

# Mountford Manor Primary School

## Inspection report

---

<b>Unique Reference Number</b>	131785
<b>Local Authority</b>	Swindon
<b>Inspection number</b>	360325
<b>Inspection dates</b>	13–14 July 2011
<b>Reporting inspector</b>	Peter Clifton

This inspection of the school was carried out under section 5 of the Education Act 2005.

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	243
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Nicky Dickinson
<b>Headteacher</b>	Nick Capstick
<b>Date of previous school inspection</b>	5 March 2008
<b>School address</b>	Bothwell Road Swindon SN3 3EZ
<b>Telephone number</b>	01793536494
<b>Fax number</b>	01793 491588
<b>Email address</b>	head@mountfordmanorschool.co.uk

---

<b>Age group</b>	3–11
<b>Inspection dates</b>	13–14 July 2011
<b>Inspection number</b>	360325

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 14 lessons and observed eight teachers. Meetings were held with members of the governing body, staff and pupils. The inspectors talked to pupils in lessons and at break times. They observed the school's work and looked at documentation, including development planning, monitoring information, and evidence of safeguarding procedures and pupils' books. They analysed 53 responses to the parental questionnaire and took account of the views expressed by parents and carers during informal meetings and conversations.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How rigorously leaders identify and prioritise actions to improve pupils' learning and progress, including the success of initiatives to improve writing and promote problem solving in mathematics.
- The accuracy of the school's information about the progress and learning of different groups of pupils, and how robustly any inadequate achievement is being tackled.
- How well work challenges different groups of pupils, including additional support and intervention for pupils with special educational needs and/or disabilities.
- How well targets are used by pupils to help them assess their own work and set personal goals.

## Information about the school

This is an average size school serving the local community. There are eight classes, including Nursery and Reception which have separate outside learning areas. The proportion of pupils who are known to be eligible for free school meals is high. The majority of pupils are of White British origin; the next biggest group is of Asian or Asian British heritage. The proportion of pupils with special educational needs and/or disabilities is broadly average. Their main needs relate to moderate learning difficulties. The school federated with Drove Primary School in February 2011 when a new governing body was appointed for both schools. The headteacher, who has been at the school since September 2010, splits his time between the two schools. The school runs a breakfast club. A special resource provision for pupils with emotional and behavioural difficulties was opened on 6 July 2011. An interim monitoring letter was written in February 2010.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

Mountford Manor provides a satisfactory standard of education. For some time, pupils' attainment by the end of Year 6 has been significantly below the national average in English and mathematics, and overall attainment is low. Nevertheless, the inspection evidence shows that although pupils' progress is satisfactory, it is improving quickly and securely. This means that, pupils' achievement is satisfactory. In Year 2, attainment is average and there has been a continuing trend of improvement since the last inspection. In Year 6, over the past two years, there has been a marked improvement in the proportion of pupils who are on track to reach age-related targets, and the proportion of pupils who have made the expected two levels of progress is well above the predicted performance. While any historical underachievement is being robustly tackled, there are too few pupils reaching the higher levels in English and mathematics.

There are strengths in pupils' personal development. Pupils say they feel very safe in school because they are very confident that they will be listened to by any member of staff. Behaviour is good in and around the school and in lessons. Pupils are welcoming and friendly and readily take on responsibility such as being prefects. Older pupils are good role models. The school has built on the success noted in the monitoring letter to improve calculation skills and pupils are now secure in using these, for example to solve problems. Basic skills in reading and writing are improving quickly because of the many intervention strategies that have been successfully implemented. However, some pupils, particularly in the lower end of the school and including those in the Early Years Foundation Stage, are too dependent on adults to help them with their work and lack confidence and resilience when provided with challenging tasks.

The quality of teaching and learning in lessons is satisfactory but improving strongly as a result of effective steps being taken to model good practice. In just over half of the lessons observed during the inspection, teaching and learning were good and this confirms the school's self-evaluation about learning of different groups. Planning for the learning of different groups of pupils, including those with special educational needs and/or disabilities, is a strength. However, there are occasions when the most able pupils have to wait for too long before being given challenging tasks. While pupils are given very clear information about what they need to do to make their learning successful, there are not enough opportunities for them to assess their own work in depth. In the Early Years Foundation Stage, adult interventions are not consistently helping the children to improve their language, communication and calculation skills.

