

Mountford Manor Primary School

Bothwell Road, Walcot, Swindon, Wiltshire. SN3 3EZ

Inspection dates

9–10 October 2012

Overall effectiveness	Previous inspection:	Not previously inspected	N/A
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- The quality of teaching and learning is not consistently effective, particularly in Key Stage 2, and does not meet all pupils' needs or show them what successful learning looks like. As a result, these pupils make slower progress.
- Teachers do not always direct questions to pupils of all abilities to extend their thinking skills.
- Marking does not consistently tell pupils how to improve or give them opportunities to respond.
- Lessons do not always engage and challenge pupils well enough, resulting in occasional low-level disruption.
- When leaders check teaching, they do not always focus enough on the progress of all groups of pupils.
- Many middle leaders are new and have not had the opportunity to develop their leadership skills.
- The governing body's monitoring does not focus enough on the school's main priorities.

The school has the following strengths

- Senior leaders have a clear vision and high expectations. They have tackled and eradicated inadequate teaching.
- Pupils are now making accelerated progress in the Early Years Foundation Stage, Key Stage 1 and Year 6.
- The progress of disabled pupils, those with special educational needs and pupils with English as an additional language is rapidly improving.
- The rate of attendance is rising and the proportion of persistent absentees is reducing.

Information about this inspection

- Inspectors visited 14 lessons taught by ten different teachers and held meetings with members of staff and groups of pupils. They also held a combined meeting with members of the governing body and the newly formed academy.
- They observed the school's work and looked at planning documents, monitoring records, assessment data and pupils' work.
- There were nine responses to Parent View (the online questionnaire) during the inspection. These results, alongside the school's most recent parent questionnaire, were taken into account by inspectors in reaching judgements about the school.

Inspection team

David Shears, Lead inspector

Additional Inspector

Rowena Green

Additional Inspector

Full report

Information about this school

- Mountford Manor Primary is an average-sized primary school.
- Both the executive headteacher and the school's headteacher were appointed in September 2010. Since then there has been a high turnover of staff.
- Since the previous inspection, the school has become part of a federation with six other local schools. The school became an academy from July 2012 and this inspection did not take account of the findings from the previous one.
- The proportion of pupils supported through school action is higher than the national average, as is the proportion supported at school action plus or with a statement of special educational needs.
- The proportions of pupils who speak English as an additional language is above the national average. The proportion of pupils from minority ethnic groups is lower than the national average.
- The proportion of pupils known to be eligible for the pupil premium is well above the national average.
- The school meets the government's current floor standards which set the minimum expectations for pupils' attainment and progress.
- A breakfast club for pupils is provided by the school.
- A specially resourced provision for pupils with behaviour, social and emotional difficulties operates at the school. It is managed by the governing body and was scrutinised as part of this inspection. The provision runs on three days from Monday to Wednesday and pupils return to their own school on Thursday and Friday. At the time of the inspection, there were three pupils being supported. None of these pupils attend Mountford Manor Primary School.

What does the school need to do to improve further?

- In order to raise achievement, improve the quality of teaching so that it is consistently good or better, particularly at Key Stage 2, by ensuring that:
 - activities planned for different groups of pupils, especially those of average and above average ability, are based on the development of their skills and give greater challenge
 - pupils consistently know and understand what they need to do to be successful in their learning
 - teachers use well-crafted questions to challenge the thinking skills of pupils of all abilities
 - marking always tells pupils how to improve their work and gives them opportunities to respond.
- Ensure that all pupils are sufficiently engaged and challenged in lessons, especially in Key Stage 2, to enable them to develop a consistently positive attitude to their learning.
- Improve the effectiveness of leadership and management by ensuring that:
 - lesson observations consistently focus on the quality of learning for all groups of pupils to help inform teachers' further development priorities
 - middle leaders have regular opportunities to develop their skills in monitoring and evaluating the quality of provision and its impact on pupils' learning in their areas of responsibility
 - the governing body focuses its monitoring activities on the main priorities in the school improvement plan.

Inspection judgements

The achievement of pupils

requires improvement

- Pupils' rate of progress, particularly at Key Stage 2, is inconsistent. This is because pupils have experienced poor teaching in the past, resulting in much underachievement. Consequently, attainment at the end of Year 6 has been well below average. Although the school is addressing this underachievement, particularly in Year 6, some pupils still have gaps in their knowledge and understanding of basic literacy and numeracy skills.
- Nevertheless, there are signs that progress and attainment in Key Stage 2 are improving, particularly for pupils of lower ability and some pupils of average ability who have been targeted for extra support.
- Children arrive with skills and knowledge that are well below those expected nationally. They make a good start in the Early Years Foundation Stage because the curriculum provides a strong focus on their communication, language and literacy skills and their personal, social and emotional development, both of which are particularly weak on entry. This is securely built on in Years 1 and 2 so that by the time they move into Year 3, their attainment is broadly in line with the national average.
- Disabled pupils and those with special educational needs are making better progress. This is because they are receiving tailored support in lessons. For example, in one lesson where pupils were composing an alternative nursery rhyme, these pupils were working well together with the support of a teaching assistant in developing their understanding of words that rhyme.
- Pupils who attend the specialist resource provision are also given effective support and, as a result, make good progress in improving their behaviour and attitudes. The provision is intended to be a short-term solution and often pupils are successfully re-integrated into their own schools within a matter of months.
- Pupils who receive extra support either because they have additional needs, such as those who speak English as an additional language, or because they are identified as underachieving are beginning to make faster progress. This is because teachers analyse their needs carefully and plan work that enables them to build securely on their previous learning.
- However, pupils of average ability who do not receive this level of support, and also the higher attaining pupils, do not make accelerated progress because the level of challenge does not always move them on quickly enough.
- Pupils known to be eligible for additional funding through the pupil premium make expected progress. While this is improving, it is not yet securely closing the gap in attainment between these pupils and others in the school.

