

# Floreat Montague Park Primary School

William Heelas Way, Wokingham, Berkshire RG40 1BG

## Inspection dates

25–26 June 2019

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Not previously inspected

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- The school has been through a turbulent time in the past year. There has been high staff turnover at all levels. This has affected the quality of provision and outcomes, as well as the pace of improvement. Middle leadership is underdeveloped.
- The quality of teaching in key stage 1 is not consistently good. Current leaders are accurately aware of the inconsistencies in the quality of teaching in the school.
- Assessment is not always used well in key stage 1. Work is not pitched correctly for pupils, particularly for the most able and those with below average starting points, including in the wider curriculum. Expectations of what pupils can attain are not always high enough.
- The teaching of phonics in key stage 1 is not secure. As a result, standards have declined. The teaching of reading is not well planned and, consequently, pupils do not develop reading skills well enough. Reading materials are not always matched to pupils' phonics knowledge.
- Leaders ensure that the curriculum is broad and balanced. In some subjects, however, there is not sufficient clarity in what pupils learn.
- Pupils in key stage 1, including disadvantaged pupils, do not make reliably good progress from their starting points.
- Leaders do not have an accurate overview of the provision for pupils with special educational needs and/or disabilities (SEND).

### The school has the following strengths

- The interim leadership team has swiftly identified what needs to be better. Aply supported by the multi-academy trust, leaders are beginning to secure improvements.
- Leadership of the early years is strong. Children in the early years receive a good education. Teaching is effective and outcomes are above average.
- Behaviour is good throughout the school. Pupils are happy and have a zest for learning.
- Safeguarding is effective. Staff have an excellent understanding of what they must do if they are concerned about a child.
- The school's work to promote pupils' spiritual, social, moral and cultural development is very successful. The school's virtue curriculum prepares pupils well for life in modern Britain.
- Staff enjoy working at the school. Morale is high and teamwork is strong.

## Full report

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

- Leaders and those responsible for governance should ensure that:
  - they improve leadership capacity across the school, including the oversight of the provision for pupils with SEND
  - the wider curriculum is planned with sufficient clarity to make sure that pupils make better progress.
- Improve the quality of teaching, learning and assessment, so that all teaching is consistently good or better, by ensuring that:
  - recently introduced teaching strategies to improve the teaching of mathematics and writing in key stage 1 are embedded fully in all classes, so that pupils, including those who are disadvantaged, make stronger rates of progress
  - the teaching of reading, including phonics, is well structured and of high quality
  - all staff have high expectations of what pupils can achieve in all subjects
  - teaching in key stage 1 makes effective use of all assessment information to pitch work at the right level, including in the wider curriculum, particularly for pupils with below average starting points and for the most able pupils.

## Inspection judgements

### Effectiveness of leadership and management

### Requires improvement

- Leadership and management require improvement because the quality of teaching and learning is not good enough across the school. Consequently, pupils' progress is not securely good in key stage 1.
- There has been much turmoil in the leadership of the school in the past year, along with staff recruitment issues. This has weakened leaders' capacity to make the necessary changes to improve teaching in key stage 1. The role of middle leader is currently underdeveloped and this has slowed the rate of improvement.
- Leaders have a secure understanding of the strengths of the school, together with the areas in need of most urgent attention. The interim headteacher, with swift and significant support from the multi-academy trust, has increased the pace of improvement recently. However, the quality of teaching, learning and assessment is not consistently good. While there have been some developments, many have not been in place long enough to have had an impact.
- The interim headteacher is rapidly building a culture of high expectations but this is not yet consistently embedded. Staff enjoy working in the school, saying that leaders listen to them. Strong teamwork permeates throughout the school with a tangible determination to secure improvements.
- The role of the special educational needs coordinator is at an early stage of development and requires improvement. Pupils with SEND are well cared for and, with guidance from the multi-academy trust, provision for this group of pupils is improving. However, leaders do not have a detailed and precise understanding of the progress that pupils with SEND make.
- The pupil premium funding is accounted for well, with governors keeping a close eye on the effectiveness of the spending. The funding focuses on disadvantaged pupils' academic, social and emotional needs effectively, supporting them to access their learning. Leaders understand the barriers faced by disadvantaged pupils in the school precisely. However, weaknesses in the quality of teaching mean that disadvantaged pupils do not achieve as well as they should.
- Leaders' work to promote pupils' spiritual, moral, social and cultural development is strong. For example, in the Nursery, children were celebrating difference by designing different versions of Elmer the elephant. They could apply this to the similarities and differences between each other.
- The curriculum is broad and is enriched by a wide range of experiences, including theme days and visits. For example, during the inspection, Year 1 pupils were excited about a seaside-themed day, saying, 'The beach is coming to us'. They were learning about how visits to the seaside have changed over time. Pupils could describe objects from the past, using chronological vocabulary well. Nevertheless, currently, there is not enough clarity about what pupils will learn in some subjects that they study. Learning activities are not sufficiently focused on building and consolidating pupils' understanding and skills, such as in art and reading. Leaders have started to review how knowledge is built on in each subject and in each year group.

