



Montpelier Primary School

Inspection Report

Unique Reference Number 101912
Local Authority Ealing
Inspection number 296528
Inspection dates 25–26 September 2006
Reporting inspector Charalambos Loizou

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

Type of school	Primary	School address	Montpelier Road
School category	Community		London
Age range of pupils	3–11		W5 2QT
Gender of pupils	Mixed	Telephone number	02089975855
Number on roll (school)	606	Fax number	02088107602
Appropriate authority	The governing body	Chair	Mrs Glenda Shawley
		Headteacher	Mr Am Rai
Date of previous school inspection	17 March 2003		

Age group	Inspection dates	Inspection number
3–11	25–26 September 2006	296528

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Introduction

The inspection was carried out by four Additional Inspectors.

Description of the school

This is a very large primary school situated in a generally advantaged area. It is a popular and oversubscribed school. Children attend part-time in the school's nursery from the age of three. The pupils come from a wide range of minority ethnic backgrounds reflecting the cultural diversity of the area the school serves. A large number of pupils are in the early stages of learning English. The proportion of pupils with learning difficulties or disabilities is below the national average. The number of pupils joining and leaving the school at different times is quite high. The school has extensive links with other schools, colleges and organisations that provide extended curriculum opportunities for the pupils and training for staff.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Montpelier is a good school. The headteacher and leadership team provide clear direction and, despite the high turnover of staff, have secured good improvements. The staff supports the pupils' personal development well. Consequently, pupils mature into very well behaved and confident young people. They are enthusiastic, maintain strong friendships and feel safe from harm or harassment. The rich diversity of cultures and languages the pupils bring to the school prepares them well for the future and enhances their learning. This is having a positive effect on their good spiritual, moral, social and cultural development. The school is a friendly community that values everyone, as one parent typically commented, 'The school has created a warm and caring learning environment'.

Children in the Foundation Stage make good progress because of consistently good teaching in both the Nursery and Reception classes. This is a good improvement since the school's last inspection. In Years 1 to 6, the teaching is mainly good with some that is outstanding. Consequently, the pupils achieve well and standards are above average. The most recent national test results show that Year 6 pupils achieve high standards, reflecting strengths in the teaching in Years 3 to 6. However, test results showed that Year 2 pupils performed less well in mathematics compared with reading and writing. Weaknesses in the teaching of independent problem solving accounted for a decline in standards. Changes to staffing and improved teaching are beginning to address this. The pace of lessons is usually good. The most effective teaching maximises the use of assessment information to track pupils' performance, thus ensuring they all make good progress. In a few lessons the pace of learning slows for some pupils because teachers do not use assessment sufficiently to plan tasks that build on what pupils already know.

Care for pupils' well-being is good. The guidance pupils receive about how to achieve their best in lessons is satisfactory but varies across classes. In some lessons pupils are not always clear about how best to improve their work to reach their learning targets. A good curriculum provides pupils with a varied and interesting range of activities so their enjoyment of learning is highly evident. Good leadership and management ensure that the school knows its own strengths and what needs to be improved further. There is good capacity to keep on improving because of the vigilance of the leadership team and governors. Governors are a real asset to the school. They provide good support and successfully hold the school to account. In all respects the school's view of itself matched that of inspectors. The staff are innovative and energetic in seeking to improve the school and in consulting the views of pupils and parents, consequently, the large majority of parents think highly of the school.

What the school should do to improve further

- Improve pupils' problem solving skills in mathematics to raise standards for pupils in Years 1 and 2.
- Sharpen the way teachers use assessment information to plan lessons that ensure all pupils achieve as well as they are able.

- Make it clear to pupils in all lessons how they can improve on what they already know and understand to help them reach their targets.

Achievement and standards

Grade: 2

Standards are above average. The pupils achieve well in relation to their average starting points. Children in the Foundation Stage achieve well because lessons are stimulating and challenging. They exceed the goals set for children their age by the time they start Year 1.

Standards in English, mathematics and science are improving well, particularly by the end of Year 6, because of good teaching and challenging targets. National test results confirm this improving trend. However, the results in 2006 showed a decline in mathematics standards by the end of Year 2. In particular, the proportion of Year 2 pupils achieving higher levels in mathematics fell. This reflects weaknesses in the teaching of independent problem solving. Improved teaching this year has begun to address this as pupils are on course to reach their targets. Pupils with learning difficulties or disabilities make good progress because they are supported well. Pupils in the early stages of learning English make very good progress as a significant number exceed the standards expected for their age.

