

# Inspection of Monks Coppenhall Academy

Remer Street, Crewe, Cheshire CW1 4LY

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Inspection dates: 15 and 16 November 2023

| <b>Overall effectiveness</b> | <b>Good</b>  |
|------------------------------|--|
| The quality of education     | <b>Good</b>  |
| Behaviour and attitudes      | <b>Outstanding</b>   |
| Personal development         | <b>Outstanding</b>   |
| Leadership and management    | <b>Good</b>  |
| Early years provision        | <b>Good</b>  |
| Previous inspection grade    | Not previously inspected under section 5 of the Education Act 2005 |

The principal of this school is Carl Leech. This school is part of Alexandra 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), Pamela Simpson, and overseen by a board of trustees, chaired by Alan Guildford

Ofsted has not previously inspected Monks Coppenhall Academy as an academy under section 5 of the Education Act 2005 as, until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections. 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 of the predecessor school.

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

'All different but one family' sums up this warm and nurturing school perfectly. Differences are celebrated and pupils from many different countries are welcomed with open arms.

Pupils are proud to attend Monks Coppenhall Academy. They are kind to one another. They benefit immensely from the caring relationships that they enjoy with staff. This makes pupils feel happy and safe.

The school has high expectations of what pupils can achieve, including pupils with special educational needs and/or disabilities (SEND). Pupils are attentive in lessons. They have extremely positive attitudes to learning. Most pupils achieve well, especially in English and mathematics.

The behaviour of the youngest children in the two-year-old provision through to pupils in Year 6 is exemplary. They are polite, courteous and show respect to all that they meet. They instinctively open doors and happily check on how well others are feeling. At breaktimes, pupils play happily together. The atmosphere in school is calm and purposeful. Lessons go ahead without any disruption.

Pupils carry out important leadership roles conscientiously. They learn how to contribute to their local and wider community, for example through their work on the school council or by raising money for charities close to their heart.

Pupils develop as very well-rounded citizens. They wear their special lanyards with pride to show that they are building one of the school's seven important qualities, for example that they are being resilient or showing empathy. Pupils enjoy a very wide range of clubs such as drama, art and football. They feel especially fortunate to be able to take part in different residential trips before they leave at the end of Year 6. Pupils are exceptionally well prepared for life in modern Britain.

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

The teaching of reading is given the highest priority. From the early years, children, including those in the two-year-old provision, are encouraged to develop a love of reading. The phonics programme begins as soon as children start in the Reception classes. Trained staff deliver the phonics programme well. They regularly check how well pupils are learning their sounds. Staff swiftly intervene to support those pupils who need extra help. The reading books that pupils take home are well matched to their phonics knowledge. This enables pupils to become fluent readers by the time they move into key stage 2.

The school ensures that pupils, including children in the early years, learn from an ambitious curriculum. Most subject curriculums are well established. Teachers have developed their expertise over time and deliver these subjects well. They check that pupils have remembered what they have been taught before they introduce new

learning. This enables pupils to gain the knowledge that they need to be successful in their future learning.

The school recognised that the curriculums in some other subjects were not as successful. As a result, the school has reviewed and refined these subject areas. However, due to weaknesses in the previous curriculums, some pupils have gaps in their knowledge. In these subjects, some teachers are not as adept at designing learning that helps pupils to remember what has been taught over time. This hinders pupils' progress through the curriculum.

The school identifies the needs of pupils with SEND carefully and accurately. Activities are adapted effectively so that pupils with SEND learn alongside their classmates. Pupils in the specially resourced provision for pupils with SEND (specially resourced provision) benefit from a curriculum that is carefully broken down into small steps. This enables pupils to meet their individual targets and keep pace with the school's curriculum.

Pupils' behaviour is exemplary. In part, this is because everyone in the school community takes full responsibility for ensuring that pupils meet the high expectations that are set for their conduct. It is also due to pupils' real thirst for learning and their highly respectful attitudes. Routines are established quickly and adhered to consistently well from the time that two- and three-year old children enter the school. This continues until they leave at the end of Year 6. Pupils across the school are kind and considerate to one another. They welcome those who are new to the school and help them to settle quickly. Pupils have a strong sense of right and wrong. Pupils enjoy coming to school and this is reflected in their high attendance rates.

