

# Monteney Primary School

## Inspection report

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<b>Unique Reference Number</b>	107089
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	395624
<b>Inspection dates</b>	2–3 May 2012
<b>Lead inspector</b>	Joan McKenna

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

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<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>	483
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Peter Jenkins
<b>Headteacher</b>	Nicola Shipman (Executive headteacher)
<b>Date of previous school inspection</b>	10 July 2007
<b>School address</b>	Monteney Crescent Sheffield S5 9DN
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## Introduction

### Inspection team

Joan McKenna

Chris Maloney

Pauline Pitman

Additional inspector

Additional inspector

Additional inspector

This inspection was carried out with two days' notice. Inspectors observed teaching and learning in 21 lessons taught by 18 teachers. They made additional, shorter visits to classrooms to hear pupils read and look at their work, and they observed some sessions outside of classes where groups of pupils were receiving support for their learning. Meetings were held with staff, governors and groups of pupils. Inspectors observed the school's work, and scrutinised documents including policies, action plans, information about pupils' learning and progress, attendance data, information from the school's monitoring and arrangements for safeguarding. Responses to questionnaires returned by pupils, staff and the 90 returned by parents and carers were analysed.

## Information about the school

This primary school is larger than average. The very large majority of pupils is of White British heritage. The proportion of pupils known to be eligible for free school meals is above average. The proportion of pupils supported by school action is below average, while the proportion supported by school action plus or with a statement of special educational needs is above average. Since 2009, the school has been in a federation with another local primary school, Fox Hill. In January 2012, it started a permanent, formal partnership with another school, Mansel Primary. An executive headteacher works across the schools, as do some other leaders. Montenev and Fox Hill share a governing body. This inspection concentrated entirely on Montenev Primary School. Montenev is a National Support School and the executive headteacher is a National Leader in Education. The school is involved with many external organisations and projects, and has a wide range of external awards and accreditations. The school meets the current floor standards which set the government's minimum expectations for pupils' attainment and progress. There is a Children's Centre on site which is not managed by the governing body and did not form part of this inspection.

**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

<b>Overall Effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key Findings

- This is a good school. It is not yet outstanding because there are some inconsistencies in the quality of teaching and the progress made by pupils, and because the monitoring and evaluation of the school's effectiveness is not fully rigorous. Nevertheless, most aspects of the school's work are good.
- Pupils achieve well. Attainment on entry to the school is usually below age-related expectations. Pupils make good progress overall, and their attainment is broadly average by the time they leave Year 6. They make particularly good progress in English; this is not as strong in mathematics.
- The quality of teaching is good overall and in most lessons pupils are interested, actively involved and learn well. However, on occasion tasks are not closely enough matched to pupils' individual needs and the marking of pupils' work and the use of targets do not always provide the clearest steps for improvement.
- Behaviour and safety are good. Pupils are happy and feel safe. They behave well in lessons and around the school and have positive attitudes to learning.
- The school's leaders and the governing body are ambitious for the school and are committed to improving education within the community. They are ensuring good provision within the school and are taking effective steps to improve it further, as shown by the impact of the recent focus on reading. Professional development and performance management targets for staff have improved teaching and promoted better achievement. Activities to monitor and evaluate the school's effectiveness are comprehensive. However, the analysis of success of actions taken does not always focus precisely enough on the difference these are making to improving outcomes for pupils.

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

- Raise pupils' attainment and accelerate their progress even further, especially in mathematics, by:
  - ensuring that tasks in lessons fully match the different needs of all pupils
  - ensuring that pupils are given clear and detailed guidance on how to improve their work and reach their targets, and opportunities to act upon that guidance
  - providing more opportunities for pupils to develop their problem-solving skills in mathematics and to use their mathematics skills across a range of subjects.
- Improve the rigour and impact of monitoring and evaluation at all levels by ensuring that the analysis of the success of actions to improve pupils' outcomes is more securely based on precise and measurable criteria.

