

Inspection of Montenev Primary School

Montenev Crescent, Sheffield, South Yorkshire S5 9DN

Inspection dates: 28 and 29 March 2023

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| 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?

Pupils are happy and safe at this inclusive school. Leaders have a strong commitment to pupils, families and the community. Pupils know that everyone is different, and they respect people's individuality.

All staff have high expectations of pupils' behaviour. Behaviour in lessons, and particularly at playtimes, is calm and orderly. Pupils are tolerant and welcoming. They are polite and hold doors open for others. Bullying is extremely rare, and pupils say that adults would always stop it straight away if it did happen.

Leaders have ensured that there are many opportunities for pupils to participate in extra-curricular activities. There is a number of clubs and sporting opportunities available to all pupils. Older pupils also undertake jobs and have additional responsibilities. They appreciate these roles, which prepare them well for becoming positive and active citizens.

Leaders employ a range of strategies to ensure that pupils attend school regularly. Despite this, some pupils do not attend school well enough. Consequently, some pupils are not achieving as well as they might.

Pupils study a broad range of subjects as part of the curriculum. Leaders have spent time planning carefully how pupils build their knowledge and understanding over time. This is helping pupils to know and remember more.

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

Leaders have developed a strong and ambitious curriculum. All subjects have a clear and coherently planned sequence of learning. Leaders have thought carefully about the knowledge they want pupils to know and remember from the early years through to Year 6. The curriculum in early years prepares children well for the next stage of their education. For example, leaders plan many opportunities for children to learn and consolidate early mathematical concepts.

Teachers have good subject knowledge, and this helps them to deliver the curriculum consistently well. In some subjects, such as mathematics and reading, teachers use assessment well to identify the gaps that pupils have in their learning. This helps them to plan activities to address those gaps. However, in the wider curriculum, assessment strategies are less well developed. For example, in art, gaps in pupils' learning are not consistently identified. When teachers start a new unit, they are not sufficiently clear exactly what it is that pupils need to learn next.

Pupils with special educational needs and/or disabilities (SEND) access the same curriculum as their peers. Teachers make sure that the curriculum is adapted to meet their needs. Regular checks are made on pupils with SEND, but teachers are not always clear exactly what their next steps should be.

Leaders have prioritised reading. They introduced a new phonics scheme in September 2021, and this is used consistently by teachers, who are experts in the teaching of reading. Pupils read books that are well matched to the sounds they know. Children in the early years get off to a good start with their reading. They are introduced to the sounds that letters make and have phonics lessons every day. When pupils slip behind or struggle with their reading, teachers identify them and support them to keep up.

Children in the early years learn well across all areas of learning. Leaders carefully plan for a range of engaging activities. Children are curious, engaged and focused. Adults support them well and develop children's communication skills and vocabulary.

Leaders have planned a curriculum for personal, social and health education (PSHE). Pupils learn about keeping healthy and healthy relationships. During snack time in early years, teachers talk about healthy fruits and oral hygiene. Pupils learn to be respectful and tolerant and discuss important topics such as racism. Pupils say that they learn about 'how to make the world a better place'. Despite some strengths in the PSHE curriculum, some pupils are not secure in their understanding of different faiths and cultures. Staff teach and promote fundamental British values, but they have not been successful in ensuring that pupils understand some core values, such as individual liberty and the rule of law.

Leaders have developed a strong sense of teamwork at the school. Teachers at the early stages of their careers are positive about their support and induction. Staff say that morale is high at the school. Leaders prioritise the support and development of staff, often developing leaders from within.

Governors and trustees share school leaders' commitment to the pupils, families and community. Governors are highly skilled and understand their roles. They make visits to the school to fulfil their roles and to check that plans for improvement are being enacted.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have established a strong culture of safeguarding. Staff have frequent training and receive important safeguarding updates through regular briefings. Leaders make appropriate checks on adults to ensure they are suitable to work in the school.

Staff act promptly to report any concerns they have about pupils' safety. Leaders follow these up carefully. However, some safeguarding records do not accurately reflect the actions leaders have taken. Leaders acknowledge that this process can be improved and have reviewed the school's procedures accordingly.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Teachers' use of assessment in the wider curriculum does not check pupils' understanding well enough. As a result, gaps in pupils' knowledge are not addressed. Leaders should work with staff to better check what pupils have remembered to support their learning across all subjects.
- The curriculum does not develop pupils' understanding of aspects of British values and different faiths and cultures in sufficient depth. Leaders should enhance the curriculum to deepen pupils' knowledge in these areas and better prepare them for life in modern Britain.
- Some pupils are not attending school regularly enough. As a result, they miss too much learning and do not achieve as well as they should. Leaders and staff should continue to work with children and their families to improve pupils' attendance.

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

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| Unique reference number | 139544 |
| Local authority | Sheffield |
| Inspection number | 10255617 |
| Type of school | Primary |
| School category | Academy converter |
| Age range of pupils | 3 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 451 |
| Appropriate authority | Board of trustees |
| Chair of trust | Paul Doherty |
| Principal | Clare Hayes |
| Website | https://www.monteney.sheffield.sch.uk/ |
| Date of previous inspection | 11 and 12 March 2020, under section 8 of the Education Act 2005 |

Information about this school

- Monteney Primary is a member of Steel City Schools Partnership.
- The school uses one unregistered alternative provider.

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 met with the principal, deputy principal, assistant principals, subject leaders and other members of staff. Inspectors also met with those responsible for governance and representatives of the trust, including the chief executive officer.
- Inspectors carried out deep dives in early reading, mathematics, geography, physical education and art. For each deep dive, inspectors discussed the

curriculum with subject leaders, visited lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work.

- Pupils' behaviour was observed in lessons and at other times, such as playtime or in the dining room. Inspectors discussed behaviour with leaders, staff, pupils and parents. Records of behaviour, attendance and exclusions were scrutinised.
- The arrangements for safeguarding were checked. This included checking the single central record in the school. Discussions were held with leaders about safeguarding systems and processes.
- Inspectors took account of the views of pupils through formal and informal discussions. Parents' views were considered through the responses to Ofsted Parent View, Ofsted's online questionnaire, and comments made in the free-text responses. Inspectors also spoke with parents during the inspection.

Inspection team

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|-----------------------------------|-------------------------|
| Dughall McCormick, lead inspector | His Majesty's Inspector |
| Dimitris Spiliotis | Ofsted Inspector |
| Karl O'Reilly | Ofsted Inspector |
| Lynne Selkirk | Ofsted Inspector |

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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