

# Medina Primary School

Medina Road, Cosham, Portsmouth, PO6 3NH

**Inspection dates** 15–16 May 2013

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

- Pupils' achievement in writing and mathematics requires improvement as it is not yet good. This is due to inconsistencies in the quality of teaching over time.
- Teachers do not always ensure questioning deepens pupils' understanding, and inconsistencies in the quality of their marking mean that not all pupils benefit from clear guidance.
- Teachers do not involve pupils enough in improving their work through responding to marking or assessing their own learning.
- Pupils' achievement in mathematics is hampered by lack of challenge, particularly for high-attaining pupils, insufficient checking of pupils' understanding in lessons and too much time given to going over learning.
- Staff who lead subjects or aspects of school life are not sufficiently involved in checking what is happening in the classroom or holding staff to account for the progress their pupils make.
- Senior leaders do not sufficiently set clear goals for improvement in teaching and learning that can be carefully checked to enable them to accurately measure their success.
- Governors are not careful enough in checking the school's provision and this limits their ability to hold staff fully to account.

### The school has the following strengths:

- Pupils make good progress in reading due to improvements in teaching.
- The use of a published scheme for the teaching of reading, writing and the sounds that letters make (phonics) is improving outcomes in all of these aspects.
- Pupils behave well in lessons and around the school and are kind and helpful towards each other.
- Good provision for disabled pupils and those with special educational needs is accelerating their progress.
- Effective checks on pupils' progress mean the school is able to give specific help to those who need it.
- The headteacher has dealt well with the many staff changes that have sometimes disrupted learning and maintained a positive, caring community where pupils feel safe and secure.

## Information about this inspection

- The inspectors observed 17 lessons or part lessons, of which one was a joint observation with the headteacher.
- Meetings were held with two groups of pupils, the Chair of the Governing Body and two other governors, a local authority officer, the leadership team and other senior staff.
- There were too few responses to the online Parent View survey to be recorded. Inspectors spoke to several parents and carers when they brought their children to school. They also took account of the school's own recent questionnaire to parents and carers.
- They observed the school's work and looked at a number of documents, including the school's information on pupils' current progress, planning and checks on the quality of teaching, records relating to behaviour and attendance, and documents relating to safeguarding.
- The inspectors listened to pupils from Year 2 and Year 6 read.

## Inspection team

Janet Sinclair, Lead inspector

Additional Inspector

Ken Bryan

Additional Inspector

## Full report

### Information about this school

- Medina is a smaller than average-sized primary school.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average. The proportion of pupils supported at school action plus or with a statement of special educational needs is above average.
- The school meets the current government's floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The number of pupils eligible for additional funding through the pupil premium (additional funding for pupils in local authority care, from armed forces families, or known to be eligible for free school meals) is above average. There are no pupils from armed forces families.
- The school has a breakfast club which was looked at as part of this inspection.
- The school has experienced a range of staffing difficulties in the recent past and currently has several temporary teachers in post pending the appointment of permanent staff. A new deputy headteacher will take up her post in September 2013.

