

Inspection of a good school: Montgomery Primary Academy

White Road, Sparkbrook, Birmingham, West Midlands B11 1EH

Inspection dates:

10 and 11 October 2023

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might be outstanding if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

The principal of this school is Jasmine Woodward. This school is part of Academies Enterprise Trust, which means that other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Rebecca Boomer-Clark, and overseen by a board of trustees, chaired by David Hall.

What is it like to attend this school?

Pupils enjoy coming to this wonderful school. The school has high expectations for everyone. Pupils respond by showing very positive attitudes to their education, and they achieve well. They show consistently high levels of respect for each other and the staff. Pupils play an important role in creating a warm and welcoming environment.

Pupils feel safe at school. They know who to go to if they have any concerns.

Reading is a high priority at Montgomery Primary Academy. Pupils benefit from a wide range of books. They enthuse about the many attractive reading areas, including the reading caravan. When books become a little worn, they are made available to families. One pupil explained that this was a really good idea because it means that families can create their own libraries.

The curriculum provides many extra opportunities. For example, art contributes strongly to the way the school promotes the extensive personal development of pupils. Participation in arts activities provides many exciting opportunities for new experiences. The high-quality artwork on display celebrates pupils' exceptional achievements. Pupils appreciate the many trips and events that the school offers. These are carefully planned, and the school ensures that everyone benefits from them.

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

Montgomery Primary Academy has carefully designed its own curriculum to be highly ambitious and meet the specific needs of the pupils who attend the school. Lessons are very well sequenced. Pupils are consistently reminded of previous learning before they learn new skills or information. Their knowledge builds over time, and this leads to notable results in national tests. Pupils' work across the curriculum is consistently of a high quality. Their ability to make cross-curricular links is impressive. Language and communication are an important part of the curriculum. They are a significant feature of many lessons. As a result, pupils are able to answer questions or explain how they completed an activity in detail, using specific vocabulary. In the early years, children learn new information and then practise it in carefully planned and engaging practical activities. The early years is an attractive and very well-resourced department. The emphasis on phonics means that children get off to a flying start. Those who find reading difficult quickly receive the extra help that is needed so that they are able to keep up.

The school has high expectations for all pupils, including those with special educational needs and/or disabilities and those who speak English as an additional language. Because these pupils are so well supported, they achieve well. Teachers meticulously check pupils' understanding. When they notice any gaps, they act quickly to address them.

Exceptionally polite and considerate behaviour can be seen across the school. For example, children in Reception speak to each other politely. Pupils on the playground play cooperatively together, share games and look after each other. Pupils listen carefully and share ideas with a talk partner in lessons. Pupils' positive attitudes in classes enable everyone to concentrate on their work. This makes Montgomery, or 'Monty,' a calm place of learning.

Extensive relationships with other organisations, such as local theatres, provide many additional valuable opportunities to pupils, including drama workshops. The school has also created a list of opportunities that every pupil will experience before leaving the school. These include annual residential trips for each year group, using the school's own radio equipment and working with the artist in residence. These contribute to ensuring that pupils' personal development and awareness are exceptional.

Staff receive regular highly effective training. They feel well supported, and there is evidence of highly positive relationships across the school. The trust supports the school well. There are regular visits and termly school performance reviews. The school's academy council provides valuable feedback from parents and the wider community. This helps the school to work even more closely with their families.

The school prioritises and rewards good attendance. This has led to a significant improvement in attendance since the last inspection. If a pupil's absences increase, the school is quick to speak to families. Parents speak very highly of the school. They value everything it does for their children. They say that staff are friendly and that teachers are approachable and helpful. Parents who have children with additional needs appreciate the help that they receive. The school also offers regular workshops to support parents.

Safeguarding

The arrangements for safeguarding are effective.

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 second ungraded inspection since we judged the school to be good in May 2018.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	138864
Local authority	Birmingham
Inspection number	10290591
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	435
Appropriate authority	Board of trustees
Chair of trust	David Hall
CEO of the trust	Rebecca Boomer-Clark
Principal	Jasmine Woodward
Website	www.montgomeryprimaryacademy.org
Date of previous inspection	9 May 2018

Information about this school

- The senior leadership team has changed since the last inspection. The deputy head has become the principal. The assistant headteachers have become deputy headteachers and two new assistant headteachers are now in post.
- The school is part of the Academies Enterprise Trust.
- The school does not use alternative provision.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector met with the principal, deputy headteachers and assistant headteachers of the school. The inspector met with a range of leaders and staff from the trust.

- The inspector carried out deep dives in these subjects: early reading, mathematics and art. For each deep dive, the inspector held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspector reviewed the single central record, took account of the views of leaders, staff and pupils and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector spoke to leaders and pupils about behaviour in the school. The inspector reviewed documentation relating to behaviour and bullying.
- The inspector spoke to leaders about attendance and reviewed documentation about attendance and persistent absences.
- The inspector spoke to staff and pupils about opportunities for the wider development of pupils and reviewed policy documents.
- The inspector spoke to staff about their workload and how leaders ensure their well-being.
- The inspector reviewed responses to Ofsted's online survey, Ofsted Parent View, including additional free-text comments. They also took account of responses to Ofsted's online staff and pupil surveys.

Inspection team

Anne Potter, lead inspector

Ofsted Inspector

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