

Green Mount Primary School

St Vincent's Road, Ryde, Isle of Wight, PO33 3PT

Inspection dates 5–6 March 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
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

- The standards pupils achieve are not high enough in reading and mathematics and their progress in these subjects has not been good enough.
- The work pupils are given is often not challenging enough and too many pupils say that the work is easy.
- Disabled pupils and those with special educational needs do not make good enough progress, as do those students supported through pupil premium funding.
- Teaching is not consistently good across subjects or year groups and does not lead to pupils' good progress over time.
- Pupils are not always encouraged to act on the advice teachers give to improve their work.
- The roles of middle leaders in the school are not sufficiently clear to allow them to have a significant impact on the standards and progress of pupils in the school.
- Governors have not always been as effective as they should have been in holding the school to account for the quality of teaching and the progress that pupils make.
- Until recently, school leaders have done too little to ensure that the good levels of pupils' achievement and effective teaching seen in the recent past have been maintained.

The school has the following strengths

- Good standards in writing are being achieved across the school.
- The quality of teaching is improving quickly because of teachers' desire to get better so that they can improve outcomes for pupils.
- Positive relationships between adults and children ensure that lessons proceed well and that pupils are now making better progress.
- Pupils have positive attitudes to learning and these are displayed through a keenness on the part of the pupils to engage with their learning.
- The headteacher and senior leaders have clearly identified where improvements are needed and staff speak positively of recent improvements in teaching and the way their performance is measured.

Information about this inspection

- Inspectors observed teaching in all 16 lessons in the school including three joint observations with the headteacher. In addition, inspectors made a number of short visits to classrooms.
- Meetings were held with a group of pupils, the headteacher, senior leaders and subject leaders in the school, four members of the governing body and a few parents. A telephone conversation was held with a representative of the local authority.
- Inspectors looked at a sample of pupils' work from all year groups.
- The views of 42 parents posted on Parent View and of 28 members of staff who responded to the staff questionnaire were also taken into account.
- In addition, inspectors looked at a range of documentation provided by the school including the school development plan, the school's self-evaluation, data on pupils' current progress, minutes of meetings and records relating to behaviour, attendance and safeguarding.

Inspection team

Martyn Kitson, Lead inspector	Additional Inspector
Sue Hunnings	Additional Inspector
Kate Robertson	Additional Inspector
Victor Chaffey	Additional Inspector

Full report

Information about this school

- This is a larger than average primary school.
- Almost all pupils come from a White British background.
- The number of pupils eligible for the pupil premium is above the national average. Pupil premium is additional funding from the government for some groups of pupils, including those known to be eligible for free school meals and those in the care of the local authority.
- The proportion of disabled pupils and those with special educational needs supported at school action is below average. The proportion supported at school action plus or with statements of special educational needs is above average.
- The school has a special educational needs unit on site known as the Additional Resourced Provision (ARP). There are 6 pupils with autism attending, together with 6 attending specialist speech and language therapy. The ARP also provides outreach for pupils with Autistic Spectrum Disorders and Speech, Language and Communication disorders.
- The school runs a breakfast club and an after-school club on the school site.
- In 2013, the school did not meet the current floor standard, which sets the government's minimum expectations for attainment and progress.

What does the school need to do to improve further?

- Increase the proportion of good teaching so that all groups of pupils make at least the progress expected of them by ensuring that:
 - all groups of pupils learn at a good pace in all lessons through tasks which stretch all of them to persevere and do their very best
 - teachers clearly identify to pupils what they need to do to be successful in lessons so that they can then move to the next stage in their learning
 - pupils respond to the helpful marking provided by most teachers.
- Raise standards in reading and mathematics by:
 - developing pupils' higher order reading skills by encouraging pupils to read widely across a range of topics
 - providing opportunities for pupils to use their mathematical skills in subjects other than mathematics.
- Strengthen leadership and management by:
 - ensuring that middle leaders play a full part in checking the quality of teaching and learning in the school
 - making sure that governors have the skills and confidence to be able to consistently challenge school leaders about school performance.

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

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and governance may be improved.

Inspection judgements

The achievement of pupils

requires improvement

- Achievement requires improvement because students do not make consistently good progress in reading and mathematics.
- Children enter the school with levels of development that are below those expected, especially in the areas of communication and literacy. They make gains in the Reception class but are still below national expectations when they enter Year 1.
- In 2013, Year 6 pupils' standards fell to a level where they were well below average due to the limited progress they had made. Similarly, Year 2 pupils attained standards lower than those expected for these pupils. The school recognised this situation and has taken robust measures to improve outcomes for current pupils and it is clear that the progress of these pupils is much improved. It is not yet at the level expected for these pupils but the gap is narrowing quickly.
- The standards attained and the progress made of pupils known to be eligible for the pupil premium are not as good as those of all other pupils and this gap is not narrowing.
- Disabled pupils and those with special educational needs are making progress in line with their peers because of the strong support the school provides for these pupils.
- More able pupils also do not make the progress expected of them and do not reach the standards they are capable of.
- Pupils currently in the school are making much better progress and are consequently reaching higher standards because of the changes the school has made to improve the proportion of good teaching.
- The headteacher and senior staff are beginning to hold teachers more rigorously to account for the results their pupils get and this has began to increase the rate of learning across all classes.
- Progress in writing is particularly strong because of the focus the school has placed on this subject. Pupils are given many opportunities to write and their work is celebrated throughout the school. Mathematical skills and reading do not have a similar emphasis and are not applied as consistently in other curriculum subjects as a result.
- All pupils are developing good strategies for learning to read new words and predicting the outcomes in what they read. However, older pupils are not developing the higher order skills they need to understand more challenging texts. Pupils get to read regularly in school but these times are not always used effectively for the teaching of reading skills.
- Pupils in the ARP unit are making better progress because of the clear routines and appropriate activities provided for them.

