



Montrose School

Inspection Report

Unique Reference Number 120029
LEA Leicester City
Inspection number 280712
Inspection dates 17 January 2006 to 18 January 2006
Reporting inspector Nick Pett AI

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Wigston Lane
School category	Community		Leicester
Age range of pupils	3 to 11		Leicestershire LE2 8TN
Gender of pupils	Mixed	Telephone number	0116 2832328
Number on roll	489	Fax number	0116 2832328
Appropriate authority	The governing body	Chair of governors	
Date of previous inspection	2 October 2000	Headteacher	Mrs S Sutcliffe

Age group	Inspection dates	Inspection number
3 to 11	17 January 2006 - 18 January 2006	280712

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a large primary school serving an area which is experiencing increasing levels of social and economic disadvantage, although the proportion of pupils eligible for free school meals is average. When the youngest pupils start school, their levels of knowledge and understanding are well below those expected. The proportion of pupils with learning difficulties is above average. Most pupils are of White British heritage.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 1

Montrose Primary is an outstanding school that gives outstanding value for money. This broadly confirms the school's own view of itself, although it is modest and is continually seeking ways to improve its work. It is exceptionally well led. Pupils' achievement is very good and standards are above the national average, although even more can be done to improve pupils' competence in mathematics and writing. Standards and progress have been very well sustained at their high levels since the last inspection because of the effective leadership and teamwork. The provision and standards in the Foundation Stage are outstanding. Children make very good progress from their starting points to reach the nationally expected goals by the end of the Reception Year. Teaching is outstanding. All lessons seen were at least good, with some excellent lessons. Teachers plan very well and set work which consistently challenges the full range of abilities in their classes. Work is interesting and pupils enjoy it. They say that their 'learning is fun'. Their attitudes are very good, and their behavior and attendance are good. The care, support and guidance, and relationships between pupils and adults in the school, are a great strength. Parents recognise how good the school is and many are very well involved in supporting their children. The outstanding leadership of the headteacher and support of the staff and governors give the school excellent capacity to improve further.

What the school should do to improve further

There are no significant weaknesses in this outstanding school but to make the school even stronger:

- Continue the developments outlined in the school improvement plan for writing and mathematics.

Achievement and standards

Grade: 1

Pupils' achievement is outstanding, and national test results have been very well maintained since the last inspection. Standards were well above the national average at the end of Year 6 in 2005. This reflects teachers' high expectations, and the very good response from the pupils. From well below average attainment on entry, especially in language and social skills, children make very good progress through the Foundation Stage to reach the expected goals for learning by the end of the Reception Year. This progress continues in Years 1 and 2, so that standards by the end of Year 2 are above the national average. Boys and girls achieve equally well and there is no difference in the progress and standards between pupils of different cultural backgrounds. Pupils who are gifted and talented make very good progress. Those with learning difficulties or disabilities also make very good progress because of the exceptional provision that is made for them, especially for the youngest pupils in a booster class. The challenging targets in national tests in 2005 were broadly met although there was a slight dip in mathematics. The school recognises that standards in mathematics and writing, which are above average, can be improved still further and the very good approaches are

already extending pupils to make even better progress. The richness of the curriculum and the way that it is taught ensures that pupils make very good progress and achieve above average standards in their knowledge, understanding and skills across the full range of subjects.

Personal development and well-being

Grade: 1

Pupils' personal development is outstanding. The school judgement of good, with some outstanding aspects, is too modest. Pupils welcome visitors warmly, and are very courteous and helpful. They have very positive attitudes towards their work and say they really enjoy coming to school. This is reflected in the good attendance. Behaviour is good. Any boisterous behaviour at playtimes is handled appropriately and older pupils develop their sense of responsibility by acting as carers in the playground, ensuring no children are unhappy. Pupils adopt good safety practices in lessons and around the school. The provision for pupils' spiritual, moral and social development is outstanding, and includes a quiet room which is well used by pupils who leave many prayer requests. Members of staff place a very high priority on developing positive relationships and, as a result, pupils develop a very strong sense of community and have a clear understanding of the impact of their actions on others. There is a strong whole-school commitment towards promoting and adopting healthy lifestyles, especially in eating and exercise. Pupils make an excellent contribution to the life of the community, taking part in a wide range of local activities, for example in art, music and sport. The school council contributes to decisions about school life and its members feel their contributions are valued and treated with respect. Pupils' very good work habits and very high standards of achievement ensure that they are developing the skills to prepare them for their future lives.

