

# Montem Primary School

Hornsey Rd, London, N7 7QT

**Inspection dates** 6–7 March 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Most pupils make good progress from their starting points and achieve well. Some pupils make excellent progress, for example in reading. Standards at the end of Year 6 are broadly average, with some pupils attaining high levels in mathematics.
- Since the last inspection, teaching has been improving across the school and is now typically good. Pupils enjoy their lessons and are keen to learn.
- Children in the Early Years Foundation Stage quickly settle into school life and develop a range of skills well.
- Pupils' behaviour around the school and in lessons is good. Pupils are very polite, well mannered and enjoy their lessons. They feel safe and well looked after.
- Senior leaders and governors have secured significant improvements to pupils' achievement and the quality of teaching since the last inspection.
- The headteacher and senior teachers provide strong leadership to make sure that the school continues to move forward. There is a clear vision to improve the school, shared by staff and governors.
- There are good opportunities for moral, social and cultural development, for example through musical and artistic activities as well as visits to places of interest.

### It is not yet an outstanding school because

- Pupils' achievement in writing is not as good as that in reading and mathematics.
- The proportion of outstanding teaching is not high enough. Occasionally, pupils are given work that is not at the right level of difficulty for them.
- Pupils' attendance and punctuality, although improving, remain too low.
- Subject leaders are not yet sufficiently effective in improving teacher practice.

## Information about this inspection

- Inspectors observed teaching in nearly all classes, visiting 22 lessons or parts of lessons. Three of these were jointly observed with the headteacher or deputy headteachers. Inspectors also observed three assemblies.
- Inspectors heard pupils read and looked at samples of pupils' work.
- Inspectors examined 17 responses to the on-line Parent View questionnaire and considered the results of the most recent school survey of parents' and carers' opinions. They also took into account the outcomes of a staff survey.
- A discussion was held with members of the local authority's advisory service.
- Inspectors examined progress data and other school documentation, including safeguarding information.
- Two formal discussions were held with groups of pupils. Inspectors also talked to pupils at break and lunchtimes as well as in lessons.
- The lead inspector held a discussion with three members of the governing body.
- Inspectors had discussions with parents and carers and with members of the school staff.

## Inspection team

Peter Nathan, Lead inspector	Additional inspector
Ann Sydney	Additional inspector
Fatiha Maitland	Additional inspector
Olson Davis	Additional inspector

## Full report

### Information about this school

- This school is a larger than average-sized primary school.
- Most pupils are from a range of minority ethnic groups. The proportion of pupils who speak English as an additional language is above average.
- A higher than average proportion of pupils is entitled to additional support through the pupil premium. This is additional funding provided by the government for pupils entitled to free school meals, looked after children and children with a parent in the armed services.
- The proportion of disabled pupils and those with special educational needs supported at school action, school action plus or with a statement of special educational needs is higher than average.
- The school meets the government's current floor standards which set the minimum expectations for pupils' attainment and progress.
- The school runs a breakfast club and after-school provision for its pupils.
- The school shares its premises with a special school. The two schools share some facilities.

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

- Increase the proportion of outstanding teaching by:
  - making sure that all teachers set tasks that are more carefully matched to the needs of all pupils
  - developing the role of leaders in charge of subjects so that they can support teachers in improving their work further.
- Improve pupils' attendance and punctuality by developing stronger partnerships and communication with parents to ensure they understand the importance of attending school and the need to be in school on time.
- Improve achievement in writing, so that it is at least in line with that in reading and mathematics, by increasing the opportunities for pupils to practise their writing skills across a range of subjects.

