

Medina Primary School

Medina Road, Cosham, Portsmouth, PO6 3NH

Inspection dates 12–13 May 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school

- The headteacher and his acting deputy lead the school well. They have overseen significant improvements over the last year.
- Leaders, managers and governors have all played a positive part in developments which have enhanced the quality of teaching and pupils' achievement.
- All groups of pupils achieve well, including the most able, disabled pupils and those who have special educational needs or are disadvantaged.
- Provision in the early years is good and children's attainment by the end of Reception is already very close to the average of children nationally.
- Pupils are taught to value and respect everyone equally, regardless of race, ethnicity or belief. They are prepared well for life in modern Britain.
- Medina is a rapidly improving school where pupils are happy, behave well and feel safe. Parents and inspection evidence confirm this.
- The governing body has improved the ways in which it holds the school to account. They are effective partners in supporting and challenging the school to improve further.
- Teaching is good. Lessons are interesting and challenging. Teachers ensure that pupils' learning in English and mathematics is secure. As a result, pupils make good progress in lessons and over time.
- Behaviour in classes and around the school is nearly always good and sometimes exemplary. Pupils know how to keep safe.

It is not yet an outstanding school because

- Pupils' achievement in writing and mathematics is not as good as in reading.
- Not enough emphasis is placed on using skills gained in English and mathematics lessons in other subjects.
- Teachers who lead subjects other than English and mathematics have not been given as many opportunities to help improve their subjects.
- Not all teachers are aware of how they might improve their practice to an outstanding level.

Information about this inspection

- The inspection team visited 12 lessons across all the classes. Two of these visits were carried out with a member of the senior leadership team.
- Inspectors listened to pupils read and examined pupils' workbooks for English and mathematics.
- Discussions were held with representatives of the governing body, a representative of the local authority, senior and middle leaders and pupils. An assembly was also observed.
- The inspection team looked at the school's documentation including: systems for protecting and safeguarding pupils, the school development plan, the school's monitoring and evaluation files, records used by the school to check how well pupils were doing, minutes of the meetings of the governing body, records of behaviour and displays in classrooms and corridors.
- Inspectors analysed 20 questionnaires completed by staff and took account of the views of 21 parents who responded to the online questionnaire (Parent view).

Inspection team

Gavin Jones, Lead inspector

Additional Inspector

Jacqueline Good

Additional Inspector

Full report

Information about this school

- This school is smaller than the average-sized primary school.
- Children in the early years are in one class, attend full-time and are all Reception age. There is no nursery.
- Most pupils are of White British Heritage.
- The proportion of disadvantaged pupils eligible for pupil premium funding is above average. Pupil premium funding is for pupils in the care of the local authority and those eligible for free school meals.
- The proportion of pupils who are disabled or who have 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 school has a breakfast club, managed by the school, which was looked at as part of the inspection.
- Since the last inspection, nine teachers and five teaching assistants have been appointed or have left the school. This has caused some disruption to learning in particular classes.

What does the school need to do to improve further?

- Ensure that further improvements are made to attainment and progress in writing and mathematics by:
 - planning a wider range of activities that require pupils to use and apply skills learned in literacy and numeracy lessons in other subjects
 - making sure all subject leaders check pupils' progress and plan good quality improvements in their subject area
 - ensuring that teachers are given the help needed to become outstanding teachers, especially in writing and mathematics.

