



# Monton Green Primary School

## Inspection Report

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**Unique Reference Number** 105904  
**Local Authority** Salford  
**Inspection number** 287360  
**Inspection dates** 6–7 February 2007  
**Reporting inspector** Allan Torr HMI

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

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<b>Type of school</b>	Primary	<b>School address</b>	Pine Grove
<b>School category</b>	Community		Eccles
<b>Age range of pupils</b>	3–11		Manchester M30 9JP
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0161 7072287
<b>Number on roll (school)</b>	275	<b>Fax number</b>	0161 7071659
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mrs J Evans
		<b>Headteacher</b>	Miss G Mason
<b>Date of previous school inspection</b>	5 March 2001		

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## **Introduction**

The inspection was carried out by one of Her Majesty's Inspectors and two Additional Inspectors.

## **Description of the school**

This is a larger than average sized primary school. In the last few years, there has been a large number of staffing changes and temporary appointments. The proportion of pupils eligible to receive a free school meal is in line with the national average. The proportion of pupils with learning difficulties and/or disabilities is in line with the national average and the school houses a resource base which caters for pupils with moderate learning difficulties. A small minority of pupils come from a non-White British background. The proportion of pupils whose first language is not English is very small. The school has been awarded the ICT Mark and local Healthy School status.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 2

Monton Green is a good school and some aspects of its work are outstanding. The comment that the school, 'provides a fantastic learning environment for my children. They thoroughly enjoy school life,' illustrates parents' views of this inclusive school. This view was echoed by pupils and inspectors agree. Everyone in the school works together in a tightly knit team, creating opportunities which cater well for pupils' different learning styles. Care is taken to plan and teach lessons which make pupils active learners. As a result pupils feel safe, enjoy their time at school and achieve well.

Standards are rising. Children enter the Foundation Stage with the skills expected for their age. They make good progress overall so that, by the time they leave Year 6, pupils have reached standards above the national average. The progress that pupils make in mathematics is not as good as it is in English due to the fact that some pupils are not challenged enough in lessons. Recent improvements to teaching and learning, combined with a more stable teaching team, have resulted in a steady rise in English results, especially in boys' writing.

Pupils are very aware of how to keep themselves safe. Children in the Nursery, for example, knew that they should not stand on play equipment because it was covered in frost and they might slip. Pupils lead active lifestyles at school, encouraged by well-trained playground friends who help younger pupils to be active at playtimes. Pupils have access to water throughout the day and can choose from a healthy menu at lunchtime. The impact of the healthy schools' initiative is yet to influence some pupils' choices of healthy food for their lunchboxes.

A rolling programme of topics ensures that pupils in mixed age classes cover the content of the National Curriculum. It has not yet been planned fully, however, to take enough account of all pupils' interests or to ensure that skills for learning improve steadily across the curriculum. Pupils develop good skills in literacy, numeracy and information and communication technology (ICT) as well as important skills of teamwork and cooperation. This is a particular strength of the school's work. Pupils contribute very well to the school and wider community, for example, raising funds and organising activities themselves to support local, national and international charities.

Very close partnerships with other agencies, together with rigorous tracking of pupils' progress, makes the care, guidance and support offered by the school excellent. Workshops, for example, are used to support parents in positive parenting and links with the local sport partnership give pupils access to specialist teaching and coaching.

The Foundation Stage is led and managed well. Effective teaching and a vibrant, lively curriculum get the children off to a good start. Children learn to become independent, and are actively involved in lessons.

The leadership of the headteacher is outstanding and improvement since the last inspection has been good despite a large number of staffing changes. Other senior leaders have a proven track record of identifying strengths and acting on areas for improvement in the core subjects. They know the school well and support the

headteacher ably. The school has outstanding capacity for improvement and gives good value for money.

### **What the school should do to improve further**

- Increase the rate at which pupils make progress in mathematics.
- Ensure that pupils' skills for learning improve steadily across the curriculum.

## **Achievement and standards**

### **Grade: 2**

In the Foundation Stage (Nursery and Reception) pupils make good progress so that, by the time they enter Key Stage 1, most have reached the early learning goals expected of them in all six areas of learning. Pupils' skills are better in communication, language and literacy than they are in mathematics.

As a result of good progress in Key Stage 1, pupils reach standards in reading and writing that are above those expected for their age. In mathematics, standards are broadly in line with the national average although, in 2006, fewer pupils reached the higher grade of Level 3 in the end of Key Stage 1 assessments. Over the last few years, in Key Stage 2, standards in mathematics and science have fluctuated whereas standards in English have risen steadily. In 2006, nearly all pupils achieved or exceeded the expected Level 4 in English. An average proportion of pupils achieved at least a Level 4 in mathematics, although many more achieved the higher Level 5 than in previous years. In science, standards are high. Standards are broadly average in foundation subjects, such as art, history and geography.

Pupils make good progress in all subjects. Pupils with moderate learning difficulties generally transfer to the school during Key Stage 2 with skills well below average for their age. They make very good progress in all subjects. Boys do better than similar pupils nationally as do pupils who have learning difficulties and/or disabilities. Overall, children and pupils achieve well.

## **Personal development and well-being**

### **Grade: 1**

Throughout their time at Monton Green, pupils develop excellent personal skills. This comes from outstanding spiritual, moral and social understanding and a good understanding of other cultures and religions. In assembly, pupils reflect admirably on moral and spiritual issues and are given time to understand their own and others' feelings. They learn to respect differences between each other and this has influenced their behaviour which is outstanding.

