

# Inspection of Montgomery Primary School

Redvers Road, Exeter, Devon EX4 1BS

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Inspection dates:	28 and 29 January 2025
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Good

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

This school sits in the heart of the community. As soon as pupils start, they are welcomed with open arms by all staff members. This helps pupils to quickly settle and build a sense of belonging that allows them to focus on their learning. Pupils are safe. They know they can speak to any adult if they are ever worried. The school has high expectations for all pupils. Despite some low outcomes, particularly in the 2024 phonics screening checks, pupils' achievements are now improving.

Throughout the school pupils behave well and follow the 'Monty Values'. Pupils are polite and respectful to visitors and to each other. Pupils have a strong understanding of British values. This has helped pupils to value the opinions of others and learn the importance of debating ideas.

Pupils appreciate the range of trips on offer that help them to develop a deeper understanding of what they are learning in class. For example, pupils visit Kent's Cavern to learn about the pre-historic period. Pupils also value the range of clubs on offer, such as dodgeball, netball and 'STEM'. These clubs help pupils to develop their talents and interests.

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

Since the previous inspection, the school has addressed a number of significant organisational changes and challenges, as well as appointing a new headteacher and new governors. The school has also had a high level of pupils leaving and joining which has contributed to low outcomes in some areas in the 2024 national assessments. However, the new leadership team has brought stability and provides a clear and ambitious vision of what it wants for pupils, including pupils with special educational needs and/or disabilities (SEND).

From the time children start school, they begin to build a love of reading. Children in the early years learn traditional tales. They retell these stories using role play figures and hands-on activities such as making porridge. Staff in the early years support children by repeating key words from stories to help children develop their vocabulary. The school has introduced a new phonics programme to help pupils learn to read. Whilst there has been a focus on staff training, there is still variability in the effectiveness of the teaching of phonics. This means that some pupils are not developing their phonics knowledge and understanding as quickly as they could.

The school's wider curriculum provides pupils with a rich foundation of knowledge to ensure they are ready for the next stage of their education. In science pupils are taught key vocabulary linked to what they are learning. For example, pupils use terms such as heliocentric and geocentric when referring to the universe. In history, there is opportunity built into the timetable for pupils to debate perceived views of historical figures, such as Guy Fawkes.

Pupils with SEND are identified early. This helps the school to ensure the most appropriate support is put in place. Pupils with SEND work alongside their peers and access the same curriculum. When necessary, work is adapted to ensure pupils with SEND are secure in core knowledge that helps them access the wider curriculum.

Pupils throughout the school behave well. The 'Monty Mantra' helps pupils to remember what is expected of them. Older pupils proudly act as role models when they fulfil their roles as 'reading buddies' to the younger children. The school has focused on building strong relationships with parents and carers. When necessary, the school provides personalised support to help pupils come into school. This has led to an improvement in rates of attendance.

Pupils benefit from the school's provision for personal development. The 'Wellbeing team' proudly lead play activities at break times and say they make life 'more joyful' for all pupils. Pupils can also represent their peers as members of the school parliament. These roles help to develop pupils' confidence and sense of responsibility. Visits to the theatre to see live orchestras help pupils to develop an understanding and appreciation of the arts.

Governors support the school with a range of skills from different professional backgrounds. However, as they are new to their role they do not have sufficient information to challenge and hold leaders to account. This means they do not have the most informed view of the school. Staff at the school say they feel supported and valued. They are proud of being part of the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- There is some variability in how well phonics is taught. This means that some pupils are not developing their phonics knowledge and understanding as quickly as they could. The school should ensure that all staff have the confidence and skills to improve the delivery of the phonics programme.
- Governors are new to their role and do not always have sufficient information to challenge and hold leaders to account. Consequently, in some areas, they do not gain the assurances they need to get the most informed view of the school. Those responsible for governance must ensure that they hold leaders to account for the precise information that they need to impact fully on the effectiveness of the school's work.

## 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>	113082
<b>Local authority</b>	Devon
<b>Inspection number</b>	10344466
<b>Type of school</b>	Primary
<b>School category</b>	Foundation
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	443
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Simon Webber
<b>Headteacher</b>	Katrina Way
<b>Website</b>	<a href="http://www.montgomeryprimary.org.uk">www.montgomeryprimary.org.uk</a>
<b>Date of previous inspection</b>	5 and 6 June 2019, under section 5 of the Education Act 2005

## Information about this school

- The does not currently make use of alternative provision.
- The school has pre-school provision for two- three- and four-year olds.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation 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 the school and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, physical education, science and history. For each deep dive, the inspectors discussed the curriculum with teachers, visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspectors: 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 inspectors met with the headteacher, members of the senior leadership team, the special educational needs coordinator, subject leaders, and members of the governing body.
- The inspectors observed pupils' behaviour in lessons and around the school site.
- The inspectors gathered parents' views by considering the responses to Ofsted Parent View and by talking to parents. The inspectors also reviewed responses to Ofsted's online staff and pupil surveys.

### **Inspection team**

James Gentile, lead inspector

His Majesty's Inspector

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Ofsted Inspector

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