

Inspection of a good school: Montbelle Primary School

Milverton Way, Eltham, London SE9 3EY

Inspection dates:

8 and 9 March 2023

Outcome

Montbelle Primary School continues to be a good school.

What is it like to attend this school?

Leaders and staff are ambitious for all pupils. Leaders expect pupils to achieve well. The curriculum is well thought through and supports the school's aim of 'learning together for life'.

Pupils have positive attitudes to learning. The atmosphere around the school is calm and purposeful. This is because staff have high expectations of pupils. Pupils are kind and respectful towards one another. Pupils enjoy using the range of equipment and playing in the large outdoor space at breaktime.

Pupils behave well in lessons and when moving around the school. Lessons are not disrupted by poor behaviour. Pupils are not worried about bullying because it rarely happens, and if it does, staff act quickly so it stops. They know they will be listened to, and as a result feel happy and safe.

Leaders listen to pupils and value their opinions. They create different ways for pupils to share their ideas about the school. For example, members of the pupil governing body and leaders worked together to run a food bank to support those in need.

Leaders provide a range of clubs, including football, dance and choir. These activities support pupils to develop their talents and pursue their interests.

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

Leaders have designed a curriculum which is well set out and meets the ambition of the national curriculum. They have considered what they want pupils to know and remember from the early years to Year 6 so that pupils are ready for the next stage of their learning. The curriculum is taught effectively. This is because leaders have made sensible decisions about the key concepts to be taught in each subject and the order in which they should be taught. Pupils retain important knowledge and build on it over time.

Reading is given high priority. Teachers and teaching assistants have been trained well in the teaching of reading. This means staff are consistent in their delivery of phonics

lessons. Pupils read with developing fluency and confidence because they have been taught effective strategies to decode words. Pupils are given books to practise reading that are matched to the sounds that they know. Those pupils who find phonics difficult receive additional support. However, sometimes adults intervene too quickly when pupils are reading and on occasions blend for them. This means that some pupils have less time to practise their phonics skills and their progress is slowed.

Teachers, including those who teach in the early years, have access to effective training. This enables them to teach with confidence. Teachers have secure subject knowledge. They explain concepts carefully so that pupils understand new content securely. Teachers address pupils' misconceptions and provide support quickly. Teachers provide many opportunities for pupils to collaborate and work closely with their peers.

Leaders and teachers check that pupils remember important skills and information before they move on. This helps pupils to build on what they have learned before so that they know and remember more content over time. In mathematics, for example, pupils in Year 4 successfully solve problems which involve finding a fraction of an amount because they have previously been taught multiplication and division skills. In the early years, staff help children to compare numbers using words such as 'bigger' and 'smaller'. This supports children's understanding of key mathematical facts in readiness for Year 1.

Pupils with special educational needs and/or disabilities (SEND) receive effective support. Their specific needs are identified quickly and accurately. Teachers adapt their approach using resources and additional support. Leaders work effectively with external professionals, such as therapists and psychologists. These experts provide training for teachers and teaching assistants.

Pupils behave well in lessons. This is because expectations and routines are firmly established. Pupils are engaged and show positive attitudes towards their learning. This means that the curriculum is taught without any interruption. Staff help pupils to understand and regulate their feelings; this includes children in the early years.

Leaders choose activities to support the wider curriculum carefully. For example, workshops are delivered so pupils learn how to keep safe in school and beyond. Leaders provide a range of after-school activities. These are well attended.

Leaders have created a caring and nurturing environment for both pupils and staff. Staff are extremely proud to work at the school. They value the care and help they receive from senior leaders. They recognise the steps leaders take to make their workload manageable.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have established a strong safeguarding culture across the school. Staff receive regular safeguarding training and updates. They are clear about their responsibilities. Staff recognise the signs which indicate that a pupil may need help and support. Leaders follow up on any concerns swiftly and appropriate actions are taken to reduce the risks to

pupils' welfare. Leaders keep detailed records and work closely with other agencies to ensure that pupils are kept safe.

Safer recruitment procedures are followed and all the required pre-employment checks are carried out.

Leaders provide opportunities for pupils to learn about possible risks. This supports pupils' understanding of how to keep safe.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Sometimes, adults working with weaker readers intervene too quickly and blend sounds for them. As a result, pupils have less time to practise their phonics skills and their progress is slowed. Leaders should ensure that staff support pupils effectively when they are practising their reading.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in September 2017.

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	100149
Local authority	Greenwich
Inspection number	10255470
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	443
Appropriate authority	The governing body
Chair of governing body	Irene Morley
Headteacher	Elspeth Geden
Website	www.montbelle.org.uk
Date of previous inspection	19 September 2017, under section 8 of the Education Act 2005

Information about this school

- The school does not make use of any alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in her evaluation of the school.
- The inspector held meetings with the headteacher and members of the senior leadership team to discuss school development.
- The inspector met with representatives of the governing body. She also met with a representative of the local authority.
- The inspector scrutinised a wide range of documents, including those relating to safeguarding, pupils' personal development and behaviour.
- The inspector carried out deep dives in these subjects: early reading, mathematics and geography. For each deep dive, the inspector discussed the curriculum with subject leaders, visited lessons, spoke to teachers, spoke to some pupils about their learning and looked at pupils' work.

- The inspector also spoke to leaders and looked at samples of pupils' work in art and design and religious education.
- The views of parents and carers and staff were also considered, including through Ofsted's surveys.
- The inspector reviewed the arrangements for safeguarding by scrutinising records and through discussions with pupils and staff.
- The inspector reviewed a wide variety of documentation provided by the school. This included leaders' self-evaluation, curriculum information and school policies.

Inspection team

Deborah Walters, lead inspector

His Majesty's Inspector

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