

Monteagle School

Burnham Road, Dagenham, Essex RM9 4RB

Inspection dates	19–20 April 2016
Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- Strong leaders and governors, under the direction of an inspirational headteacher, are making sure that teaching and pupils' outcomes are improving quickly.
- Good leadership and management have established high expectations for the school, and leaders are relentless in striving for excellence.
- Teaching, learning and assessment are good. Teachers with less experience appreciate the support they have received when being coached by leaders.
- Teachers and teaching assistants are caring and knowledgeable. They check up on the pupils' needs and support successful learning.
- Pupils in the Autistic Resource Provision (ARP) and main school who have special educational needs or disability are supported sensitively, enabling them to make good progress.
- Personal development, behaviour and welfare are good. Pupils behave well and feel safe at school.
- There are thorough systems for keeping pupils safe and pupils are keen to demonstrate the school's five core 'character virtues'.
- Pupils' outcomes are good. Pupils, including those who are disadvantaged, make good progress across the school and attainment is rising rapidly.
- Children make a good start to their education in the early years provision. They settle well into school routines and gain confidence and new skills quickly.
- The new curriculum provides a range of interesting chances to learn new things. Pupils are prepared well for the next stage of education by taking part in the '50 things to do before age 11'.

It is not yet an outstanding school because

- Sometimes teachers do not make sure that the most-able pupils are motivated or extend their learning well enough, especially when they are working in subjects other than literacy and numeracy.
- Not all teachers consistently check up on the learning of pupils and provide enough guidance so that pupils know how they can improve their knowledge, skills and understanding.

Full report

What does the school need to do to improve further?

- Ensure that work consistently motivates and extends the learning of the most-able pupils in all subjects across the curriculum so that they make even stronger progress.
- Develop consistency in the way teachers check up on learning and give feedback to help pupils' improve their work.

Inspection judgements

Effectiveness of leadership and management is good

- Strong leadership is ensuring that the school is developing at a rapid rate. The inspirational headteacher has quickly won the respect of members of staff, pupils and their parents. He has built on the work of the interim headteacher and has been instrumental in moving the school from requiring improvement to good.
- The more positive learning culture in the school has made a big difference to the attitudes of pupils towards their learning, including in the ARP. The school is clean, bright and orderly. Expectations are clear and there is an expectation that all teachers and pupils should achieve.
- Teaching and learning are monitored rigorously and teachers' performance is managed well. Teachers are positive about the way their work is checked and appreciate the quality of coaching and training they receive.
- Funding for disadvantaged pupils is spent judiciously on additional staffing, resources and expanding the experiences these pupils receive. Close monitoring of the impact of spending is ensuring that money spent is improving the outcomes for these pupils.
- The special funding to support sports and physical education (PE) is spent on specialist teachers and clubs. The fitness and involvement of pupils in sport has increased. Pupils develop a range of skills during their time at the school. For example, pupils in Year 5 increased their ability in throwing and catching a rugby ball preparing them for a tag rugby game.
- The curriculum has been overhauled and a new system for checking up on how well pupils are doing dovetails into the new learning in literacy and numeracy. The school is working on developing ways of checking progress more rigorously in other subjects so that pupils always work at the right level for their ability. Senior leaders have made sure that the curriculum provides purposeful activities for the pupils and is structured to ensure that learning develops at a fast pace. The curriculum is enriched well with specialist teaching and clubs, including in music, art and physical education.
- Leaders and managers have introduced a new whole-school marking policy which is followed by all staff. However, teachers' comments and the pupils' response to advice is not consistently of a high enough quality in all classes.
- Spiritual, moral, social and cultural development are well supported. The school has devised a set of 'virtues' that include British values and help to prepare pupils for life in modern Britain. Various cultures are celebrated and diversity is embraced so that pupils from all backgrounds feel included and respected. Pupils learn to care about others and this is reflected in work such as their thoughtful poems about the 'Lonely Beast'.
- The local authority has provided effective support for this school. The school works closely with seven other schools in the local area to check each other's progress and to make sure that expectations are set at the right level.
- Parents are pleased with the work of the school and have noticed the improvements that have been made since the previous inspection. Parents typically made comments such as, 'It is better this year than before' and 'The school has picked up'.
- **The governance of the school**
 - Governance is effective. Governors review all aspects of the school's work, are knowledgeable about the school and provide the right level of support and challenge. They have high expectations of the school leaders and expect developments and spending to lead to improvements in provision and pupils' progress.
 - Governors are enthusiastic about taking part in training and frequently check that the school is following the plans laid out for school improvement.
 - Governors have an accurate awareness of how good teaching and learning are, how well pupils are doing and what the school needs to do next.
- The arrangements for safeguarding are effective. All staff are checked for their suitability for working with pupils and are clear about how they should deal with safeguarding issues. They have found their training helpful and deal with referring pupils at risk in a timely manner.