Personal development and well-being

Grade: 2

Pupils thoroughly enjoy coming to school, as one commented, 'My school is the best school in the world'. Pupils are well prepared for the future by a good grounding in basic skills, including information and communication technology (ICT) skills. They form strong friendships and many become special playground friends to support younger pupils. The school council enables pupils to take on responsibilities and to have a say in school improvements. Pupils learn to appreciate others who are less fortunate than themselves through fund raising and thought provoking assemblies. Most are aware of what constitutes a healthy lifestyle although this is not always reflected in their choices at lunchtime. Pupils take advantage of the popular sporting, musical and creative arts activities on offer which successfully develop confidence, talent and skills. Pupils' spiritual, moral, social and cultural development is good because there is a strong emphasis on tolerance and awareness of others. This is reflected in pupils' very good behaviour and their appreciation of the diversity of cultures and backgrounds represented across the school.

Quality of provision

Teaching and learning

Grade: 2

Pupils achieve well because of good teaching. They enjoy their lessons because teachers have high expectations and give pupils interesting work. The most effective teaching uses assessment information about the pupils' performance to build on what they already know and understand. However, this is not evident in some lessons so pupils' progress slows as a result. Very good relationships contribute positively to pupils' personal development. Teachers plan work that makes meaningful links between subjects. For example, Year 6 history work on the use of propaganda in World War II helps pupils to plan their independent writing about persuasive arguments in English lessons. The use of interactive white boards enliven the teaching and make learning more engaging. Teaching in the Foundation Stage is good and provides a wide range of carefully managed activities that meet the needs of the children well.

Curriculum and other activities

Grade: 2

The curriculum, including that in the Foundation Stage, is good. An increasing range of creative arts, music and sport make learning fun and exciting for the pupils. The focus on improving pupils' problem solving in mathematics and extending writing skills is raising standards. There are good links made between subjects allowing pupils to apply skills and make sense of their learning. Good use of ICT and a wide range of extra-curricular activities, including educational visits, help the pupils to gain confidence and widen their experience. Good use is made of the local community and of parent and teacher expertise to enrich what is on offer and include music and the creative arts. The 'Fit for Sport' programme improves the pupils' knowledge of healthy living through sport.

Care, guidance and support

Grade: 2

The care and welfare of every pupil are very much at the heart of the school. Typical comments from parents sum this up, 'My child has developed talents through the very good care and attention he has received', and 'This is my sixth year as a parent and I am very happy with the standard of pastoral care'. There are consistent systems to encourage very good behaviour. Pupils are safe and secure because staff are vigilant and keep good records of attendance, accidents and medical needs. Academic support is satisfactory. Following a recent review, the school improved its assessment systems so it is more straightforward to check pupils' progress. These systems are particularly good for monitoring pupils who join the school at different times. However, this data is not consistently used by teachers to ensure tasks in lessons always build on what the pupils already know and have learned.

Leadership and management

Grade: 2

The school is well led and managed. The headteacher provides highly effective leadership. The large majority of parents recognise these qualities, despite the many staffing changes, as one typically commented, 'The headteacher has galvanised the school with his energy and vision.' The leadership team, staff and governors have a clear view of the school's strengths and weaknesses which has guided good improvements since the school's last inspection. There is now more consistently good teaching across the school and in the Foundation Stage. The school demonstrates good capacity to continue moving forward as reflected in its track record of improvement. The staff have done well to broaden the curriculum with significant improvements to the creative arts, music, sport and the use of ICT. Newly appointed middle managers are quickly playing an effective role in supporting the leadership team to monitor and identify priorities for action. This is evident in current improvements to mathematics standards in Years 1 and 2, although the staff recognise there is still more to do. Governors ensure that the staff remain focused on the school's key priorities for improvement through accurate self-evaluation. Initiatives are rigorously evaluated and focus on raising standards still further.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	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?	2
How well does the school work in partnership with others to promote learners' well-being?	2
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	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ 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

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
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	2

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?	2
How well are learners cared for, guided and supported?	2

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.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
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

I was pleased to visit your school together with three other inspectors. I write to thank you for your help and for making us feel very welcome.

We believe that yours is a good school.

We think these are the best things about your school:

- You are very well behaved and try hard in lessons.
- You are doing well and reach good standards in English, mathematics and science.
- You enjoy school and take part in many extra activities like music, sport and art.
- The children in both the Nursery and Reception classes do well because their lessons are interesting and exciting.
- The staff take good care of you and this helps you develop very good attitudes towards each other.
- Your school is well managed and your teachers support you well.

We have asked your teachers to do the following to improve your school:

- Help pupils in Year 1 and Year 2 work out mathematics problems for themselves better.
- Keep a closer check on how well you are doing so you all do as well as you are able.
- Make sure that you all understand how to reach your learning targets.

I wish you all the very best.

Yours faithfully

Charalambos Loizou

Lead inspector