

# Inspection of Montpelier Primary School

Montpelier Road, Ealing, London W5 2QT

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Inspection dates: 14 to 15 November 2023

## **Overall effectiveness**

**Good**

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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Good**

Leadership and management

**Good**

Early years provision

**Good**

Previous inspection grade

Outstanding

## **What is it like to attend this school?**

The school sets high standards and ambitious aspirations for pupils' academic and personal achievement. There is a clear focus on helping pupils to develop their own identity as well as understanding differences. Pupils are kind and behave extremely well. Pupils are respectful of the different cultures, faiths and backgrounds of others, and all this helps pupils to feel safe.

The school provides a range of experiences to nurture and develop pupils' confidence and resilience. This includes encouraging pupils to be ambitious for themselves with their learning as well as in other pursuits, like abseiling or performing dance routines.

Pupils achieve highly. They leave the school well prepared for their secondary education. All staff work closely together to ensure that all pupils achieve strong outcomes.

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

The school has designed a curriculum that is ambitious and accessible for all pupils.

In Years 1 to 6, curriculum thinking in all subjects consistently and systematically sets out the key knowledge, skills and vocabulary that pupils need to know. This is sequenced so that pupils' knowledge and skills build increasingly over time. Pupils recall prior learning because they have regular opportunities to practise and revise what they know and can do. This has a strong impact on pupils' achievements, which are high in reading, writing and mathematics. In the early years, curriculum thinking for early mathematics ensures that children develop their knowledge of numbers securely and in the Reception Year children are taught phonics in a systematic way. This helps children to deepen their knowledge and understanding, which prepares them well for their next stage in those subjects. However, some other elements of the early years curriculum are not as carefully thought through. As a consequence, sometimes the intended learning aim of some activities is not clear or precise.

There is a well embedded approach to teaching. This is underpinned by the school's personal development work which aims to encourage pupils to feel valued, be resilient and motivate pupils through their learning experiences. Pupils' sensible behaviour in the classroom helps to ensure that learning proceeds uninterrupted. Pupils work alongside one another and do not disrupt the learning of others.

Reading is prioritised throughout the school and staff have the expertise to deliver the school's ambitious phonics and early reading curriculum. There is a systematic approach to teaching reading, that is followed by all staff. As a result, pupils have strong outcomes in reading. Any pupils who begin to fall behind in reading are quickly identified, and support is put in place to enable them to catch up and keep up.

The school works with a range of professionals to assess and understand the needs of pupils with special educational needs and/or disabilities (SEND). This enables leaders to identify, and put in place swiftly, the right support needed. The school reviews this support regularly and makes adaptations where needed. Pupils with SEND access the same curriculum and learn alongside their peers. They are included in all aspects of the school.

The school prepares pupils for their future lives in modern Britain through a well-thought-through personal development programme. Pupils take on various responsibility roles in the school. Pupils become part of the school council, playground champions or members of the eco committee. Pupils are proud to have contributed their ideas to changes to the lunch menu and the building of a 'bug hotel'.

Children in the early years and older pupils attend school regularly. Leaders ensure that all parents are aware that regular attendance impacts positively on pupils' academic and personal outcomes at school.

The governing body works effectively with the school. Members visit the school regularly to check the quality of the school's work. Governors use a wide range of information to hold leaders to account.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- Some curriculum thinking in the early years is not as ambitiously sequenced as it is further up the school. Sometimes the key vocabulary, knowledge and skills that children need to know are not routinely clear. The school should ensure that the early years curriculum is always sequenced and builds children's new knowledge, skills and vocabulary cumulatively term by term.

## **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

<b>Unique reference number</b>	101912
<b>Local authority</b>	Ealing
<b>Inspection number</b>	10289825
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	668
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Glenda Shawley
<b>Headteacher</b>	Samantha Bracken and Camilla Garofalo (Co-Headteachers)
<b>Website</b>	<a href="http://www.montpelierschool.net">www.montpelierschool.net</a>
<b>Date of previous inspection</b>	13 and 14 March 2012, under section 5 of the Education Act 2005

## Information about this school

- The co-headteachers have been in post since September 2023.
- The school makes use of one registered alternative provider, Ealing Primary Centre.

## Information about this inspection

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

- 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. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in early reading, mathematics, science, history and geography. To do this, they met with subject leaders to discuss the curriculum, had discussions with staff and pupils, visited lessons and looked at

samples of pupils' work. Inspectors also considered the curriculum in other subjects as part of this inspection.

- Inspectors scrutinised a range of documents, including leaders' evaluation of the school and priorities for improvement.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record of pre-employment checks; 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.
- Inspectors met with senior leaders, teachers and wider school team.
- Inspectors met with the chair of the governing body and other members of the governing body.
- They also considered responses to Ofsted's online survey for staff and pupils.

### **Inspection team**

Kieran Bird, lead inspector	His Majesty's Inspector
Jamie Hallums	Ofsted Inspector
Katerina Christodoulou	Ofsted Inspector
Georgina Herry	Ofsted Inspector

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