Pupils' confidence, independence and self-esteem are very well developed because they are encouraged to take a full active role in the life of the school. For example, they are trained for their roles as playground friends, supporting and helping younger pupils, and they regularly influence school decisions in class and school council meetings. Pupils are confident at approaching staff if they have a problem. Attendance

is good and the school does all it can to encourage pupils to come to school regularly, for example, by restricting the amount of holidays taken in term time.

## Quality of provision

### Teaching and learning

#### Grade: 2

The quality of teaching and learning is good overall. Teachers are generally enthusiastic and present topics clearly in lessons, which are usually well paced. Interactive whiteboards and other resources are used well to demonstrate ideas and stimulate discussion. Displays are used to celebrate success, set high expectations for pupils' work and to give information which pupils can use in their work. For example, from Nursery through to Year 6, a range of 'wow' words are displayed to draw attention to interesting words pupils can use in their writing.

The rapport between the staff and pupils is very strong. Pupils are keen and attentive. Teachers use a range of strategies to ensure that pupils with different learning styles are catered for. In one example, children in the Reception class acted out the story whilst reading out loud together from the book. Teachers take every opportunity to develop pupils' language skills. In mathematics lessons, some pupils are not challenged enough and this makes their progress slower.

Teachers use well considered questions to encourage pupils to think, to draw out thoughtful answers and to assess pupils' levels of understanding. Pupils give self-assessment feedback to teachers using a simple but effective code. The responses are then used to plan future lessons.

Pupils with moderate learning difficulties learn very well because of much outstanding teaching as well as structured specialist support.

### Curriculum and other activities

#### Grade: 2

The curriculum for all pupils is good. In the Foundation Stage it is adapted to take into account the interests and needs of children. For example, children showed a real interest and excitement about dragons, so the teachers related the different areas of learning to the topic of dragons. Outdoor provision has improved substantially since the last inspection and is now good. A well resourced and exciting outdoor environment is shared by the Nursery and Reception children.

Pupils with moderate learning difficulties are taught in ability groups for English and mathematics and join with mainstream classes for foundation subjects. Their learning needs are met through well tailored support which adapts curriculum content appropriately.

The curriculum as a whole is well planned and is adapted from published schemes of work to meet the needs of pupils. Although pupils' progress is satisfactory in the

foundation subjects, their progress in developing skills across the curriculum could be faster.

The many visits and visitors into school enrich the curriculum, helping to make learning relevant and interesting for pupils. The use of specialist teaching in music and physical education helps to provide pupils with very good guidance and opportunity for development. Pupils in upper Key Stage 2 learn a modern foreign language and over a third learn to play a musical instrument.

## **Care, guidance and support**

### **Grade: 1**

One parent summed up the views of many when she said that, 'All the staff, from caretaker to secretary to teachers to headteacher are friendly and approachable. Any concerns are listened to carefully and solutions found'. There is a very close, positive relationship with parents and with outside agencies. Parents are kept informed through regular newsletters which contain information about curricular issues as well as events.

The very good support pupils receive for their personal development is matched by the support they get with their work. Pupils commented, 'We get regular tips to improve our work.' Pupils are made aware of the level they are working at, their target and how to improve. As part of this guidance, marking and feedback are often outstanding.

The school provides a safe and protective environment for pupils to succeed. Safeguarding procedures and risk assessments for educational visits are in place. Pupils feel, and parents agree, that they are well looked after. There are very good induction procedures to ensure a smooth entry into school, particularly for pupils transferring to the moderate learning difficulties resource base. Transition arrangements for pupils moving between key stages are often outstanding.

## **Leadership and management**

### **Grade: 2**

Leadership and management of the school are good overall. The outstanding leadership of the headteacher has steered the school through a disrupted period without losing the focus on improving standards and progress in the school. Recent initiatives have started to have a positive impact but, as yet, are still in their infancy. There is a sense that everyone in the school is moving forward together to fulfil the school's aim to 'create an environment that stimulates, challenges and motivates all children to become independent learners'.

The headteacher expresses a clear vision for the school which is understood by all staff. Systems for monitoring performance are clear and are embedded in the practice of the school. Resources are deployed well; for example, senior leaders work in teaching bases alongside less experienced colleagues to offer support and expert advice. School governors fulfil their role well. They are prepared to ask challenging questions about aspects of the school which need improving.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

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

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	1

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

Thank you for letting the inspectors look at your work during your school's inspection and for talking to us so enthusiastically. It was especially interesting seeing you working in school during Aim High Day. It certainly looked like you learnt a great deal from the activities which the school arranged for you. We judged your school to be good and there are some things that the school does which are outstanding. You make some excellent contributions to the school and to the wider world, for example, by organising fundraising events by yourselves. Your behaviour and understanding of how to keep safe are excellent.

Most of your parents said that you really enjoyed school. One girl summed up your views when we asked her if she liked school and she said, 'No, I love it'.

You have a super headteacher with lots of ideas about how the school can get better. The other teachers are very good at helping her do this. The teachers give you excellent advice about what you need to do to improve your work. We were very impressed that you knew your targets and what level you were working at.

To make the school even better, we have asked your teachers to make each subject even better so that you learn new skills at a quicker pace. At the moment, you achieve mathematics results which are expected for your age but we think that the progress you make could be even better. We hope that you will do your best to help the school improve still further.

We wish you all the best for the future.