Inspection judgements

The leadership and management are good

- The headteacher and his deputy provide strong leadership, supported by governors, which is driving improvement. All are ambitious for the school. There has been good improvement in the areas of development identified at the last inspection. This has been especially the case over the last year. Leaders have established an atmosphere in which teaching can flourish and pupils achieve well. The school is well placed to improve further.
- Middle leaders for English and mathematics are knowledgeable about their subjects. They check the quality of teaching in classrooms, along with senior leaders, closely evaluating the quality of learning. They regularly check pupils' workbooks. The new leader of the early years has very rapidly understood the strengths and areas for development of the Reception class and already has plans for improvement.
- Leaders of other subjects have not had as much support or training for their roles and have not taken part in a wide range of checks on the quality of teaching and learning.
- The school is accurate in the evaluation of its own effectiveness and its priorities for improvement. The school development plan is clear and seeks to tackle the range of developments in a systematic way, with clear criteria for success noted.
- The leadership of teaching is strong and the school has effective systems for managing staff performance and addressing improvements in teaching. Staff have good opportunities to receive support and coaching in order to improve their skills. Teaching which ensures the best achievement is rewarded financially.
- The school uses its pupil premium funding well. It has enabled additional staff and resources in order to run support groups and for one-to-one tuition to be provided. It has also used the money to enable eligible pupils to receive financial support so that they can take part in residential visits.
- The inclusion manager is very effective in identifying, providing support for, and checking the progress of pupils who have special needs.
- The school promotes equality of opportunity effectively and discrimination is not tolerated. Pupils who are uncomfortable in large groups or who have particular behaviour issues are supported very well by the school's pastoral team.
- The promotion of pupils' spiritual, moral, social and cultural development is good and the school promotes British values well. Pupils learn about the principles of democracy and the importance of tolerance and respect. Pupils know about the different cultures and religions in modern British society.
- The primary physical education and sport premium is used well to boost pupils' participation and skills in sport. Teachers' own skills are improved and pupils take part in a range of competitive sports successfully.
- The curriculum promotes pupils' achievement well and reflects their interests. The school has embraced the nationally promoted 'new curriculum', especially in literacy and numeracy. Currently, other subjects are not supporting literacy and numeracy as well as they might.
- The school's checks on pupils' progress and attainment have been sharpened, with both leaders and class teachers now using information on pupils' progress much more effectively. This has enabled them to measure the precise impact of improved teaching in reading, writing and mathematics in all classes and for all groups of pupils.
- The school has good systems in place for keeping pupils safe. Careful checks are carried out on all adults who work in the school and staff are trained in safeguarding and child protection.
- The local authority has provided a wide range of effective support for the school. Visits to the school have been regular. Training and links with other schools have been effective in addressing issues identified at the last inspection.
- Parents continue to hold the school in high regard. Although few replied to Ofsted's Parent View questionnaire, when taken together with the school's own questionnaire, responses to all questions showed that most parents are positive about the school.
- The governors manage a breakfast club well, providing a nutritious and calm start to the school day for around 30 pupils. The club is staffed by adults who already work in the school.
- **The governance of the school:**
 - The effectiveness of the governing body has improved since the last inspection and is now good, following review and training. They know how well the school is doing and how it compares with schools nationally. They are able to use information well to check on the progress of different groups in the school. Furthermore, they know that pupil premium funding is being used effectively to raise the attainment of disadvantaged pupils. They check, through their visits, the quality of teaching and learning and work in books in a range of classes. They have a good understanding of the quality of

teaching and have a good awareness of the arrangements for managing teachers' performance. They make sure that the most effective teachers are rewarded. Governors ensure that current safeguarding requirements are met fully.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. The school has effective procedures for settling children in when they start school and they quickly learn the school's expectations for behaviour. Pupils say that behaviour is good, and most parents agree.
- Although the school has spent time recently discussing attitudes to learning with pupils, there is still a very small proportion of pupils who do not always engage with the class work and can be off-task for small periods of time.
- The school uses a wide range of rewards and sanctions to support behaviour. Points for good behaviour at lunchtimes, and also for good reading, can be spent in the 'reward shop', where stationery and small toys can be collected.
- Pupils undertake various roles and responsibilities, from caring for the youngest children at playtimes and being members of the school council to setting out equipment in the hall ready for assembly.
- Pupils get on well together and willingly get involved in discussions in lessons. These high quality relationships and respect provide good support for their spiritual, moral, social and cultural development.
- Pupils concentrate well in most lessons and their behaviour in class is nearly always good and sometimes exemplary. For example, in a music lesson, when children were sitting on the floor with their drums, they watched the teacher carefully, copied patterns and changes in tempo accurately and were able to answer a wide range of questions in moments.
- Pupils behave well around the school, in the dining hall and at playtimes.

Safety

- The school's work to keep pupils safe and secure is good. Parents support this view and have confidence in the school.
- Pupils themselves say that they feel safe in school and are well looked after. They say there is little or no bullying, although they acknowledge that sometimes they fall out with each other. They know what to do if this happens and are confident that adults will sort things out.
- Pupils have a good understanding of how to keep themselves safe. They know the importance of being vigilant on the internet and are able to talk sensibly about cyber-bullying.
- The school works hard to encourage regular attendance. This fluctuates but is regularly at least in line with the national average and sometimes better.

The quality of teaching is good

- Teaching is now good throughout the school, an improvement since the last inspection. This is the result of effective staff training and good helpful links with other local schools over the past year. As a result, all groups of pupils make good progress.
- There is only a very small proportion of outstanding teaching in the school. Teachers are not always clear as to how to improve their teaching from good to outstanding.
- The teaching of reading, writing and mathematics is generally good. Effective teaching of phonics (the sounds that letters make) has enabled improvements in the national screening checks carried out in Year 1. All of the pupils who read to the inspectors made use of these skills to help themselves with difficult or unknown words.
- A review of guided reading has meant that there is now much more of a focus on teaching reading rather than simply listening to it. When guided reading takes place, there are fewer groups working on their own but many more pupils are being given direct support.
- Regular counting and times table activities give pupils sufficient skills to tackle word problems. Pupils know that they have to analyse these problems carefully in order to see which mathematical skills they need to use to solve the problem.
- The school has improved the teaching of writing since the last inspection, although it is not as good as the teaching of reading. The new English curriculum is taught across the school and basic skills are beginning

to improve more quickly. There are now regular grammar and spelling activities, which improve both. In Year 6, pupils' Learning Journals are hardbacked good quality books in which pupils are encouraged to write at will. They make use of coloured pens, choose the content of their writing and can write at home if they wish. Pupils are excited by this and are all anxious to show what they have achieved.