- The school is at the heart of the new and growing local community. Parents and carers are highly complimentary of how the school creates curiosity in their children. One parent commented that 'The children are engaged and hungry for learning'. Parents say their children are very happy, although a few did voice concerns about the many changes in staff, including in leadership roles. Parents appreciate the positive and purposeful atmosphere. They deeply appreciate the character values that the school instils in their children. A parent wrote proudly, 'After my son's first week at Floreat Montague Park, he was explaining what it meant to show self-control and dignity!'

### **Governance of the school**

- Governors and trustees are very knowledgeable about the performance of the school and the current challenges facing leaders. They are dedicated to driving improvements forward and are highly ambitious for the future of the school. They have been very bold in their decision making in order to ensure that any future improvements of the school are sustainable.
- Governors are very clear on their roles and responsibilities. They are skilful, well trained and accurately informed. They ask astute and challenging questions to hold leaders to account well, especially about safeguarding, recruitment, pupils' outcomes and the well-being of staff.
- Governors regularly visit the school to validate what leaders have told them regarding school improvements to teaching and behaviour. As a result, they have a clear picture of the progress being made towards the long-term goals of the school.

### **Safeguarding**

- The arrangements for safeguarding are effective.
- There is a strong culture of vigilance in the school to keep children safe. Leaders have a thorough understanding of the issues that face families in the local community. Leaders work well with external agencies to ensure that children in their care receive the support that they need.
- Safeguarding records are very detailed and communication between staff is strong. Any welfare concerns are followed up swiftly.
- Staff receive regular safeguarding training. Leaders check that this training has been understood by staff and they carry out bespoke additional training where necessary. As a result, staff know what to do if they have a concern about a child.
- Pre-employment checks to ensure the suitability of all adults who work or volunteer in school are fully in place.

### **Quality of teaching, learning and assessment**

**Requires improvement**

- The quality of teaching, learning and assessment is not consistently good. Even though there is strong teaching practice in early years, this is not the case in key stage 1.
- The teaching of mathematics is improving as a result of leaders' actions to adapt teaching strategies. Pupils' books show that teachers have increased the opportunities for pupils to develop reasoning and problem-solving skills. This is resulting in pupils

deepening their understanding of essential concepts. However, sometimes, teaching in mathematics lacks precision, which confuses pupils. Teachers do not always use assessment information well enough to ensure that there is sufficient challenge or support for pupils, including those pupils with SEND. The recently introduced approaches to teaching mathematics are not yet fully embedded across key stage 1.

- The teaching of reading lacks clarity in approach. Reading skills are not built on well and phonics teaching is not secure in key stage 1. Pupils' misunderstandings are not always identified. This slows their progress. Teachers do not routinely use assessment well to match texts to pupils' differing attainments. For example, teachers do not ensure that pupils access texts that tie in closely with their phonics knowledge. Consequently, the work for some pupils is either too easy or too hard, resulting in pupils, including the most able, not always making good progress from their starting points.
- The teaching of writing is improving and, for the most able pupils, it is good. Pupils' books show that teachers have been successful in improving pupils' handwriting and presentation. Pupils take pride in their work and try their best to produce work of a high standard. Teachers are providing pupils with increasingly more opportunities to write at length, including in the wider curriculum. As a result, pupils' stamina, construction of sentences and ability to punctuate their writing are improving. Pupils are beginning to edit their writing successfully. However, teachers' subject knowledge in grammar varies and pupils are sometimes confused by teachers' explanations and questioning. Leaders are focused on improving the teaching of writing further.
- Teachers ensure that pupils study a broad and knowledge-rich curriculum. Pupils are interested in what they are learning and are keen to learn more. Teachers ensure that what pupils have learned previously is remembered well by regularly reviewing topics through fun quizzes. However, teachers sometimes do not have high enough expectations of what the most able pupils can achieve in the wider curriculum. They do not ensure that teaching consistently deepens learning for this group of pupils. Equally, learning activities do not always build well on previous work for pupils with below average starting points. This limits their progress.
- Teachers provide pupils with homework in line with the school's policy. The majority of parents who responded to Ofsted's online questionnaire were very supportive of the regular homework that their child receives. Pre-topic learning logs, projects carried out in holiday times, have resulted in pupils being excited about what they are going to learn next.