The arrival of the new headteacher has given a significant boost to driving ambition and embedding improvement which is now a strength. Self-evaluation is strong. For example, leaders have clear and accurate information about the progress of different groups of pupils across the school, which is used rigorously to hold teachers to account for the

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

progress being made in different classes. Given improvements that have already taken place, including the rising trend in attainment and much improved progress, the school is demonstrating a satisfactory capacity for sustained improvement.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Raise attainment in English and mathematics by:
  - embedding the improvements being made to strengthen the quality of teaching, particularly to promote the higher levels of attainment in English and mathematics
  - strengthening the language and communication and calculation skills of the youngest children by ensuring that interventions are more closely targeted to their individual needs.
- Improve the resilience of the pupils so that they become more confident about directing their own learning by:
  - developing approaches in all classes to help the pupils become less dependent on adult support
  - improving pupils' self-assessment so that they can have a stronger role in setting their own goals for improvement.

**Outcomes for individuals and groups of pupils****3**

Children's skills and abilities on entry to the Nursery are low. Although attainment is low by the end of Year 6, higher attainment is now working through the school as a result of improving progress in lessons. For example, attainment in Years 3 and 4 is now average. Pupils from different backgrounds and heritage make similar progress. Pupils with special educational needs and/or disabilities benefit from good quality additional support, for example in using letters and sounds to help with reading.

In Year 6, pupils confidently sequenced numbers, including negative numbers and decimals, working well together to look for patterns and make predictions. In their written work, they are beginning to use adventurous vocabulary more confidently to describe different characters. In Year 5, at the start of a lesson, pupils had gaps in learning about area and perimeter, but at the end they could explain how to find the area of a parallelogram. Year 2 pupils are building a secure understanding about arrays and multiplication. In Year 1, the pupils made good progress in literacy when writing sentences, using different connectives, based on a story about a lighthouse keeper.

Pupils are treated with kindness and consideration. They raise very few concerns about bullying and racial issues. Their positive views about school are reflected in the questionnaire returns. While they respond quickly to instructions, on a few occasions in lessons they become fidgety when activities do not engage their interest. There are some pupils, particularly in the lower year groups, who are very quick to ask for help when they find tasks difficult. Pupils in Year 6 show mature attitudes to learning and want to do well. Pupils understand the value of a balanced diet and exercise. They take up the

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

opportunities to eat healthy snacks from the canteen at break times. There has been a good response to the schools' initiative to cycle to school. There are many beneficial joint activities with the partner and other schools, for example the recent 'choir of 1000 voices'. Information and communication technology is used confidently by pupils to research topics and record their findings in interesting ways. The school council have led an initiative to raise funds for school equipment, and the school's enterprise week has promoted a good awareness of business activity for example through the 'Mountford Dragons' Den'. Pupils' cultural experiences are expanded for dance and music by, for example, working with professional dancers from the Royal Ballet School, and visits to opera.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

There is a growing confidence and assurance among the staff about what they need to do to improve their own practice. In better lessons, 'snappy' activities engage the pupils' interest. There are occasions when activities do not build skills and understanding quickly enough and this particularly affects the most able pupils. In all lessons, steps for improvement are made clear to pupils. Questioning is mostly good, but there are occasions when pupils are not given enough time to formulate more extended answers. The school is working well to make better links between subjects and promote a more enquiry-based curriculum to enable pupils to take more responsibility for their own learning. Early signs are that this is having positive impact on helping the pupils to be

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

more tenacious but these improvements are not yet embedded. Curriculum strengths include good opportunities for enrichment, for example study at the local heritage steam museum. Samples of work show a broad range of writing opportunities, for example letters of complaint about having to wear school uniform. Information and communication technology is used effectively to research into Greek mythology.

Parents and carers are very positive about the level of care provided by the school. Adults show that they care about the pupils, and good relationships are evident across the school. Year 6 pupils are complimentary about the special support they have been given to help them to cope with the transition to secondary school. Leaders have good knowledge about pupils with more significant needs. Innovative ideas, including a competition for a new bicycle, are used to encourage the pupils to come to school on a regular basis and on time. The breakfast club provides a calm start to the school day. In the special resource provision, there is a very supportive learning environment with clear behavioural expectations. Adults work together well to meet the pupils' needs.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The use of expertise from the partner school has been a major factor in the school's successful drive for continuous improvement. Staff have embraced new ideas and sharing of expertise is now embedded. This can be seen, for example, in the good use of success criteria in lessons, common marking strategies and in lesson planning. Leaders track the progress of all pupils closely and this has enabled most pupils who have fallen behind to make up any lost ground. Provision to secure equal opportunities and tackle discrimination for all pupils is satisfactory. There is clear improvement where the school has targeted its actions.

