established from the Nursery Year and throughout the school. This results in a calm and orderly environment in classrooms where pupils can concentrate and learn. The school works hard to encourage regular attendance. It has rigorous processes in place that are driving improvement. Staff work diligently with families to strengthen attendance and reduce persistent absence.

The school has carefully considered how it promotes pupils' personal development. Pupils learn how to stay safe in school, online and in their local community. The school understands its context and how to drive improvements. There is a shared vision of there being no ceiling to what pupils can do. Instead, the school teaches pupils about the doors that education can open for them. To this end, the school is doing much to raise aspirations.

Trustees and members of the local governing body provide effective challenge and support to the school. While they are determined to drive the improvements that this school needs, they are mindful of staff's well-being. Staff appreciate the training that they receive and the resources that the school has purchased to help to reduce their workload.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some subjects in the wider curriculum are at an early stage of implementation. Pupils have not learned the important knowledge that they need to prepare them for their future learning. This means that they have gaps in their knowledge. The school should work with teachers to ensure that these subject curriculums are implemented effectively and enable pupils to achieve well across these subjects.
- In some subjects, the checks that the school makes on teaching and learning are not sharply focused. As a result, learning is not consistent. This affects how well pupils

build their knowledge over time. The school should ensure that its checks focus on the consistency and precision of pedagogy and its impact on pupils' learning.

- The school has not ensured that there is a rigorous and consistent approach to the development of pupils' reading, beyond phonics, across the school. This means that some pupils do not show a love of reading or talk confidently about stories they enjoy or would recommend. The school should implement and embed the intended reading curriculum so that all pupils read widely and foster a love of reading

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	140738
Local authority	Trafford
Inspection number	10348301
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	351
Appropriate authority	Board of trustees
Chair of trust	Paul Spencer
CEO of the trust	Helen Rowland
Headteacher	Nicole Davenport
Website	www.oldtraffordcommunityacademy.co.uk
Dates of previous inspection	6 and 7 December 2022, under section 5 of the Education Act 2005

Information about this school

- The school is part of the Focus Academy Trust. The trust is known as Focus-Trust.
- The school has introduced a new leadership structure since the last inspection.
- The school does not make use of any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.

- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher and other senior leaders. Inspectors also held meetings with other staff, including those responsible for attendance and pupils' behaviour, welfare and personal development.
- The inspectors held meetings with the leaders responsible for SEND and the provision for children in the early years.
- An inspector met with members of the local governing body, including the chair. She also met with the chair and a member of the board of trustees.
- An inspector spoke with a representative of the local authority.
- An inspector met with the CEO of Focus-Trust.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, science, geography, and art and design. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils' work. The lead inspector listened to pupils from Years 1 to 3 read to a familiar adult.
- Inspectors looked at samples of pupils' work and met with pupils to discuss their learning in some other subjects.
- Inspectors observed pupils' behaviour as they arrived at school and during lessons and breaktimes. They also spoke with pupils about their views of school life.
- Inspectors spoke with staff about their workload and well-being. They took account of the responses to Ofsted's online staff survey.
- Inspectors met with parents and carers and reviewed the responses to Ofsted Parent View, including the free-text comments.
- Inspectors considered the views of pupils who responded to Ofsted's survey.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

Inspection team

Kathy Nichol, lead inspector	Ofsted Inspector
Katherine Muncaster	Ofsted Inspector
Alison Lawson	Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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