## Inspection judgements

### The achievement of pupils is good

- Pupils make good progress throughout the school. Some make outstanding progress, particularly in reading and in mathematics. Children enter the school with skills and understanding that are generally below expectations for their age. They make good progress overall in the Early Years Foundation Stage.
- Pupils continue to make at least good progress between Year 1 and Year 6, with some pupils making excellent progress. This includes pupils from the range of minority ethnic groups in the school. As a result, attainment is average by the end of Year 6 with most pupils reaching the expected levels for their age in reading and mathematics. Attainment in writing is lower than average.
- Since the last inspection, there has also been an improvement in the level of challenge in tasks set for the most able pupils which has led to higher standards. The proportion of pupils attaining at the higher levels in English and mathematics by the time they leave the school is just above the national average. In mathematics, some pupils reach very high levels of attainment.
- The linking of sounds and letters (phonics) is taught well, ensuring that children make excellent progress in learning how to read. Pupils clearly enjoy reading and make good use of the library in the school.
- The learning and progress of disabled pupils and those with special educational needs are good. Support staff are well deployed to work with pupils in class and they also receive good individual and small-group support, ensuring they make good progress.
- Pupils who speak English as an additional language learn and progress well. Their progress is closely checked by the school so that teachers are aware of any specific needs that pupils may have to support their learning. There is a good balance of developing speaking, reading and writing skills, which ensures these pupils learn well.
- The high number of pupils known to be eligible for support through the pupil premium funding, including those entitled to free school meals, receive support when they need it to keep up with other pupils. This is provided in lessons, in small groups and individually when needed, by well-trained support staff. These pupils achieve well. Overall, there is no difference between the attainment in English and mathematics of those in receipt of the pupil premium and that of other pupils. There is a gap in attainment in average point scores at the end of Year 6 between these groups, however, because fewer pupils entitled to support through the pupil premium reach the higher levels of attainment.

### The quality of teaching is good

- The quality of teaching is good and this enables pupils to make good progress in their learning. Lessons are usually well planned, based on pupils' learning needs, providing a good balance between speaking, listening and reading and an increasing focus on writing skills and grammar. Pupils having good opportunities to discuss their work and challenge themselves.
- Pupils enjoy their lessons and have a desire to learn. They like and respect their teachers and the good relationships between pupils and teachers support learning well.
- Teachers know their subjects well and have high expectations of what pupils can achieve. Teachers mostly move learning on at a quick pace, involve pupils well in lessons and use good questioning to deepen learning.
- Where teaching is not as effective, this is because the tasks set do not always match pupils' learning needs and are either too easy or too difficult for individuals. Occasionally, lesson time is not used as well as possible to make sure that pupils learn quickly.
- Teachers give useful feedback to pupils and good examples of marking were seen. Work is marked regularly and is up to date in books, with positive and supportive comments made. Many

pupils talked about the individual feedback they get from their teachers, which they feel helps them learn better. In a few classes, pupils need more time to respond to the feedback they had been given.

- Teaching assistants provide good support in lessons. They have well developed skills overall and work with all pupils effectively, including those receiving targeted support. This helps disabled pupils and those who have special educational needs to learn well.
- The school uses additional funding through the pupil premium to organise further help for pupils with their English and mathematics, both in lessons and in small groups. Teaching in these small group lessons is making sure that the pupils who need support are being helped to catch up.

### **The behaviour and safety of pupils** is good

- This is a warm and welcoming school in which pupils are safe and behave well. Pupils play and learn together in a very positive and happy atmosphere. They are friendly and courteous, with pupils from a variety of cultural backgrounds developing positive relationships with each other.
- Pupils, staff and most parents and carers agree that behaviour is typically good, particularly in lessons where pupils persevere well and challenge themselves. A few of the parents spoken to had some concerns about behaviour. Evidence shows that behaviour has improved over the past year because the school monitors incidents and has taken firm action. Pupils are very clear about the reward system used in the school and sanctions in place.
- Pupils learn from a young age to share and take turns through the range of activities provided for them. Pupils move around school well and in lessons pupils collaborate very well and help each other with their learning.
- Levels of attendance, although improving, are below average and too many pupils are late for school in the morning.
- Pupils are clear about different kinds of bullying and know how to keep themselves safe. They have a strong awareness of cyber bullying and also know that racist, homophobic and other name calling is wrong. Pupils say that there have been a few incidents of bullying but they know how to report this. Incidents are firmly dealt with by senior leaders in the school.
- Pupils' views are taken into account and there is an active school council. For example, the school's five core values were agreed with the school council and are a key feature of life in the school. Pupils also contribute to the school community through raising funds for charity and, for example, requesting improvements in play equipment.
- The breakfast club is well organised and provides a good and enjoyable beginning to the day.
- The school fosters good relationships and ensures that there is no discrimination.