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

- Improve the quality of teaching to consistently good or better, in order to raise achievement, by:
  - using questioning that challenges pupils and extends their understanding
  - ensuring greater consistency in marking pupils' work and giving them feedback so that all pupils know how to improve
  - involving pupils more in responding to marking, assessing their own learning and setting their own next steps.
- Improve achievement in mathematics through ensuring that:
  - work is sufficiently challenging, particularly for higher-attaining pupils
  - on-going checks on pupils' understanding in lessons ensure support and further development points can quickly be given
  - less time is given to going over learning and more to extending it.
- Strengthen the capacity of leaders and managers to sustain improvement by ensuring that:
  - the school development plan and checks on teachers' performance have more specific and measurable success criteria so that leaders can more accurately measure their effect
  - governors are more rigorous in holding the school to account
  - staff who lead subjects or aspects of the school's work are more involved in checking the quality of teaching and learning in their areas of responsibility and in holding others accountable for their performance.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Pupils' achievement in writing and mathematics requires improvement across the school. Their attainment is broadly average.
- Mathematics has been the weakest subject over time. Although improvements are now taking place on many fronts, work is not always pitched at the right level for pupils, particularly higher-attaining pupils. They sometimes spend too much time completing tasks they find easy and not enough on tasks which make them think and concentrate, and this limits progress. Additionally, teachers do not check enough on pupils' understanding in lessons to ensure that any mistaken ideas can be dealt with quickly.
- The school has worked hard to improve writing, and evidence in pupils' writing books, their regular writing assessments and their topic work show an improving picture. However, inconsistencies in marking limit pupils' involvement in improving their work and this slows their progress.
- Much has been put in place to improve provision in reading, including a new scheme for sounds and letters, reading and writing, daily reading for low attaining pupils, and regular opportunities for reading in literacy lessons. This has meant that progress in reading has improved and is now good.
- Disabled pupils and those with special educational needs are making at least expected progress. Sometimes it is good and occasionally it is outstanding, due to specific work matched to their needs, good support from teaching assistants and effective subject leadership.
- Pupils who attract the pupil premium have not performed strongly over time in the national tests in English and mathematics in terms of their attainment, and their average points scores have been below the national average. However, last summer their results showed that in terms of progress they were achieving as well as pupils nationally in reading, writing and mathematics. This trend is continuing and is embedded as pupils currently in the school who attract the pupil premium make similar progress to other pupils in their class in all three areas. The school is successfully narrowing the gap between their attainment levels and those of their classmates.
- Careful checks on pupils' progress ensure that those not doing well enough are identified quickly and help is given to ensure they catch up. This is helping to close the gaps in the performance of different groups, promoting greater equality of opportunity and discouraging discrimination.
- Children enter Reception with skills and abilities below the expected levels for their age and make good progress in all areas of learning due to effective provision, excellent relationships and a stimulating learning environment that caters well for their needs.

### The quality of teaching

### requires improvement

- Teaching over time requires improvement as it has not been good enough to ensure all pupils make good progress. Although improving, inconsistencies in practice remain and this slows overall progress for pupils.
- In mathematics, teachers do not always pitch work at the right level for pupils. For example, group activities in some mathematics lessons are the same for each group so that some pupils find the task too difficult and others find it too easy. Additionally, teachers do not challenge higher-attaining pupils enough, as they tend to spend too much time going over their learning and not enough time extending it.
- Staff do not always question pupils in a manner that will deepen their knowledge and understanding. For example, staff are mainly happy with a short answer from pupils and do not question pupils further to extend their ideas.
- Although there is some effective marking in English and mathematics, it is not consistent in all classes and this means that not all pupils get effective guidance on how to improve.

- Additionally, teachers do not always ensure pupils respond to marking through correcting their work or involve them enough in setting their own learning goals.
- Teaching is improving, with some good teaching enabling good progress. Where lessons are effective, they are well organised and managed, teachers give clear explanations and work is pitched at the right level for all pupils. This was clearly seen in a literacy lesson in Year 5 and a science lesson in Year 6, where pupils made good progress.
- Children in the Reception class learn well because their individual needs are well catered for within a supportive but challenging learning environment that excites their curiosity and stimulates their interest. Teaching assistants provide effective one-to-one support and small group work for disabled pupils and those who have special educational needs.
- Pupils known to be eligible for the pupil premium receive additional support targeted at their needs and this, alongside careful checking of how well they are doing, helps them to keep up with other pupils.
- Teachers make good use of homework, including the 'mental maths challenge' which engages pupils' interest and helps to reinforce their learning. The school council is also active in encouraging pupils to learn their times tables as part of homework.