Although governance is satisfactory, new leadership has brought a clearer expectation for the governing body to provide a stronger challenge to tackle weaknesses in the school. New governors are rising to the challenge and bring a wide range of expertise to help the school move forward. Safeguarding duties are met well; staff training in relation to child protection is very thorough. The school adopts good practice across all areas of its work. Procedures are regularly reviewed to ensure pupils and staff are kept safe at all times.

There are some strong links in the local area to involve business and local enterprise and encourage parents and carers to become involved in the life of the school, for example through provision of an allotment. The federation is enabling the pupils to engage with others from different backgrounds and in school they get on noticeably well with each other. Planning to promote wider international links with a school in Spain is in hand.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## **Early Years Foundation Stage**

Children join the school with weak communication, language and literacy skills and number skills. They make satisfactory progress from their different starting points and by the time they enter Year 1, there are still several children who do not reach the expected levels in these key areas. In the Nursery, the children particularly enjoy digging in the outside area and exploring with the drainpipes and water. The 'jungle' play area is well thought out and created with camouflage netting, animals and a campfire. In Reception, the children made good progress in developing basic subtraction skills when working with the teacher. However, there were missed opportunities for other children to develop skills such as calculation during this time. In literacy, children made satisfactory progress in blending together different sounds to make words such as 'year'. However, good learning habits are not fully established. Some children take a long time to get themselves organised and a few lose interest quickly because they are not engaged by the activities. Staff track children's development through records and individual learning journals which are a strength. They ensure that children are provided with a secure learning environment. Leaders have ensured that the classroom and outside spaces are used to promote all the areas of learning.



**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

The responses to the questionnaire reflect a very positive relationship with most groups of parents and carers. The number of questionnaires received was below average for a school of this size and there were very few comments made. One parent or carer commented that there had been a noticeable improvement since September 2010. Another commented that more information to help with their child's learning at home would be welcomed. Many parents come into school and take part in a wide range of activities. For example, the 'open day' which took place during the inspection was well attended.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Mountford Manor Primary School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 53 completed questionnaires by the end of the on-site inspection. In total, there are 243 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	31	58	21	40	1	2	0	0
The school keeps my child safe	28	53	24	45	0	0	0	0
My school informs me about my child's progress	27	51	22	42	4	8	0	0
My child is making enough progress at this school	26	79	25	47	1	2	0	0
The teaching is good at this school	25	47	22	42	2	4	0	0
The school helps me to support my child's learning	23	43	27	51	2	4	0	0
The school helps my child to have a healthy lifestyle	26	49	23	43	3	6	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	20	38	30	57	2	4	0	0
The school meets my child's particular needs	21	40	27	51	2	4	0	0
The school deals effectively with unacceptable behaviour	18	34	29	55	4	8	0	0
The school takes account of my suggestions and concerns	16	30	28	53	7	13	0	0
The school is led and managed effectively	21	40	26	49	4	8	1	2
Overall, I am happy with my child's experience at this school	31	58	19	36	2	4	1	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



16 July 2011

Dear Pupils

**Inspection of Mountford Manor School, Swindon SN3 3EZ**

Thank you for welcoming us to your school and for talking to us about your work. You were very polite and friendly. You go to a satisfactory school. You told us that you enjoy coming to school, and feel safe when you are there. Here are some of the things we particularly liked about your school.

- Your progress is improving quickly because teaching is getting better.
- Your behaviour is good and you get on noticeably well together in lessons and during play times.
- Your reading, writing and calculation skills are improving, helped by the extra support that some of you get.
- Your involvement in the life of your school is good.
- Your headteacher and other leaders are working well together to improve the school quickly. They keep a careful eye on how well you are doing and are helping you all to learn better.

Although your attainment in English and mathematics is rising through the school, it remains low in relation to the national average by the end of Year 6. We have therefore asked the school to raise attainment by continuing to improve teaching, in particular by helping you with your reading, writing and calculation skills. This also needs to happen for the youngest of you who attend the Early Years Foundation Stage. Your headteacher has rightly identified that more needs to be done to help you become more confident learners who do not depend on adults to help you as much as you do now. We were impressed about how all of your lessons have success criteria, for example using paragraphs and adjectives in your writing. However, you need to be given more opportunities to decide for yourselves what needs to be improved in your work.

You can help your teachers by always coming to school, unless you are unwell, and by trying as hard as you can all of the time.

Yours sincerely

Peter Clifton

Lead inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**