## Main Report

### Achievement of pupils

Pupils are keen, willing learners. Children in the Early Years Foundation Stage play with enjoyment and enthusiasm, both independently and with others. They concentrate well when working with adults, especially when learning is promoted through the use of games and fun activities. Children's knowledge and confidence in recognising the 'ar' sound and its use in given words was promoted extremely well in one session because of the practical tasks employed to do so. Older pupils try hard to do what is expected of them and to produce their best work. When tasks are interesting and well matched to their needs, and when pupils are given opportunities to be actively involved, they learn particularly well. This was seen, for example, when Year 5 pupils turned sentences they had written about animal testing into rhetorical questions to make their persuasive writing more powerful. Their strong feelings about the subject matter increased their motivation and the quality of their writing.

Children's attainment on entry to the Early Years Foundation Stage varies from year to year, but it is generally below that expected for their age, and is often low in aspects of communication, language and literacy and personal and social development. Children make good progress, and by the time they enter Year 1 the proportion of pupils working in line with age-related expectations is higher than at the time of the previous inspection. Pupils make good progress overall in Years 1 and 2. In Key Stage 1, attainment has improved over time so that now it is in line with the national average, including in reading. By the end of Key Stage 2, attainment is securely in line with the national average, including in reading with pupils having made good progress given their starting points. Pupils make particularly good progress in English, where reading has been a recent focus for improvement. Progress in mathematics has not been so rapid, especially in their ability to use their mathematical skills to solve problems. However, this is the current focus for development and early impact of the work is evident. Different groups of pupils make the same good progress overall. Well-targeted intervention and support help pupils who are disabled or who have special educational needs and those who are known to be eligible for free school meals match the progress of their peers.

Most parents and carers who responded to the inspection questionnaire said that their children are making good progress. Inspection findings endorse these views.

## Quality of teaching

In almost all lessons teachers have high expectations of pupils' conduct and have supportive, encouraging relationships with them. Teachers know what pupils need to learn and give them appropriate activities designed to develop relevant knowledge, understanding and skills. A feature of the most effective lessons is activities that are stimulating and which simultaneously and thoroughly developing pupils' basic skills. For example, pupils in one Year 5 class were participating in a debate about using animals in scientific experiments. By developing and articulating their arguments, they were exploring and practising the language that stood them in good stead to improve the quality of their subsequent writing, as well as vastly increasing their confidence. When high demands are made of pupils, they show that they can rise to meet them. For example, in a Year 6 lesson, pupils were asked to come up with a variety of questions they might ask about a graph relating to weather conditions. They did this with enthusiasm and insight. The activity not only boosted their understanding of how to interpret graphs, but also their confidence in articulating their reasoning. By contrast, in a small minority of lessons, expectations and explanations are less clear, tasks are not as precisely focussed on promoting the intended learning, and activities are not always as closely matched to pupils' different needs. In these lessons, learning is satisfactory, rather than good or better. Teaching assistants generally make an effective contribution to pupils' learning and progress, especially that of disabled pupils and those with special educational needs. Overall, marking, especially in English, provides detailed feedback to pupils and guidance on how they can improve their work. On occasion, marking and target setting, especially in mathematics, do not always give sufficient pointers for improvement. Pupils can recall their literacy targets better than those for mathematics.

Pupils' literacy skills are promoted successfully through the curriculum, which is reflected in the strong progress they make in English. The programme for teaching the sounds that individual and combinations of letters make is having a positive impact for younger pupils. The teaching of higher order reading skills for older pupils is of good quality overall. Pupils generally employ an appropriate range of strategies to access different kinds of texts, and they read with enjoyment and confidence. The mathematics curriculum promotes knowledge and understanding of the required range of mathematical skills. However, not enough opportunities are created for pupils to apply their understanding to solve problems in mathematics lessons or to use their mathematical skills in other subjects. The curriculum as a whole is broad and creative and affords pupils many opportunities to develop their wider understanding and interests. Through the topics studied and the approaches taken, teaching promotes pupils' personal qualities well, as they explore viewpoints on moral issues and learn how to work collaboratively with others.

