

# Inspection of Macaulay Church of England Primary School

Victoria Rise, Clapham SW4 0NU

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Inspection dates: 6 and 7 December 2023

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
| The quality of education     | <b>Good</b> |
| Behaviour and attitudes      | <b>Good</b> |
| Personal development         | <b>Good</b> |
| Leadership and management    | <b>Good</b> |
| Early years provision        | <b>Good</b> |
| Previous inspection grade    | Outstanding |

This school was last inspected under section 5 of the Education Act 2005 14 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between graded inspections under section 5 of the Act. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection.

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

Pupils are happy and well cared for at this school. Staff, parents and carers, and pupils feel very proud to be part of this welcoming and supportive school community. The school's values, such as compassion, generosity and creativity, are at the heart of everything here.

Leaders have created an environment where pupils are expected to work hard and behave well. Pupils engage in their learning and achieve highly. They have positive relationships with staff and are kind and respectful to one another. Pupils enjoy coming to school and are helped to use their imaginations and be creative. For example, pupils are encouraged to express their ideas through writing, music, art and mathematics.

Leaders provide a wide range of opportunities for all pupils to develop their interests and talents. These include a variety of clubs, such as orchestra, knitting, art, and gymnastics. Pupils are eager to contribute to their community and take on responsibilities that help them to be active citizens. For example, pupils participate in the school council and enjoy singing in the local community.

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

The school has developed a broad curriculum that meets the expectations of the national curriculum. In most subjects, the school has thought carefully about the specific knowledge and skills pupils need to learn and in what order. This helps pupils to build up their knowledge over time and make links between learning in different subjects. For example, pupils use their mathematical knowledge to help them solve problems in their computing lessons. In a few subjects, the school's curriculum thinking is not as well developed. This is because, in these subjects, the school does not identify the key content pupils need to know and remember over time. In the early years, the school places a strong emphasis on children's development of communication and early mathematics. Children are well prepared for their learning in Year 1 and beyond.

Staff check carefully what pupils have learned, and they address any misconceptions. The school accurately identifies pupils with special educational needs and/or disabilities (SEND). Staff adapt teaching effectively so that pupils with SEND learn the same curriculum as their peers. Teachers use a range of approaches effectively to help pupils engage in their learning. In the early years, staff provide a well-resourced environment that allows children to find out about the world around them and to learn collaboratively. Children enjoy exploring the environment, such as in the forest school area.

Reading is a priority throughout the school. The school ensures that there is a sharp focus on the teaching of phonics for pupils at the early stages of learning to read. Well-trained staff follow a consistent approach to teaching phonics. This helps pupils to gain the knowledge and skills they need to become confident and fluent readers.

If pupils fall behind in reading, staff provide effective support so that pupils catch up quickly. The school gives pupils regular opportunities to practise their reading, such as through reading individually with parent volunteers and governors. Parents value the help they receive to support their child to read at home.

Pupils behave well, and they take pride in being positive role models to others. For example, older pupils are proud to be chosen to support younger pupils as 'playground mentors'. Staff, pupils and parents have all noticed and are pleased with the changes that have been made to the management of pupils' behaviour throughout the school. This work is making a positive difference. The school is a happy and calm place to be. Attendance rates are high.

The school promotes pupils' wider development well. Pupils are taught to understand and value people's differences. For example, the school uses regular assemblies and its close links with the local church to encourage pupils to celebrate their own faiths and learn about different religions. Through personal, social, health and economic education, pupils are taught about healthy relationships in an age-appropriate way. They are encouraged to be healthy and to keep themselves safe in a range of situations, including online.

Staff, including those in the early stages of their career, are proud to work at this school. They feel valued and well supported by leaders. Workload is well managed. Governors hold leaders to account effectively while prioritising the well-being of staff and pupils.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- In a few subjects, the curriculum is not as well developed as in other subjects. Where this is the case, the school has not identified the essential knowledge that pupils need to know and remember. This affects how well pupils learn key curriculum content. Leaders should continue their work to strengthen the curriculum in these subjects.

## **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

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| <b>Unique reference number</b>             | 100612   |
| <b>Local authority</b>                     | Lambeth  |
| <b>Inspection number</b>                   | 10255326   |
| <b>Type of school</b>                      | Primary  |
| <b>School category</b>                     | Voluntary aided  |
| <b>Age range of pupils</b>                 | 3 to 11  |
| <b>Gender of pupils</b>                    | Mixed  |
| <b>Number of pupils on the school roll</b> | 170  |
| <b>Appropriate authority</b>               | The governing body   |
| <b>Chair of governing body</b>             | Sarah Thomas   |
| <b>Headteacher</b>                         | Susan Eade   |
| <b>Website</b>                             | <a href="http://www.macaulaycofeschool.co.uk">www.macaulaycofeschool.co.uk</a> |
| <b>Date of previous inspection</b>         | 18 May 2009, under section 5 of the Education Act 2005                         |

## Information about this school

- The headteacher has been in post since September 2023.
- Leaders do not make use of any alternative providers.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history and science. For each deep dive, inspectors discussed the curriculum with leaders, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils' work.

- Inspectors held meetings with the headteacher and other senior leaders, including the special educational needs coordinator. The lead inspector met with members of the support staff team and governing body. They held a telephone conversation with a representative of the local authority and met with a representative of the diocese.
- To evaluate the effectiveness of safeguarding, the 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.
- Inspectors considered the responses of parents, staff and pupils, including to Ofsted's online surveys.

### **Inspection team**

Sophie Cavanagh, lead inspector

Ofsted Inspector

David Radomsky

His Majesty's Inspector

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