

Monteney Primary School

Inspection report

Unique Reference Number	107089
Local Authority	Sheffield
Inspection number	287710
Inspection dates	10–11 July 2007
Reporting inspector	Andrew Clark

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	456
Appropriate authority	The governing body
Chair	Mr Peter Jenkins
Headteacher	Mrs Nicola Shipman
Date of previous school inspection	20 May 2002
School address	Monteney Crescent Sheffield South Yorkshire S5 9DN
Telephone number	0114 2467916
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Age group	3–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Montenev Primary is a larger than average primary to the North of Sheffield. It is in an area of significant social and economic deprivation with above average levels of free school meals. The percentage of pupils with learning difficulties and/or disabilities is above average. Most pupils are from White British backgrounds and very few speak English as an additional language. The school's achievements have been recognised through the Gold Arts Mark, Healthy Schools Awards, Basic Skills Quality Mark and Quality in Study Support at Emerged Level Award. Its work on leadership and governance has similarly been recognised nationally through the National College for School Leadership and the Department for Education and Skills.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Montenev Primary is an outstanding school. Pupils achieve very well and their personal development is exceptional. The excellent leadership of the headteacher and her senior management team ensures the school is constantly improving. The curriculum is rich and exciting and the quality of teaching is good. The school's self-evaluation is very accurate and thorough, although modest in the judgements it makes.

Achievement and standards are outstanding. The children enter school with skills which are often much lower than expected for their age. They get an excellent start in the Foundation Stage and this leaves them well prepared for future education. By the time they leave school standards are above average for English, average for mathematics and well above average for science. Achievement in many other subjects such as information and communication technology (ICT) and creative arts is also noticeably high. The pupils' behaviour is exemplary in classrooms, at playtimes and, most noticeably, in assembly when all of this large school are gathered together. The pupils relish the many opportunities to take responsibility, such as through the school council and play ground buddies and make a significant contribution to community life.

The quality of teaching is good. It contributes to the outstanding achievement, but there are satisfactory elements which prevent teaching being outstanding overall. Relationships between staff and pupils are excellent. Pupils are taught to think, reason and debate very successfully, contributing to achievement and personal development. Lessons are very well planned and brilliant use is made of computers and whiteboards to make learning fun. As a result pupils love their lessons. Very occasionally, lessons are not brisk enough to challenge all pupils. Teachers make good use of very accurate assessments to make sure work meets pupils' needs and marking provides good guidance. Teachers do not always ensure the guidance is followed up by the pupils.

The curriculum is very exciting and supports pupils' high achievement. The Foundation Stage provides children with a thorough grounding in early reading and writing skills and these are developed through the school through the many opportunities to use their skills in all subjects. There are excellent activities to enrich learning, from the very well attended breakfast club to residential visits to Derbyshire and Spain.

Care, guidance and support are outstanding. Pupils feel safe and well cared for because of thorough procedures to protect their welfare and the warm and friendly relationships. The role of the learning mentor, the home-school support worker and play workers make a significant contribution to good attendance and the high quality of behaviour and enjoyment. Parents are very impressed with the way the school listens and responds to their concerns.

The school is brilliantly led by an enterprising and diligent headteacher. She has created a highly professional senior management team that monitors all aspects of learning effectively and leads the drive for higher standards. Staff morale is high because every one, including the governing body and parents, share the clear sense of purpose and very positive ethos. The school shows an excellent capacity for improvement.

What the school should do to improve further

- Make sure teachers always use the time in lessons effectively.
- Make certain that the guidance teachers give to pupils about improving their work is consistently followed.

Achievement and standards

Grade: 1

Pupils' achievement is outstanding from their low starting point. They achieve very well through the Foundation Stage particularly in improving their social, early reading, writing and mathematical skills. By the end of Year 2 standards are close to average for reading, writing, mathematics and science. At the end of Year 6 standards are above average for English, average for mathematics and well above average for science. A very large percentage of pupils work at higher levels than those normally expected for their age in science. Pupils of all abilities achieve very well. There is very little difference between boys and girls achievement. Pupils with learning difficulties and/or disabilities make outstanding progress with many exceeding expectations in their individual education plans. This is a result of accurate assessment and well planned support programmes. The teachers and pupils are very clear that the reason for success in science is the first-hand experience of investigations, teachers' subject knowledge and wide ranging extra opportunities. There have been good improvements to the pupils' calculation skills in mathematics over the last year which is helping to drive up standards.