Almost all parents and carers responding to the questionnaire said their children were well-taught. Inspection evidence indicates that this is the case, although there is some variation. A very small number of parents and carers expressed the view that the school has not provided their children with appropriate support. Inspection evidence found that, in general, the quality of support provided is good, but it also varies.

## Behaviour and safety of pupils

Pupils are friendly, courteous and considerate. They support the rules, boundaries and positive reinforcement that form part of the behaviour policy. Almost all adhere to it in lessons and around the school, and so behaviour is typically good. Staff work closely with

the pastoral team to intervene quickly when issues with individuals arise. Pupils' keenness to learn is shown by their commitment in lessons, with attention waning just occasionally when teaching is less effective. Pupils feel secure and well cared for. They know who to turn to for support and say they are taught about such things as e-safety and different types of bullying, such as the potential for cyber-bullying. Pupils report that bullying is rare and what does occur tends to be of the name-calling variety or deliberate annoyance of others. They are confident that it is dealt with well and it does not make them feel unsafe. The school works very hard and adopts a wide range of strategies to improve attendance, and most pupils attend regularly. The school does all that it can to tackle the attendance of a few pupils from a very small number of families whose attendance reduces the school's overall attendance levels to below average.

Almost all parents and carers who returned the questionnaire indicated that their children feel safe in school, and the very large majority said that behaviour is good and bullying is dealt with well. Inspection evidence supports these views.

### **Leadership and management**

The headteacher gives clear direction to the school. There is a shared view about its direction amongst senior leaders and governors. Senior leaders are outward-looking, as seen by the school's extensive involvement in external activities. While pursuing these aspects, which bring benefit to Montenev staff and pupils, leaders have ensured that the school's provision is good and that pupils' achieve well, especially in areas that have been priorities for development. Teamwork is strong amongst leaders at all levels, and there are many effective opportunities for professional development. The governing body is actively involved in the school and plays its part in shaping its strategic direction. Leaders at all levels are involved in monitoring and evaluating activities. However, success is sometimes couched in terms of things having been done, rather than their impact on outcomes for pupils. Nevertheless, strengths and areas for development are known and understood, and the latter are being effectively tackled. For example, all staff currently have performance management targets focused on improving attainment in mathematics. The school is demonstrating good capacity to improve further.

The school values all of its pupils equally and is committed to eradicating any discrimination. Through the broad and well-enriched curriculum, and its promotion of pupils' spiritual, moral, social and cultural development, pupils' academic and personal development is well-promoted. Safeguarding arrangements meet requirements. Support for specific groups of pupils is provided to promote similar progress for all effectively.

Almost all of the parents and carers who made their views known to the inspection team were very positive about the school and almost all would recommend the school to others.

## 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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

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



## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



4 May 2012

Dear Pupils

**Inspection of Montenev Primary School, Sheffield, S5 9DN**

Thank you for being so friendly and welcoming when my colleagues and I inspected your school. We enjoyed talking with you and hearing your views very much. You are very pleasant, polite children. You get on very well together in lessons and at playtimes. You also work hard and behave well. Well done!

You told us that you think your school is good. We agree. You are well-taught and you achieve well, especially in English. Your teachers and other adults look after you and care for you well and so you feel safe in school.

Your headteacher and all the staff and those who govern your school want to continue to improve it for you. There are some things we have asked them to concentrate on to help them do this. We would like every one of you to make the same good rate of progress, especially in mathematics, so we have asked them to make sure that all lessons are as good as the best and that all of the work they give you helps you learn as much as possible. We would like teachers to give you more information to help you know how to improve your work and reach your targets. We also want your leaders and governors to check on how well the actions they are taking are making a difference to your learning and progress.

You can help by continuing to work hard, being such positive pupils and by doing your best to follow the extra guidance your teachers will give you. I send you and your teachers my very best wishes for the future.

Yours sincerely

Joan McKenna  
Lead inspector

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