

Inspection of Montagu Academy

Park Road, Mexborough, South Yorkshire S64 9PH

Inspection dates: 15 and 16 September 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

This is a school at the heart of its community. There is a commitment from all staff to making sure pupils get a positive experience at school and the best life chances. Relationships between staff and pupils are rooted in respect and care. Pupils have a positive attitude to learning.

Pupils who need the most support with behaviour get help, which they respond to extremely positively. One pupil who has received extra help with making appropriate behaviour choices said, 'I now feel like a hero inside.' When bullying happens, it is dealt with quickly and effectively. Pupils know they can speak to adults if they are worried about anything.

Leaders have created a curriculum that is ambitious and engaging. There are regular opportunities for pupils to learn about individuals who have made a positive difference to the world. For example, in most subjects, pupils learn about important people who have influenced the world positively through their actions. Pupils talk excitedly about these role models and how they inspire them.

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

Pupils experience a well-thought-out curriculum. They are taught things in the order which gives them the best chance of understanding and remembering. Leaders know that it is not just the order in which things are taught which is important. They have made sure that teachers are consistent across school in the way they teach the pupils.

Teachers recap learning from previous lessons so that pupils know why it is important. Teachers use assessment well to tell them what pupils know and remember from the curriculum and what they may need more help with. For example, in mathematics, teachers check pupils' understanding in lessons and give extra help to anyone who needs it. Pupils with special educational needs and/or disabilities (SEND) are quickly identified and supported. Targets for these pupils are detailed and clear, particularly in English and mathematics. In other wider curriculum areas, support and help for these pupils, and those who are working below the levels of their peers, are sometimes not as precise as they could be to help pupils build on what they have learned before.

Leaders place a great importance on reading. There is a phonics curriculum which is taught with consistency on a daily basis. All staff understand the importance of teaching pupils to read. Any pupil who needs extra help is given this quickly. Older pupils who still need support with reading receive support. A love of reading is clear. Each classroom has an inviting book corner with a selection of carefully chosen books which inspire and excite pupils. Some of these books have been carefully chosen to help pupils understand issues such as diversity and discrimination in an age-appropriate way.

Leaders place high importance on pupils' personal development. Pupils get opportunities to take on responsibilities and contribute to the school and local community. For example, playground leaders help other pupils. Pupils understand and can recognise healthy and unhealthy relationships. They have opportunities to learn about water, bike and rail safety.

Children in the early years get off to a strong start in their education. Staff have high expectations and high ambitions for all. They make sure that children follow routines that help to develop their independence and resilience. Reading is an important part of daily life for children. They also benefit from a curriculum in other areas which is ambitious and delivered well by the staff who teach them.

Staff feel supported by leaders at all levels. They speak positively about how their workload and well-being are carefully considered. Leaders have made sure that staff are supported and developed to deliver the ambitious curriculum on offer to pupils. This support has a positive impact on the workload of staff.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have made sure that staff know what the local safeguarding risks to pupils are. There are regular training opportunities for staff so that their safeguarding knowledge is fully up to date and refreshed. All staff know that safeguarding is their responsibility. There are clear systems in place for identifying pupils and families who may need help. Staff understand and use these systems well. Pupils are taught how to keep themselves safe. They have a strong understanding of how to stay physically and mentally healthy and how to stay safe online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the scaffolds and adaptations for some pupils with lower prior attainment, including some pupils with SEND, are not precise enough. As a result, there are some occasions when these pupils do not fully embed or build on their previous learning within the ambitious curriculum that leaders have created. Leaders should ensure that teachers are further supported to provide these scaffolds and adaptations, and to be responsive and reactive within lessons, to ensure that these pupils reach the expected end points of the lesson and the curriculum itself.

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 information from Ofsted Parent View 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.

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

Unique reference number	145930
Local authority	Doncaster
Inspection number	10241397
Type of school	Primary
School category	Academy special sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	306
Appropriate authority	Board of trustees
Chair of trust	Steve Hodsman
Headteacher	David Longley
Website	www.montaguacademy.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- The current head of academy took up post in September 2022. An executive principal also supports the school.
- The school has a nursery for three-year-olds.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors spoke to senior leaders, including the deputy chief education officer of Delta Academies Trust, the executive principal, members of the board of trustees and the chair of the academy advisory board.
- Inspectors carried out deep dives in mathematics, early reading, history and science. For each deep dive, inspectors discussed the curriculum with subject

leaders, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work.

- Inspectors evaluated responses from parents to Ofsted's online survey, Ofsted Parent View. They spoke with some parents who were dropping their children off at school. Inspectors also evaluated the responses that staff and pupils made to Ofsted's online surveys.

Inspection team

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