The quality of teaching

requires improvement

- The quality of teaching is too variable through the school, particularly in Key Stage 2. Over the last two years, the high turnover of staff has made it difficult for the school to ensure consistency of learning for pupils. Consequently, although there are strengths in teaching, particularly in Year 6, these are often not consistent across the school.
- Pupils are told what they are going to learn in lessons and this is often clearly displayed or written in their books. When pupils are engaged with activities that interest them, they settle quickly and work hard. For example, in one lesson where pupils were learning how to write a report, the teacher challenged all pupils to improve the quality of their writing through more complex sentences. Good practice was identified by the teacher and shared with the class.
- Teachers have secure subject knowledge. They plan activities that will enable pupils to learn, although these are not always tailored to pupils' needs, so some do not make fast enough progress, particularly those of average and above average ability. While most pupils make at least expected progress, opportunities to question different groups of pupils to add further

challenge are sometimes missed.

- In some lessons, pupils are told how they will know when they have been successful in their learning. However, this information is often too complicated and pupils do not always understand it.
- Teaching assistants are used well, both to support disabled pupils and those with special educational needs, and to provide extra help for those who have been identified as underachieving. As a result of this effective intervention, these pupils are making accelerated progress.
- Work is marked regularly and gives pupils positive comments about their work. There are sometimes prompts to tell pupils what they are going to learn next but far fewer that tell pupils how they could have improved their work. There was little evidence of pupils responding to the marking.

The behaviour and safety of pupils

requires improvement

- Occasionally, when lessons are not planned carefully enough, some pupils lose interest and become restless. This limits the progress that pupils make in these lessons. While a whole-school approach to dealing with behaviour has been established, this is not consistently and rigorously implemented by all teachers. Nevertheless, pupils respond well in the majority of lessons when teaching engages them challenges them to think.
- Behaviour in the playground and around the school is acceptable and examples of polite and courteous behaviour were seen during the inspection. Pupils say that a few pupils do not behave well but are confident that staff are able to manage this well and so they feel safe. Parents responding to Parent View and the school's own questionnaire agree. They have a good understanding of how to keep themselves safe, such as not going near an electricity sub-station, heeding the warning sign. They also know that bullying can take different forms, including verbal, physical and through the use of the internet, and know what to do should they feel vulnerable. There have been no reported incidents this term.
- The school has identified pupils who have behavioural, emotional and social difficulties. These pupils are given effective support through weekly individual sessions with the learning mentor. They explore their feelings and learn how to manage their own behaviour. They sometimes meet in groups to practise their social skills. An area is dedicated as a 'tranquil' zone where they can go to calm down.
- Although the attendance of pupils is broadly average, this represents an improvement. This is because there are effective strategies to encourage better attendance and clear consequences for persistent absence. The proportion of pupils who are persistently absent has reduced and is now below the national average.

The leadership and management

requires improvement

- Due to the changes in teaching staff, many of the middle leaders are new to their role and have not yet had the opportunity to develop their leadership skills.
 - While the school has focused well on identifying pupils who are underachieving and giving them effective support, others are still not making good enough progress, especially some average attaining pupils and those who are more able. Observations of lessons give helpful support for teachers but do not always focus on the progress of different groups of pupils. Thus, whilst leaders tackle discrimination effectively, the school is not yet promoting equality of opportunity well enough to ensure that all groups of pupils achieve well.
 - Senior leaders demonstrate a clear vision for the school and have high expectations. They have been rigorous in eradicating the weakest teaching in the school. Their focus has been to secure better achievement for children in the Early Years Foundation Stage and Key Stage 1 and this
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has been successful. As a result, learning over time has rapidly improved. However, leaders have been less successful in securing improvements in Key Stage 2.

- The school has a comprehensive improvement plan with clearly identified targets for improvement. Actions to achieve these targets are made clear and also how they are to be monitored. There are identified measures to gauge whether the targets have been reached.
 - The school works hard to engage parents and carers, most of whom are happy with the standard of education for their children, although a small minority are concerned with the standard of behaviour. In particular, there has been a greater involvement with parents to improve attendance, particularly for pupils who are persistently late, and this has resulted in a substantial reduction.
 - **The governance of the school:**
 - has a good knowledge of the school and fully supports school leaders in their drive for improvements, not only in learning but also in improving the school environment
 - ensures that arrangements for the performance management of staff are effectively administered and reviewed
 - ensures that safeguarding policies and procedures meet current statutory requirements
 - ensures that it is informed about how extra money to support identified pupils is used, although it does not rigorously check to see the impact of this
 - does not always align its monitoring activities to the key areas cited in the school improvement plan.
 - The school benefits from good support through its links with other high performing schools in the federation.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	138308
Local authority	Swindon
Inspection number	406877

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	238
Appropriate authority	The governing body
Chair	Ian Cooke
Headteacher	Nick Capstick
Date of previous school inspection	Not previously inspected
Telephone number	01793 536494
Fax number	01793 491588
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