Personal development and well-being

Grade: 1

Personal development and well-being, including spiritual, moral, social and cultural development, are outstanding. The pupils are friendly, well mannered and thoughtful to each other. They respect their teachers, leading to a calm and orderly ethos. Attendance is good. Children thoroughly enjoy their lessons and the many clubs they participate in. They develop very good attitudes to their work as they are curious, careful and persistent. The youngest children in the Foundation Stage take great strides in learning to be independent and confident, helping to organise their work and tidy up. Older pupils are very mature in their outlook and set a good example for younger ones. They take their roles as monitors, school council members and peer listeners very seriously. They make a significant contribution to the school's smooth running by helping to resolve behaviour issues and ensuring the views of pupils are acted upon. Pupils feel safe, believing that their views are important and respected, and that they can discuss concerns with staff. They take full advantage of the healthy breakfast club and meals services and their understanding of emotional and personal issues they may face as adults is very good.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good with outstanding features, although a few satisfactory features prevent it being outstanding. Lessons are very thoroughly planned and teaching styles are imaginative with ample drama, first-hand investigations and very good use of ICT to bring learning to life. The normally brisk pace of teaching occasionally falters, so pupils are given too long to complete tasks or sit inactive. Teaching assistants are skilled and contribute particularly well to activities for boosting learning at all stages. Teachers high expectations mean that pupils' work is very well presented and they take pride in it, which was not the case at the last inspection. Very occasionally teachers do not make sure the good guidance they give pupils in marking and in setting targets is followed through.

Curriculum and other activities

Grade: 1

The outstanding curriculum provides equality of access and opportunity for all pupils. Tightly planned programmes for teaching key literacy and numeracy skills through all subjects, effective focused support and activities to boost learning all contribute to very good achievement by all abilities. The curriculum is enriched by teaching Spanish and French and an extensive programme of visits, visitors and residential visits. Trips to the Houses of Parliament with their local MP, for example, prepare them very well for their role as citizens of the future. There is a very good range of after school clubs and activities, particularly linked to pupils' understanding of the need for safe and healthy lifestyles. The school has excellent programmes for developing pupils' understanding of sex and relationships and for global awareness and environmental care. A key strength in this is the training provided for parents so they can support their children. Wide access to computers ensures that pupils have high awareness of the use of modern technology for learning.

Care, guidance and support

Grade: 1

The school provides outstanding care, guidance and support for all pupils. The atmosphere in school is calm and purposeful, which is especially helpful in getting vulnerable pupils to settle quickly each day to learning. Strong teamwork and close liaison by all staff leads to especially good communication, particularly with parents, who express great confidence in the school. Excellent links with outside agencies ensure that vulnerable pupils receive special support. The learning mentor and home-school support worker make an outstanding contribution to pupils' well-being through their work with families on matters such as attendance, behaviour and academic progress. The school gives outstanding support to the pupils with learning difficulties and/or disabilities. It has very good systems to set individual targets, monitor progress or to give guidance. Child protection requirements and procedures for safeguarding pupils' welfare are rigorous and fully understood by all staff.

Leadership and management

Grade: 1

The excellent headteacher provides a very clear direction for school improvement and makes certain that everyone involved knows precisely what their roles and responsibilities are. She ensures that all her highly professional team are well prepared through training and support to achieve high standards in their work. The senior management team is very incisive in their monitoring of teaching and learning, ensuring everyone has clear points for development, although there has not been time to fully address all the satisfactory features in teaching. At the same time, all staff feel secure and supported by each other and are very willing to share ideas and work closely together. The governing body is extremely knowledgeable about the work of the school and contributes fully to school improvement planning. They ensure the school is very well resourced to meet its priorities and monitor their impact. The school has excellent relationships with parents and pupils and seeks and acts upon their views. The commitment and drive of all those involved in the school means it has a very good capacity for further improvement.

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Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall
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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
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	1
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

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

The quality of provision

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

¹ 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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
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	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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

Your school is an outstanding school. You are lucky to attend such a great school and are obviously very proud of Montenev Primary School.

There are many good things to say about your school. Your headteacher leads the school brilliantly, with excellent help from other school leaders, such as the deputy headteacher, and the governors. Your behaviour and attitudes are excellent. You really enjoy your lessons and try very hard. You produce very good work especially in science, art and information and communication technology. The teachers do a good job for you and ensure that the activities you are given are exciting and interesting. They make sure that you all know how to keep healthy and safe because all staff care for you exceedingly well. You have lots of extra clubs and exciting activities. Your parents are very pleased that you go to this school because the school works so well with them.

One of the next steps for the school is to make certain that when the teachers mark your work and show you how to improve it, that they check that you are doing it. The other thing is to make sure that you all are busy enough in your lessons.

You can help by continuing to work hard and behave well and to listen carefully to teachers when they tell you how to make your work even better.

Thank you for your help with the inspection. I wish you all the best for your future.