Quality of provision

Teaching and learning

Grade: 1

The quality of teaching and learning is outstanding. All teaching observed during the inspection was at least good, and a significant proportion excellent. The teaching is of high quality because teachers have very good skills and knowledge, and lesson planning is consistently very good. These skills are the result of the high quality support and feedback teachers receive about their work. When teachers plan lessons, they are particularly good at using information about what pupils have learned previously. This results in challenging and interesting work for all pupils. Resources are outstanding and teachers use them very well. The teaching meets the needs of the particularly able pupils very well and as a result, the levels of work seen in mathematics, for example, are well above those expected. Classes are happy and productive because relationships are very good and teachers know the academic and social needs of their pupils very well. The teaching engages and motivates pupils so well that they consider learning is fun, and the school is an exciting place to be. Inspectors agree with pupils' views,

which were well demonstrated in exciting lessons. Teaching assistants work very effectively alongside all pupils, and give those with learning difficulties very good support. Pupils have a good understanding of what they need to do to improve their work because teachers set targets and ensure all lessons have a clear purpose. Pupils understand and value the comments made by the teachers about their work. This shows very good improvement since the last inspection.

Curriculum and other activities

Grade: 1

and this enables pupils to make very good progress in all of their skills, producing work of high quality and depth in all subjects. Creative work is outstanding, with numerous excellent examples of painting and ceramic work displayed throughout the school. Opportunities for writing in different subjects are very good. In history, for example, pupils have written moving diary accounts from their study of Anne Frank. The very good curriculum in the Foundation Stage provides a particularly good range of outdoor activities. The teachers use the curriculum so effectively in promoting healthy lifestyles, raising pupils' awareness of keeping safe and being considerate to others. These activities meet the needs of pupils very well. There is a very good range of interesting visits and visitors which enrich the curriculum very well. Pupils love the way there is always something for them to do after school or at lunchtimes, such as the 'movie club'. There are excellent opportunities for pupils to perform through music, dance and drama. The clubs cover many different sporting activities. The football club, run by a governor, is very popular and well attended.

Care, guidance and support

Grade: 1

The level of care, guidance and support for pupils is outstanding and this contributes significantly to their enjoyment of school. Their eagerness to learn and the very good progress they make reflect how well they work to achieve the targets set by their teachers. Clear systems ensure that pupils work and play in a safe environment. Pupils feel that they are well looked after because all adults know them extremely well and develop strong and caring relationships with them. As a result, they are able to respond very quickly when pupils are troubled or need extra support with their work or personal skills. Child protection procedures are very effective and thorough. Links with a wide variety of external agencies ensure that pupils with particular needs receive appropriate support.

Leadership and management

Grade: 1

Leadership and management are outstanding, which is better than the more modest evaluation made by the school of 'good with significant strengths'. The sustained high quality management has ensured there is a distinctive ethos and that consistent progress is made by all groups of pupils. The enthusiasm of headteacher is infectious,

and she uses her leadership skills to provide the inspirational direction that ensures that no stone is left unturned in giving the pupils the very best provision. She is very well supported by the senior leadership team and coordinators, but all staff share her very clear vision and feel fully involved in the leadership and management of the school. Many pupils also display a sense of responsibility for their school, and enjoy being involved in decision-making. The monitoring of teaching and learning and other areas of the school's work is regular, rigorous and shared, ensuring that all pupils have equal opportunities to succeed. It is used exceptionally well to show where support is needed, and then given. Links with parents and other schools are a very distinctive feature and add to the pupils' learning opportunities. Governance is a significant strength. The governors are very capable and committed, using a wide range of approaches to inform their decision-making. They and the headteacher have a very clear understanding of the school's strengths and weaknesses and work steadfastly to improve development and pupils' education through the very comprehensive improvement plan. Resources are used exceptionally well. The track record in improving the school provides strong support for outstanding capacity to improve further.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	1	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	1	NA
The standards ¹ reached by learners	1	NA
How well learners make progress, taking account of any significant variations between groups of learners	1	NA
How well learners with learning difficulties and disabilities make progress	1	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	1	NA
How well are learners cared for, guided and supported?	1	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	1	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Dear Pupils Thank you for welcoming us when we came to inspect your school. We enjoyed being in your lessons and talking to you. You were all very helpful in telling us how you are proud of your school and enjoy school life. What we most liked about your school was • The good way that you behaved in class and worked really hard so that you all made very good progress and reached high standards. • The fun that you had in your learning because you are so very well taught. • The outstanding way that your headteacher and all of the staff work to give you the best opportunities in so many subjects. • The marvellous displays which show so much information and encourage you to do the best you can in your work. Because your school is so good and is working so hard for you, we have asked the staff and governors to carry on with the developments that they have already planned, especially in helping you to do even better in your writing and mathematics. Thank you again for being so friendly and courteous and we hope that you will all continue to do your best. Yours sincerely Nigel Pett Lead inspector
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