

# Monton Green Primary School

Pine Grove, Eccles, Manchester, M30 9JP

**Inspection dates** 11–12 April 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	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.

- Pupils achieve well. The needs of all groups of pupils are met well throughout the school.
- Children make good progress in the creative Early Years Foundation Stage.
- Pupils make good progress to reach above average standards in English and mathematics by the end of Key Stage 2.
- Teaching is good and some is outstanding. Teachers make sure that pupils enjoy learning and, as a result, most are eager to learn.
- Pupils behave well, are generally respectful to each other and have good relationships with the adults in the school.
- Parents say their children are safe in the school and are pleased with the quality of care their children receive.
- The headteacher, together with senior staff and governors, has developed a strong sense of teamwork which has resulted in improved teaching and consistently good achievement for all pupils.
- The interesting range of activities offered by the school makes a strong contribution to pupils' spiritual, moral, social and cultural development.

### It is not yet an outstanding school because

- Not enough teaching is outstanding. Occasionally, teachers do not plan and teach lessons which suitably challenge all pupils to achieve their best.
- Partnerships with parents and the wider community to explore how the school can improve further and, consequently, ensure all pupils make outstanding progress in their learning, are not fully developed.

## Information about this inspection

- The inspectors observed 19 lessons.
- Meetings were held with senior leaders, staff, members of the governing body, groups of pupils and a representative of the local authority.
- Inspectors examined the school’s own documentation relating to pupils’ progress, school self-evaluation and policies relating to safeguarding.
- They visited the on-site before-school club to talk to staff and pupils.
- The inspectors listened to pupils from Years 1 and 2 read and spoke informally to pupils during playtimes and lunchtimes.
- The inspectors took account of 74 responses to the online Parent View questionnaire and also spoke informally to groups of parents at the start of the day.
- Inspectors took account of the four responses to the staff questionnaire.

## Inspection team

Clare Henderson, Lead inspector	Additional Inspector
Paul Latham	Additional Inspector
Peter Jones	Additional Inspector

## Full report

### Information about this school

- This is a larger-than-average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium is average. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children that are looked after.)
- The proportion of disabled pupils and those with special educational needs supported through school action is above average. The proportion supported at school action plus or with a statement of special educational needs is above average.
- The school has specially resourced provision for up to 10 pupils with special educational needs. Pupils here have moderate learning needs. Pupils are allocated a place within this provision by the local authority. For a high proportion of the school day, these pupils are taught within a class which is set up to meet their specific needs.
- The proportion of pupils that join the school other than at the usual times is above average.
- Almost all the pupils are of White British heritage.
- The school runs a breakfast club and an after-school club.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

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

- Raise the quality of teaching to outstanding by making sure that teachers consistently plan work which is suitably challenging and which ensures all pupils achieve their best.
- Extend partnerships with parents and the wider community in order to explore how the school can improve further in enabling all pupils to make outstanding progress in their learning.

## Inspection judgements

### The achievement of pupils

is good

- Most children start school with skills which meet those expected for their age. Lively teaching captures the children's imagination and inspires them to try hard. This ensures that they make good progress in the Early Years Foundation Stage.
- A strong emphasis on developing children's thinking and problem-solving skills gets off to a good start in the Early Years Foundation Stage and continues well in all year groups.
- Pupils in Years 1 to 6 achieve well. Results of national tests since the last inspection have generally been above average in reading, writing and mathematics.
- Test results at the end of Year 6 in 2012 were lower than in 2011 but remained above average in English and mathematics. A high proportion of these pupils either joined the school during Key Stage 2 or had additional learning needs and, taking account of their individual starting points, their progress was good in reading, writing and mathematics.
- Although all pupils make good progress and this is raising attainment, occasionally pupils are given work that is not suitably challenging; in these lessons and over time they do not make enough progress. This is the main reason for overall progress being good rather than outstanding.
- Disabled pupils, those who have special educational needs, pupils who benefit from the resource provision and those joining the school during the school year, make at least good progress. This is because their needs are closely identified and they receive good teaching with specific additional support from skilled teaching assistants.
- Pupils who benefit from the pupil premium make similar, and in some cases, better progress compared to other pupils in the school because money is spent wisely on meeting their individual needs, support is given to help them in class and in small groups, and the effectiveness of this support is checked to make sure it works.
- The average point scores of the pupils known to be eligible for free school meals in 2012 was above that of the other pupils in English, and half-a-term behind pupils who were not eligible for free school meals in mathematics. There is evidence to show gaps in attainment between these and other pupils in each year group in the school are closing rapidly.
- While most parents say they are pleased with the care the school provides for their children, a high proportion of parents who talked to the inspectors or responded to the Parent View survey say they would like to receive more information about the progress their children make.