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

- Behaviour in lessons and around the school is mainly good and pupils get on well together. They know what is expected of them and the sanctions that apply when they do not behave well. Pupils in Years 5 and 6 provide activities for younger pupils at playtime and this helps to promote good behaviour and supportive relationships. Disabled pupils are supported well at playtimes. Pupils say that just occasionally behaviour is not good at playtimes or in the class because some pupils with behaviour problems get angry, but they say that such incidents are swiftly dealt with.
- There are few recorded incidents of bullying. Pupils say that there is some bullying, mainly name calling, but that when it does occur, staff deal with it well. They are aware of the different forms of bullying through anti-bullying week and talks in assembly.
- The school is highly inclusive and works hard to support and accommodate pupils with identified behaviour problems. They receive good support from staff which means that any disruption to other pupils in their class is minimal.
- Pupils have good attitudes to school and are keen to develop skills such as resilience. They explain that this means that they have to persevere and keep trying. They work well together on tasks and enjoy discussing their work with one another. They also enjoy taking on responsibilities such as being school councillors and play leaders, and are proud of what they achieve.
- The school works effectively to encourage good attendance and punctuality in all of its pupils, particularly through its inclusion manager. It has been successful in this. Persistent absenteeism has dropped dramatically and attendance is now average and continuing on an upward trend.
- Pupils say that they feel very safe in school and confident of adult support should they need it. They learn how to stay safe through, for example, talks from the police on safe use of the internet and 'stranger danger'.
- The school's breakfast club is well organised and provides a hearty breakfast for pupils and a calm start to the day.

### **The leadership and management** require improvement

- There have been many staff changes in this small school since the previous inspection and these have disrupted pupils' learning. Senior staff have worked effectively to manage this and, in spite

of continuing disruption, there is an improving picture in terms of teaching, learning and the progress of all groups. This demonstrates the school's capacity for further improvement.

- Leaders of subjects and aspects, some of whom are new, work hard to bring about improvement in their areas of responsibility. However, they are not yet involved enough in monitoring what goes on in classrooms, checking progress data and developing their expertise. This limits their ability to drive improvements in their areas.
  - The school has an appropriate process for setting staff targets which means that staff have individual and whole-school priorities linked to improving their performance. However, their targets are not specific enough to enable both staff and leaders to accurately measure these improvements.
  - The school improvement plan clearly sets out the key areas to be improved, but measures of success are not specific enough to enable the school to clearly assess their impact.
  - Monitoring of teaching and learning by senior leaders is strong and includes focused lesson observations and checks on pupils' work. This ensures that any weaknesses in teaching are followed up and teaching is improving well as a result.
  - The local authority provides good support to the school and clearly knows its needs well.
  - Subjects and topics are appropriately planned and well structured to ensure that literacy and numeracy are well taught, both individually and through topic work. Boys' interest is ensured through topics such as dinosaurs and sea adventures. A good range of visits, visitors and after-school clubs enhances the curriculum well. There is also the regular 'Medina University' afternoon that pupils thoroughly enjoy, where they take part in a range of activities that promote wider learning.
  - Pupils' spiritual, moral, social and cultural development is promoted well. Staff make sure that pupils know right from wrong and have opportunities to reflect in assemblies. For example, as part of their work on resilience they discussed a British Olympic skier and his achievements.
  - There is a strong focus on inclusion and the headteacher and inclusion manager have worked very well and fostered good relationships with parents and carers and with outside agencies to enable pupils to be reintegrated successfully.
  - The school works well with parents and carers. It provides good annual reports to parents and carers, as well as termly updates, so that parents and carers are well informed of their child's progress. It also provides good opportunities for family learning. The school's own questionnaire to parents and carers and those spoken to during the inspection indicate that they are mainly happy with the school and what it provides.
  - **The governance of the school:**
    - Governors fulfil their statutory duties well and have a reasonable knowledge of the quality of teaching. They monitor the school's finances carefully, including the use of pupil premium funding and how effectively it is spent. They have a sound knowledge of pupils' rates of progress in school and how these compare nationally, including pupils known to be eligible for the pupil premium, and use it to monitor this aspect of the school's effectiveness. Governors undertake training to develop their expertise and keep them informed of local and national initiatives. They are involved in setting targets for the headteacher and are aware of a similar process for staff. As a result, they have a sound knowledge of how the performance of staff links to increases in salary. They make sure that appropriate safeguarding procedures are in place in order to keep pupils and staff safe. However, they are not yet systematically challenging the school through a detailed analysis of its performance.
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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

<b>Unique reference number</b>	116195
<b>Local authority</b>	Portsmouth
<b>Inspection number</b>	412659

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	199
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sue West-Thomas
<b>Headteacher</b>	Howard Payne
<b>Date of previous school inspection</b>	22–23 October 2008
<b>Telephone number</b>	02392 375475
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