### **The leadership and management** are good

- The headteacher and other senior leaders provide a clear vision and strong direction for the school and are determined that the school will continue to improve. This vision is shared across the school and is reflected in the high expectations that staff have of themselves and of pupils.
- Senior leaders have improved the good quality of teaching and pupils' achievement since the previous inspection and are very focused on improving it further. The correct priorities have been identified to achieve this and leaders check carefully to ensure that improvements are being made. This demonstrates the school's strong capacity to continue to improve.
- Leaders and managers are fully focused on ensuring that all pupils make at least good progress. The school's information systems are being improved to ensure that information on progress is more easily available. Meetings are held regularly with all teachers to discuss the progress of pupils in their classes, with action being taken and support given if it is needed, which is working well.
- Senior leaders regularly observe teaching, review the quality of work in pupils' books and look at the progress that groups of pupils are making. They revisit teaching which is not up to the

standard expected and give support. Regular training is provided for teachers and support staff, which is closely tied into the school's performance management systems. The targets set for teachers are based on the Teachers' Standards and the schools self-evaluation, with a strong focus on improving the progress that pupils make in their learning.

- Leaders in charge of subjects have less of a role in improving teaching quality. They now have responsibility for the performance management of support staff, but the school recognises that there is potential for these leaders to support teachers so that they can further improve their practice.
- There is a strong focus on the teaching of reading, writing and mathematics. The range of subjects and activities offered has an international focus with many global topics studied. It is enriched by the trips that are organised to support learning, the regular visitors to the school, the special events that are celebrated, such as World Book Day, and particularly music provision through African drumming which is very popular and enhances pupils' cultural development.
- Pupils enjoy the clubs the school runs, such as the Bollywood dance club, and there is also a homework club. However, pupils do not have many opportunities for competitive sport and the school has no sports teams.
- The pupils' moral and social development is supported well by the school and this contributes to a harmonious school community. The school assemblies are used to reinforce strong moral and social values but focus less on spiritual development.
- Links with most parents and carers are good and the majority are very positive about the school. School events are very well attended, including a recent international evening and a workshop on personal development. The school is also involved with a range of agencies to support family learning.
- The local authority provides a good and appropriate level of support to the school.
- **The governance of the school:**
  - Members of the governing body know the school well and have a good knowledge of pupils' achievement. They know the school's strengths and have a clear and appropriate view of what the school needs to do to improve. They provide strong challenge and appropriate support to the headteacher and senior leaders to hold them to account for improving the quality of teaching and pupils' achievement. Governors are aware of the quality of teaching and fulfil their role in managing performance well. An effective performance management system is in place, focusing on school priorities for improvement, and there are close links between performance and salary progression. Governors are knowledgeable about the use of pupil premium funding and the impact it is having. The governing body ensures that statutory duties are met, including those relating to safeguarding. The financial management of the school is robust and school resources are managed well, which has enabled improvements to be made to the school building.

## 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

<b>Unique reference number</b>	131218
<b>Local authority</b>	Islington
<b>Inspection number</b>	402452

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>	432
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Margaret Elliott
<b>Headteacher</b>	Nicholas Tait
<b>Date of previous school inspection</b>	11-12 November 2009
<b>Telephone number</b>	020 72726556
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