### The quality of teaching

is good

- Teaching is typically good and at times it is outstanding and, as a result, pupils make at least good progress in their learning.
- Teaching in the Early Years Foundation Stage is good and at times outstanding. Exciting topics which interest and challenge the children extend their reading, writing and mathematical skills well.
- Reading is taught effectively. The high focus on teaching letter sounds and spellings has raised pupils' confidence to tackle unfamiliar words. Older pupils have time to read regularly and this ensures they know a good range of authors.
- Where teaching is outstanding, pupils make excellent progress in understanding and applying new skills. This was seen, for example, in an outstanding Year 2 mathematics lesson where pupils were challenged to remember and use new and previously learnt strategies to calculate the subtraction of different numbers. Skilful intervention by the teacher and exceptionally high expectations of what the pupils could achieve moved the pupils' learning on rapidly.
- Pupils' work is carefully marked with constructive comments which help them to understand exactly what they have to do next to improve. Pupils are given excellent opportunities, at the start of each day, to tackle any corrections from the previous day's learning. Staff recognise that this is

a strong feature of good learning and it is shared well across the school.

- When learning is good rather than outstanding, teachers do not move pupils on to new learning quickly enough to challenge them. Consequently, not all pupils make the rapid progress of which they are capable.
- Disabled pupils and those with special educational needs, including those in receipt of the enhanced resource provision, are given precisely tailored support by their teachers and teaching assistants which helps them to make at least good progress.
- Staff foster pupils' spiritual, moral, social, and cultural understanding well with frequent reminders about how to work together, value differences and to be patient with others.
- The teaching of the pupils who are eligible for pupil premium funding is good. Teachers and support staff ensure these pupils achieve well.

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

- Behaviour observed in lessons by inspectors was good and sometimes outstanding. This has a positive effect on pupils' good achievement.
- Inspectors' observations and school records show that behaviour is typically good in classes, around the school and over time. Pupils say that poor behaviour never spoils lessons.
- Pupils behave well around the school, showing good manners and courtesy towards each other and adults. They are especially welcoming to those pupils who join the school during the school year.
- They enjoy a range of responsibilities in their classrooms and around the school, such as being members of the school council. Such roles teach them to act responsibly and support each other.
- In the Early Years Foundation Stage, children are safe and secure. They confidently learn to share equipment and to play happily together and independently.
- Pupils generally work well together and their social skills are encouraged by group work and helping each other in class.
- Behaviour is judged as good rather than outstanding. Occasionally, instances of silly behaviour arise in lessons when pupils are not fully involved in learning because the tasks set do not fully challenge them.
- Pupils have a well-developed sense of right and wrong and older pupils talk about their responsibility towards ensuring their own and each other's happiness.
- They are knowledgeable about safety and show consideration for each other when, for instance, they play sensibly on the playgrounds.
- Pupils say, and their parents agree, that they feel safe and understand how to keep safe. Pupils say teachers and support staff have helped them to understand how to take care on the roads or when using the internet.
- Pupils are aware of different forms of bullying such as name-calling and cyber-bullying. They say that bullying is rare in school and is always sorted out quickly by the teachers.
- A daily breakfast-and-after-school club, attended by a high proportion of pupils, make a good contribution to pupils' personal development.
- Attendance is average and improving because staff are vigilant in dealing with non-attendance and because most pupils enjoy their lessons and want to be in school.

**The leadership and management are good**

- Senior leaders have correctly identified the school's strengths and weaknesses. They work closely with governors and the local authority to implement appropriate action plans. As a result the quality of teaching and pupils' learning has continued to improve since the last inspection.
- Senior leaders regularly check the progress of each pupil and monitor the quality of teaching. They use this information to set targets and hold teachers to account for their pupils' progress. These good procedures for managing the performance of teachers have helped to identify and meet teachers' training needs.
- Pupils throughout the school are given equal opportunities to succeed and staff ensure there is no discrimination. Parents say that the school provides well for their children's safety and welfare.
- School staff have developed good links with parents, as well as with a range of external agencies, to ensure pupils receive the help and support they need. However, school staff acknowledge that they could do more to enable parents and the wider community to work in closer partnership with the school to explore how the school can improve further.
- The school offers a range of topics and activities which capture the pupils' interests well and the curriculum is enriched by visits, residential trips and a good range of out-of-school sporting and creative activities.
- The resourced provision is well led and managed. Consequently, the pupils who benefit from this provision are fully included and make at least good progress in their learning.
- **The governance of the school:**
  - The governors have a good range of skills. They attend training which provides them with the skills to question and challenge senior leaders about how well the school is performing. They are very supportive of the headteacher and staff, and share their ambition for the school to be successful. Governors receive regular reports from senior staff about the school's work and, consequently, have a good picture of all aspects. Governors ensure that safeguarding policies and child-protection procedures fully meet statutory requirements. They do not tolerate discrimination of any sort and ensure that equal opportunities are provided for all pupils. They are well informed about the management of teachers' performance, including that of the headteacher, and they review teachers' pay accordingly. In conjunction with the headteacher, they manage the school's finances efficiently, including the use of pupil premium funding.

## 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>	4105904
<b>Local authority</b>	Salford
<b>Inspection number</b>	412109

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>	334
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Simeon Parrott
<b>Headteacher</b>	Gillian Mason
<b>Date of previous school inspection</b>	25 November 2009
<b>Telephone number</b>	0161 7072287
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