The quality of teaching

requires improvement

- The quality of teaching requires improvement. This means that sometimes pupils are given work that is too easy and does not challenge them to do their best, resulting in them not making the progress they should. In particular, the more able pupils do not achieve the high standards that they are capable of.
- In mathematics, teachers do not always move pupils' learning on quickly enough because teachers do not always make pupils work hard. Teachers do not always explain the vocabulary being used or what is expected of pupils by the end of a lesson. This means that pupils are unsure of what they are supposed to be learning.
- In reading, teachers ensure that pupils use their knowledge of the sounds letters make to read new words but do not always focus on more difficult reading skills such as making inferences, comparing stories, developing empathy or understanding consequences.
- There are some good examples of marking in classes which commend good work but also show pupils what they have to do to improve their work and gain the higher levels. Teachers do not always make sure that pupils follow up this advice by applying it and showing that they have

understood.

- Teaching assistants are not always used effectively to support pupils who require additional help with their work.
- In all classes, pupils' behaviour is good and their attitudes to learning positive, even when teaching is not challenging. There are high quality relationships with adults and other pupils and pupils cooperate with others, are well motivated and engage with their learning.
- Teachers enable pupils to write in a variety of ways and styles. They challenge pupils to develop their writing skills through the use of more exciting vocabulary and by writing for different purposes.
- Teachers plan detailed lessons that link to pupils' prior knowledge and they regularly check on pupils' understanding of the lesson.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. It is not yet outstanding because the positive attitudes of pupils have not yet had a strong impact on their progress in lessons due to weaker teaching.
- The pupils' positive attitude to learning is a strength of the school. They are keen to learn and are eager to engage with the opportunities that teachers provide for them. They work well together with other pupils and often show a resilience and determination to do well. Even when some pupils are not focused on their learning, this never affects the learning of other pupils.
- Behaviour around the school is good. Pupils are polite and courteous to adults and to each other and they show respect for their school and the environment. Pupils play well together at break and lunchtime despite there being limited activities and resources available to them at these times.
- Pupils agree that the behaviour in school is generally good. They say cases of bullying are exceptionally rare but when they do happen, adults deal with them quickly and appropriately.
- The records that the school keeps of poor behaviour support the pupils' views and parents speak highly of the way the school manages the behaviour of its pupils. Staff are also positive about the way the school manages behaviour. Exclusions are rare as the school is skilled in dealing with the rare cases of challenging behaviour.
- The school's work to keep pupils safe and secure is good. Pupils say they are safe at school and they are able to speak to an adult if they have any personal concerns. The nurture group that the school has introduced is a good example of how the school cares for all its pupils.
- The school has worked successfully to address the issue of poor attendance that was experienced last year and now attendance is above national averages.
- The school's work to keep pupils safe and secure is good.

The leadership and management requires improvement

- Leadership and management require improvement because leaders have not been successful in improving the quality of teaching and thereby raising standards and accelerating progress.
- The headteacher has recognised the areas in the school that were weak and therefore responsible for the poor achievement of pupils and has taken strong action to address these. Expectations have been raised for what pupils should achieve and all staff are now involved in helping pupils to meet and exceed these expectations.
- There have been weaknesses in the level and quality of support provided by middle leaders in the school. While there has been a willingness to provide this support, middle leaders have not always had the opportunity or been given the time to develop their skills in this area so that they can have a greater impact on the quality of teaching in the school and the standards achieved and progress made by pupils.
- The work of teachers is now carefully monitored through a programme of observations, book reviews, learning walks and regular meetings to discuss the progress of individual pupils. This is

beginning to have an impact on the quality of teaching and outcomes for pupils.

- There are rigorous systems in place for measuring the performance of staff with targets now linked to pupils' progress and staff are aware of how their performance links to pay.
- The school accurately checks how well it is doing and is aware of where it needs to improve.
- The way the school teaches each subject is effective in ensuring the engagement of pupils but it is less effective in the teaching of reading and mathematics.
- The school provides a good range of activities to support the pupils' spiritual, moral and social development but opportunities for pupils to learn about the multi-ethnic nature of England are limited.
- The primary school sports funding is being spent on sports coaches to train staff and to work with pupils. This is developing the skills of teachers so that they are better able to teach physical education themselves.
- Hampshire Local Authority has provided strong support to the school and this has been key to the improvements that have been implemented. In addition, the school has benefited from other partnerships such as with the local teaching school.
- All safeguarding arrangements meet statutory requirements
- **The governance of the school:**
 - Governors are aware of the quality of teaching in the school and what the school is doing to improve it. They understand how the way the school measures the performance of teachers is being used to help with this. However, they are less clear on how the performance of teachers is linked to pay.
 - Governors are fully aware of the standards pupils reach and the progress they make, including those pupils eligible for the pupil premium. They recognise the weaknesses in this area and have begun to support the school in addressing them.
 - Governors have not held school leaders sufficiently to account for the work of the school. They challenge information provided by the headteacher but have not had enough information to identify patterns in pupils' achievement accurately or to ensure that teaching is improving quickly enough.

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	118177
Local authority	Isle of Wight
Inspection number	432180

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	4 11
Gender of pupils	Mixed
Number of pupils on the school roll	301
Appropriate authority	The governing body
Chair	Alistair Calder
Headteacher	Richard May
Date of previous school inspection	2 3 March 2011
Telephone number	01983 562165
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