

# Inspection of Montpelier Primary School

North Down Road, Beacon Park, Plymouth, Devon PL2 3HN

Inspection dates: 24–25 September 2019

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Not previously inspected

## What is it like to attend this school?

Montpelier School is a caring environment in which to learn and play. Pupils enjoy their time at school. They told us that they feel happy, safe and well looked after. They know who to turn to if they have a worry or a concern. Teachers and pupils get on well together. Positive relationships promote pupils' love of learning.

Pupils appreciate the many additional opportunities to get involved in school life. They particularly enjoy the wide range of clubs and activities on offer. Pupils speak enthusiastically about the wider contributions they make to society. They help run stalls at the school fayre and raise money for different charities.

Pupils behave well. They approach their learning with interest and enthusiasm and work hard in lessons. Pupils are confident in leaders' systems for managing behaviour. They say that these have impacted positively on bullying and poor behaviour around the school.

Pupils say that they find their work challenging. This is because teachers have high expectations for what they can achieve. Pupils told us that they receive additional support if they find learning challenging.

## What does the school do well and what does it need to do better?

The school provides a good quality of education. Leaders' ambition is for all pupils to excel and achieve highly. Teachers and teaching assistants ensure that all pupils experience success. They support, encourage and challenge pupils to do well.

Promoting pupils' love and enjoyment of reading is at the heart of the school's curriculum. Younger pupils learn their phonics quickly. There is a good range of books for them to choose from that match their abilities and interests. Teachers are well trained to use the school's phonics programme. This is demanding and well set out. Pupils start learning their phonics from the moment they enter school. Leaders ensure that pupils do not fall behind in their reading. As a result, pupils become confident and fluent readers.

Children get off to a good start with their learning in the early years. Children settle swiftly into their new school. This is because transition arrangements are effective. Teachers provide them with stimulating and well-planned experiences. Staff in the early years have strong subject knowledge. They select the best approaches to enable children to achieve well. Children demonstrate good behaviour. This is because of staff's high expectations.

The plans in some subject areas make it clear to teachers what to teach pupils and in what order. For example, in music, pupils' learning is structured and sequenced precisely. This ensures that pupils secure the knowledge and skills that they require. Yet, science, geography and history do not follow a coherent order. This limits pupils'

knowledge and understanding in some subjects. Subject leaders are not equipped well enough with the right skills to make effective changes to enhance teaching in their subjects.

The teaching of mathematics is strong across the school. Pupils learn new mathematical knowledge and skills in a well-ordered sequence. Teachers make sure that pupils understand new mathematical language. Pupils are able to apply their knowledge when talking about their work.

Pupils with SEND achieve well. Teachers and teaching assistants are alert to the needs of pupils with special educational needs and/or disabilities (SEND). They adapt their plans for these pupils to make sure that learning is appropriate. Pupils with SEND say they are well supported.

The school supports all pupils to become resilient, well-rounded learners. Pupils try hard and persevere with their learning. There are lots of opportunities for pupils to develop their talents and interests. Pupils do well in sports, creative arts and languages. They also develop their ability to work with and understand others. They are respectful towards the views of others. Pupils are polite and considerate. They demonstrate enjoyment and a sense of fascination in their work.

Leaders have created a positive culture where staff feel valued and supported. Leaders pay attention to staff workload. They manage this carefully. Staff say that leaders treat them fairly and are considerate of their well-being. Staff enjoy working at this school.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders know the needs and vulnerabilities of their pupils well. They ensure that staff receive up to date training on how to keep pupils safe. Staff are alert to the signs of potential abuse. They report concerns immediately to the leaders responsible for safeguarding. Leaders secure the help that children need. They act swiftly to any concerns, working with a range of external agencies. Staff recruitment is well organised, and all necessary checks are carried out.

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

### **(Information for the school and appropriate authority)**

- The curriculum is not yet clearly planned and sequenced in some subjects. This is particularly so in science, geography and history. The plans in these subjects do not enable teachers to develop pupils' knowledge and skills incrementally. Leaders should ensure that learning is sequenced well in all subjects and implemented effectively so that pupils achieve well across the curriculum.
- The school's approach to professional development has yet to secure strong

leadership across all subject areas. Leaders must ensure that subject leaders and teachers receive the support they need to continue to develop these skills further. This includes ensuring that they have the right subject knowledge and teaching approaches to meet the needs of learners.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	142849
<b>Local authority</b>	Plymouth
<b>Inspection number</b>	10111450
<b>Type of school</b>	Primary
<b>School category</b>	Academy
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	640
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Colin Searls
<b>Headteacher</b>	Sam Hunter
<b>Website</b>	<a href="http://www.montpelierprimary.co.uk">www.montpelierprimary.co.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school is part of the Inspiring Schools Partnership.
- Montpelier Primary School converted to become an academy school on 1 October 2016. When its predecessor school, Montpelier Primary School, was last inspected by Ofsted, it was judged as requires improvement.

## Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- During this inspection, inspectors met with the headteacher, senior leaders, the chief executive officer (CEO) of the trust, and the chairs of the board of trustees and the local governing board.
- Inspectors undertook a deep dive into early reading, mathematics, science, music and physical education. The deep dive included discussions with leaders, visiting lessons, scrutinising pupils' work and talking to teachers and pupils.
- Inspectors undertook a range of activities to evaluate the effectiveness of the school's work around safeguarding. These included discussions with leaders, governors, staff and pupils and scrutinising school documentation.

### Inspection team

Neil Swait, lead inspector	Ofsted Inspector
Gary Chown	Ofsted Inspector
Claire Fortey	Ofsted Inspector
Matthew Shirley	Ofsted Inspector

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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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