## **Personal development, behaviour and welfare**

**Good**

### **Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is good.
- Pupils' spiritual, moral, social and cultural development is promoted well. There are many opportunities for pupils to learn about different cultures and religions, as well as to learn about diversity, disability and democracy. Pupils are kind, thoughtful and deeply respectful of others. Pupils talk confidently about the school's virtues. These virtues, such as forgiveness and service, permeate through all aspects of the school's

work. For example, the children in Reception had recently planned and run a cake sale to raise money for the Royal National Lifeboat Institution. As one parent wrote: 'Floreat Montague Park lives and breathes its core character virtues. Everyone you encounter at the school will show you respect, honesty and kindness.'

- Pupils have a good understanding of how to keep themselves healthy. They told an inspector about the importance of eating a range of vegetables and fruit daily and not eating too much of other types of food, such as ice cream and sweets. They enjoy their active playtimes, especially playing football and tennis, knowing that such activities keep them fit and well.
- Pupils have a growing number of opportunities to take on responsibilities in the school. For example, with the opening of the new library, Year 2 pupils have taken on the roles of library prefects, supporting others in making good reading choices. They fulfil these roles with commitment and pride.
- Pupils have a good understanding of how to keep themselves safe online, explaining clearly that they should not click on things that they do not know or understand. The newly opened computer suite proudly displays Year 2 pupils' e-safety posters, giving useful advice to others. Pupils said that they would tell an adult if they saw something online that made them feel worried.
- School records show that bullying is rare and pupils confirmed this. They know that if they are worried about something, adults will always listen to them.

## Behaviour

- The behaviour of pupils is good.
- Leaders have recently introduced a behaviour policy which has improved the conduct of pupils, both in the classroom and on the playground. Behaviour records show a sharp decline in reported incidents. Adults now have consistently high expectations of pupils' behaviour. Pupils have a good understanding of the policy, explaining clearly to an inspector the consequence of not following the 'calm school code'. As a result, classrooms are purposeful places, and pupils are polite and attentive.
- Occasionally, some pupils become chatty and distracted. This is when the work is not challenging or when teaching becomes confusing.
- The attendance of pupils is above average for primary schools. Rates of attendance have risen each year that the school has grown. As a result of effective strategies and support for families, the attendance of pupils entitled to free school meals is broadly in line with that of their classmates.

## Outcomes for pupils

## Requires improvement

- Children in the early years achieve well. High-quality teaching means that the vast majority of children make strong progress. However, rates of progress in a range of subjects are too variable in key stage 1 and reflect the inconsistency in the quality of teaching. Leaders are taking well-considered action to improve pupils' rates of progress but it is too early to see the impact of their current work.
- The proportion of pupils who reached the expected standard in the Year 1 phonics

screening check in 2018 was significantly higher than that seen nationally. However, current pupils are not attaining as well. Current pupils do not make as much progress as they should in phonics.

- The progress of pupils with SEND and those who are entitled to the pupil premium is mixed. This is because teaching does not consistently focus on what pupils can already do or is not tailored sufficiently well to help them overcome difficulties. As a result, they do not make as much progress as they are capable of.
- Leaders know that, over time, due to the many changes in teaching staff, the progress that pupils have made in key stage 1 has been uneven. Too few pupils have reached their full potential based on their starting points. However, progress in mathematics and writing is improving. Pupils enjoy reading and adore the newly opened library, excitedly telling inspectors about the wide range of books that they can choose from. However, pupils' work from key stage 1, in reading, shows that pupils are not making consistently strong progress in developing their comprehension skills. This is particularly so for the most able pupils and pupils with below average starting points. Texts are not pitched correctly to match pupils' earlier learning.