- Regular progress meetings with class teachers focus on individual pupils and their progress, and plans are made for each pupil's improvement. This means that teachers are accountable at an individual level and senior leaders have a very clear picture of the quality of both teaching and learning across the school.
- There are good procedures for teaching disabled pupils and those with special educational needs. Regular reviews and targets are shared with class teachers. Teaching assistants play a vital role in putting many of these into effect. They do this well, resulting in similar good progress being made by this particular group of pupils.
- Teachers mark pupils' work regularly and the quality of feedback is good. Pupils are often given time at the start of lessons to respond to marking in their books, ensuring that they understand the comments and can move forward confidently.
- In many lessons, teachers provide the right challenge for all pupils. There is very often additional material available for the most able pupils to learn in more depth and gain mastery over a range of skills.
- The school employs a specialist music teacher who has considerable talents and the ability to excite and engage pupils in a wide range of activities at a high level.

The achievement of pupils

is good

- The improvement that has been seen through the school over the last year is reflected in the good progress that all pupils are making. This is noted in lessons and in their workbooks. The school records and analyses progress in great detail. Attainment is now higher in both key stages and progress is much sharper than in previous years. This is the case in reading, writing and mathematics.
- Children arrive at the school with knowledge and skills that are below those typical for their age. This is especially the case in areas of learning related to communication, language and literacy. Good progress is made in Reception as a high priority is given to improving these areas of learning, without excluding the remainder. Children enter Year 1 with broadly average skills but a small proportion are still below the levels expected of them.
- The good progress seen in all classes is not reflected in the national test results for last year. These were well below average in Key Stage 1 and broadly average in Key Stage 2. Currently pupils in Year 2 are broadly average in reading, writing and mathematics, an improvement on last year and from the last inspection. The impact of several changes of staff adversely affected the progress of some groups of pupils, although the school worked hard to make this disruption minimal.
- In Year 6, evidence from pupils' work and school information shows that pupils made good progress in reading and are currently already at a higher level of attainment than pupils were last year.
- In mathematics, pupils receive regular encouragement and support to move to the next level. Currently the proportion of pupils working at a level above that expected nationally is twice that of last year. Pupils attending breakfast club were talking very positively about their expectations of reaching Level 6 this year.
- In writing, a similar position has been reached, with over twice as many pupils working at Level 5.
- The most able pupils are regularly set work that challenges them, either by giving them problems to solve related to the skills they are gaining, or by making calculations more difficult, to test their capabilities.
- Pupil premium funding for disadvantaged pupils pays, in part, for additional staff to provide small group work. As a result, these pupils are making good progress and all gaps are closing between them and the rest of the class and when compared with all pupils nationally. When compared against all other pupils in the school, the gaps show that disadvantaged pupils are less than a term behind in reading and writing and almost equal to others in mathematics. When compared with all pupils nationally, they are just over two terms behind in writing, but roughly a term behind in reading and mathematics.
- Most disabled pupils and those with special educational needs make good progress from their various starting points. Their individual needs are clearly identified and met by well-considered strategies and extra guidance delivered by well-trained and able teaching assistants.

The early years provision**is good**

- The new leader has maintained the good quality of provision noted in the previous inspection.
- Children's achievement has improved. The proportion of children reaching a good level of development was close to the national average last year, but is already at that stage, with some months still remaining for further improvements to be made. The school prepares the children well for entry to Key Stage 1.
- The quality of teaching over time is good. All adults working with the children have a good understanding of how children learn best and know how to support learning within the class group and in smaller working groups.
- The activities provided for children give them a wide range of exciting opportunities to learn through play across all areas of learning. At the same time, short sessions of direct teaching by adults, for such things as phonics or new mathematical skills, are very effective. Children were amazed to see, for the first time, chicks bursting out of their eggs in an incubator. This produced much new vocabulary, and a memorable sense of awe and wonder.
- The early years classroom is an exciting place to be. Whilst outdoors may be equally exciting, it does not currently reflect enough of what is being learned indoors. The new leader is aware of this and it is a priority on her current action plan for development.
- There is very good teamwork in the early years and safeguarding and child protection issues are a key focus. The consistency of behaviour management by the team is reflected in the good behaviour in the class. Although children get excited and sometimes shout, the classroom is generally a calm place where children are prepared to listen to each other as well as to adults. In a mathematics lesson, one boy remembered 'subtraction' from the day before. All his friends listened carefully as he explained what he knew and how he was able to make a number sentence for subtraction using the correct signs and vocabulary.
- Staff gather a great deal of information about each child. This helps them check progress and plan next steps and shows them how well the children are currently doing.
- The engagement of parents is good. They come in to school regularly and are willing to learn and to help their children as best they can. They are confident that the school keeps their children safe.

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	116195
Local authority	Portsmouth
Inspection number	462379

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	201
Appropriate authority	The governing body
Chair	Sue West-Thomas
Headteacher	Howard Payne
Date of previous school inspection	15–16 May 2013
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