Quality of teaching, learning and assessment is good

- Teachers manage the pupils' behaviour well because they are mindful of their particular social needs and form strong relationships with them. As a result, pupils are keen to learn and work together well. As one pupil stated, 'Teachers encourage us to do our best'.
- In the ARP, a calm, structured and purposeful approach enables these pupils to succeed. Members of staff are skilled in handling complex needs with sensitivity. In the ARP and main school, teachers take responsibility for planning work that matches the needs of pupils who have special educational needs or disability.
- Effective use is made of specialist teachers to teach subjects such as music, art and PE across the school. As a result, pupils deepen their knowledge and enjoyment in these subjects. For example, in Year 5, pupils sang new songs with vigour, accuracy and enthusiasm.
- All teachers are knowledgeable and share new vocabulary well with their classes. For example, in mathematics in Year 6, teachers explained clearly the vocabulary related to measuring perimeter and area.
- Pupils are given clear guidance on what they are to learn in most lessons and the purpose of their work.
- Classrooms are bright and attractive and pupils are able to support their learning by referring to information in class displays.
- Teachers and teaching assistants have benefited from recent training in teaching phonics (the sounds that letters make). As a result, pupils are learning quickly about how to read and write the various sounds.
- Teachers make use of the information they have collected on how well pupils are doing to help them plan new learning. Occasionally, teachers are not expecting enough of the most-able pupils in subjects other than literacy and numeracy. When this happens, learning slows because pupils are not fully engaged and motivated.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Safety has a high profile. The school has thorough systems for ensuring that the pupils are kept safe and that they know how to stay safe in the ARP and the main school. Pupils know that it is important to stay safe when using the internet.
- Instances of bullying, or unkind behaviour of any kind, are rare. Pupils are confident that should they occur they will be dealt with straight away and that they will be supported if they have any concerns. Leaders make clear that all pupils should be treated equally fairly, irrespective of their race or background. As a result, all pupils feel valued and cared for.
- Pupils are successfully encouraged to take responsibilities. For example, pupils are proud of their roles as eco-warriors, school councillors and sports leaders.

Behaviour

- The behaviour of pupils is good. Pupils, including those in the ARP, behave sensibly in class and play together amicably. One pupil spoke for others by saying, 'Behaviour has got better and is now good'.
- Pupils are particularly polite and friendly and are keen to talk about their learning.
- Pupils are knowledgeable about the clear expectations for good behaviour and talk enthusiastically about the school's five core 'character virtues' and why they are important in supporting their learning.
- Occasionally in lessons, pupils become quietly inattentive when their work is not extending their learning well enough.
- The school has rigorous systems for checking up on attendance and, as a result, attendance is improving and absences are broadly average.

Outcomes for pupils are good

- The majority of children start school in the early years working below the levels expected for their age. They make good progress from their starting points and attainment on entry to Year 1 is broadly average.