### Early years provision

**Good**

- Strong leadership and enthusiastic and skilled teaching ensure that children have a strong start to their school life in the early years.
- Children's skills and knowledge on entry to both the Nursery and Reception classes are broadly typical for their age. Since the school opened in 2016, the proportion of pupils reaching a good level of development has been significantly higher than the national figure. Children make good progress.
- The leadership of the early years is a strength of the school. Leaders have high expectations, and an accurate and precise view of the quality of the provision. This is because they make regular checks on the quality of teaching and children's progress.
- Teaching is good in the early years, especially in the teaching of phonics. Children can read words such as 'window' and 'shadow' confidently because of their secure sound knowledge, coupled with clear and accurate modelling from teachers. Children make strong progress in their phonics and early reading and writing skills. Consequently, children are enthusiastic about reading books and telling stories.
- Children learn well in a safe, vibrant and engaging environment that feeds their curious minds. Activities are motivating, challenging and well planned. Assessment is used well to identify next steps for children. Adults follow children's interests astutely and build on them effectively. For example, an inspector observed a child find a beetle in the outside area. Adult interaction carefully guided the child to think about what a suitable habitat for a beetle would be, and encouraged him to make the beetle a safe home. Children learn to care for others well and make strong relationships with each other.
- Children play happily together, showing sustained levels of concentration. Children are clearly familiar with the organisation of the classroom, being confident and independent in following their routines. They take turns well, politely waiting for each other, and they share equipment readily.
- Leaders and teachers work closely with parents, who have many opportunities to be



involved in their children's learning. Parents enjoy, and find useful, the family support workshops that are regularly held to help them in understanding how best to assist their children at home. This effective partnership greatly supports children's progress.

- Leaders ensure that the early years welfare requirements are met.



## School details

Unique reference number	142182
Local authority	Wokingham
Inspection number	10088101

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

Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	178
Appropriate authority	Board of trustees
Chair	Martyn Rose (chair of the board of trustees), John Hutt (chair of the local advisory committee)
Interim Headteacher	Charlotte Davis
Telephone number	01184 029020
Website	<a href="http://www.floreatmontaguepark.org.uk">www.floreatmontaguepark.org.uk</a>
Email address	<a href="mailto:office@montaguepark.floreat.org.uk">office@montaguepark.floreat.org.uk</a>
Date of previous inspection	Not previously inspected

## Information about this school

- Floreat Montague Park is smaller than the average-sized primary school.
- The school opened with a Nursery and Reception class in September 2016 in temporary accommodation. The school moved to its present location in January 2017. The school is expanding year by year and will become a two-form entry primary school providing education for pupils from Nursery to Year 6. Currently, the school is organised into six classes from Nursery through to Year 2.
- At the time of the inspection, the school was led by an interim headteacher and an acting assistant headteacher. A further assistant headteacher had just returned to the school following maternity leave. The chair of the local advisory committee took up his role at Easter 2019. A new headteacher has been appointed and joins the school in September 2019.

- The school is currently sponsored by Floreat Education Academies Trust, a multi-academy trust. The trust has worked with interim school leaders to provide strategic direction in order to improve the school. The school is joining a different multi-academy trust in September 2019.
- Governance is provided by the board of trustees and by the local advisory committee.
- The majority of pupils are of White British heritage, with the second largest group being of Asian or Asian British–Indian. About 25% come from a range of different ethnic backgrounds.
- The proportion of pupils supported by the pupil premium is lower than the national average.
- The proportion of pupils with SEND is lower than the national average.
- The breakfast club and after-school care provision are provided by an external agency and are inspected separately.

## Information about this inspection

- Inspectors observed pupils' learning in classrooms. Teaching was observed jointly with a senior leader from the school or from the multi-academy trust. Inspectors looked at pupils' work in books covering a range of subjects, attainment and year groups.
- Meetings were held with the headteacher and the assistant headteachers, the special educational needs coordinator, and leaders with responsibility for the curriculum and the sports premium. Inspectors also met with groups of staff.
- The lead inspector met with the chair of the local advisory committee and a trustee. A further governor joined the meeting on speaker phone. The lead inspector also met with the chief executive of the Floreat Education Academies Trust and held a phone call with the chief executive of the trust that the school is joining in September 2019.
- Inspectors met with a group of pupils and considered their views of the school. Inspectors also spoke informally with pupils during lessons, and during lunchtimes and breaktimes. They considered the 18 responses to Ofsted's pupil questionnaire. An inspector also heard pupils read.
- The 89 responses from parents to Ofsted's online survey, Parent View, were scrutinised, along with the 45 free-text responses. Inspectors spoke informally with parents at the start and end of the school day. They also took note of the 22 responses to the Ofsted staff questionnaire.
- A wide range of the school's information and documentation was studied, including: leaders' self-evaluation of the school's performance; the school improvement plan; minutes of the local advisory committee meetings; information about pupils' outcomes, behaviour and attendance; and other key school policies. Inspectors considered a further range of documentation in relation to child protection, safeguarding and the recruitment of staff.

## Inspection team

Lea Hannam, lead inspector

Ofsted Inspector

Liz McIntosh

Ofsted Inspector

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