The school has established an exceptional programme to support pupils' personal development. Pupils build their learning over time and gain the important knowledge that they need to be happy, healthy and safe now and as they grow older. Pupils also learn how to become responsible and positive citizens. They are taught about different religions, cultures and traditions. Pupils value being part of a diverse community. They are curious about the differences between themselves and others. They apply their in-depth knowledge to form positive relationships that are built on mutual respect.

The school makes sure that the curriculum is enriched by a well-thought-through programme of trips and visitors. For example, theatre visits and aspirational activities broaden pupils' horizons and hopes for the future. The school makes sure that all pupils, especially disadvantaged pupils and those with SEND, benefit from the exceptional opportunities on offer.

Parents and carers, including those of pupils with SEND, hold the school in high regard. Parents said that their children flourish at this school because of the way that staff meet individual needs.

The school is very mindful of staff's workload and well-being. Policies and procedures are regularly reviewed and updated when necessary to ensure that they are effective and do not place unnecessary burdens on staff. Staff feel appreciated as a result.

The governing board and trustees are committed to their roles and are generous with their time. They want the best for the pupils and, as such, they work productively with the school to bring about improvements.

## **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, some pupils have gaps in their learning. This is because of weaknesses in the previous curriculums. The school should ensure that gaps in learning are identified and pupils are helped to catch up with the expectations of the new curriculums.
- In some subjects, some pupils struggle to remember their previous learning. This is because activities are not chosen carefully enough to help pupils commit what they learn to their long-term memory. The school should ensure that teachers are well-equipped to deliver the curriculums and to help pupils to remember what they have learned.

## **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>             | 142714   |
| <b>Local authority</b>                     | Cheshire East  |
| <b>Inspection number</b>                   | 10290307   |
| <b>Type of school</b>                      | Primary  |
| <b>School category</b>                     | Academy converter  |
| <b>Age range of pupils</b>                 | 2 to 11  |
| <b>Gender of pupils</b>                    | Mixed  |
| <b>Number of pupils on the school roll</b> | 623  |
| <b>Appropriate authority</b>               | Board of trustees  |
| <b>Chair of trust</b>                      | Alan Guildford   |
| <b>Principal</b>                           | Carl Leech   |
| <b>CEO</b>                                 | Pamela Simpson   |
| <b>Website</b>                             | <a href="http://www.monkscoppenhall.cheshire.sch.uk">www.monkscoppenhall.cheshire.sch.uk</a> |
| <b>Date of previous inspection</b>         | Not previously inspected   |

## Information about this school

- The school is part of Alexandra Academy Trust.
- Monks Coppenhall Academy converted to become an academy school in June 2016. When its predecessor school, Monks Coppenhall Primary School, was last inspected by Ofsted, it was judged to be outstanding overall.
- There is provision for two-year-old children in the early years.
- The school has a specially resourced provision for eight pupils, aged between four and seven, with social and emotional health needs.

## 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 the 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 early reading, mathematics, music and religious education. 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.
- An inspector observed pupils reading to a familiar adult.
- Inspectors also considered the curriculum in some other subjects. They discussed the curriculum with subject leaders, looked at a sample of pupils' books and spoke with pupils.
- 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 observed pupils' behaviour during lessons, around school, at breaktimes and lunchtime. They discussed behaviour and bullying with pupils and staff.
- Inspectors considered the views of pupils and staff who responded to Ofsted's pupil and staff surveys.
- Inspectors considered the views of the parents who responded to Ofsted Parent View. This included the free-text comments. In addition, inspectors spoke with parents in the morning at the school gate.
- Inspectors spoke with members of the local governing board, including the chair of the board.
- Inspectors spoke with school leaders. They also held discussions with members of the board of trustees, including the chair of the trust.

## Inspection team

|                              |                         |
|------------------------------|-------------------------|
| Frith Murphy, lead inspector | His Majesty's Inspector |
| David Woodhouse              | Ofsted Inspector        |
| Jo Olsson                    | His Majesty's Inspector |
| Moirira Atkins               | Ofsted Inspector        |

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