- Pupils make good progress across the school and attainment is rising rapidly in all year groups. For example, pupils in Year 1 are doing much better in phonics this year and are on track to match the attainment of pupils nationally.
- Pupils with special educational needs or disability in the ARP and in the main school make good progress. Expectations for what they should achieve are made clear and adults have a calming influence that promotes good learning.
- Disadvantaged pupils make good progress because their needs are monitored closely and work adapted accordingly. The gaps in attainment between these pupils and others nationally are closing rapidly. The large gaps evident in 2015 are no longer evident in school information and pupils' work.
- Pupils who are learning to speak English as an additional language do so quickly. New entrants with limited English are provided with an intensive language course spread over several weeks, enabling them to gain confidence and knowledge fast.
- There are no significant differences in the attainment and progress of girls and boys as seen in their work or in class. Girls and boys take care over the presentation of their work and this is much better than at the time of the previous inspection.
- While the most-able pupils are doing well in most lessons, they are not consistently producing written work of a high enough standard, especially in subjects other than literacy and numeracy.
- Attainment by the end of Year 6 was below average in national assessments in 2015 due to underachievement from the past. The few remaining pockets of underachievement are being tackled quickly and effectively and pupils are now prepared well for the next stage of their education.

Early years provision

is good

- Members of staff are knowledgeable about the needs of young children and ensure that they are provided with a wealth of interesting and purposeful activities indoors and outside. Children who have special educational needs or disability are supported well in the ARP and in the main school.
- Behaviour is well managed and as a result children are calm and settle quickly to their activities in both the Nursery and the Reception classes. Children feel safe at school and are kept safe.
- A greater emphasis on teaching phonics well is having a more positive impact on the children's learning in this subject than previously. As a result, children are now well prepared for joining Year 1.
- Teachers and teaching assistants work together well to plan tasks that will help children to learn new skills and knowledge. Speaking has a particularly high profile and as a result children are very keen to explain their learning. For example, in the Nursery, children were very enthusiastic about explaining what happened when they made erupting volcano models.
- Children, including those who are disadvantaged, make good progress and the proportion working at the expected levels by the end of the Reception Year is broadly average.
- Members of staff are thorough when checking up on the children's learning. For example, when checking if a child understood a repeated pattern, the child was expected to demonstrate her knowledge several times before it was recorded as being learned.
- Leaders and managers have a clear understanding of what works well and what could be improved further. The expectations for what children should achieve have increased over the last two years. Leaders work closely with parents to support the children in their learning.
- Most work is stimulating and challenging, although sometimes tasks do not enable the most-able pupils to make the progress of which they are capable.

School details

Unique reference number	130340
Local authority	Barking and Dagenham
Inspection number	1001187

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	801
Appropriate authority	The governing body
Chair	Martin Ekers
Headteacher	Paul Campbell
Telephone number	020 8270 4613
Website	www.monteagle.bardaglea.org.uk
Email address	office@monteagle.bardaglea.org.uk
Date of previous inspection	29–30 January 2014

Information about this school

- Monteagle is much larger than the average-sized primary school. There is a Nursery and four Reception classes in the early years provision.
- The school has an additional special unit for 12 pupils with autism.
- There is a well-above-average proportion of pupils who speak English as an additional language. Pupils come from a variety of ethnic backgrounds, and speak a wide range of languages.
- The proportion of pupils for whom the school receives the pupil premium grant is above average. The pupil premium is additional funding for pupils known to be eligible for free school meals and children who are looked after.
- The proportion of pupils who have special educational needs or disability is broadly average in the main school.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics at the end of Year 6.
- The school has been expanding in size in recent years.
- There have been many changes in teaching staff and senior leaders since the previous inspection. The headteacher joined the school in July 2015.

Information about this inspection

- The inspection team observed teaching and learning in 31 lessons, five jointly with the headteacher.
- Meetings were held with leaders, other members of staff, pupils, a member of the local authority and members of the governing body.
- The inspection team took into account the 49 responses to Ofsted's online survey, Parent View, and held informal discussions with a number of parents.
- The views of 41 members of staff were surveyed.
- A range of information supplied by the school was scrutinised, including the school's own information about how well pupils are doing, planning documents and checks on the quality of teaching. Inspectors also looked at the school development plan and records relating to behaviour, attendance and safeguarding procedures.

Inspection team

Alison Cartlidge, lead inspector	Ofsted Inspector
Thomas Canning	Ofsted Inspector
James Hollinsley	Ofsted Inspector
Roger Easthope	Ofsted Inspector

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