

# Monteagle Primary School

## Inspection report

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<b>Unique Reference Number</b>	130340
<b>Local Authority</b>	Barking and Dagenham
<b>Inspection number</b>	315616
<b>Inspection dates</b>	4–5 June 2008
<b>Reporting inspector</b>	Jacqueline Krafft 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 category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	631
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Miss G Flowers
<b>Headteacher</b>	Miss L Thompson
<b>Date of previous school inspection</b>	6 October 2003
<b>School address</b>	Burnham Road Dagenham RM9 4RB
<b>Telephone number</b>	020 8270 4613
<b>Fax number</b>	020 8270 4615

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<b>Age group</b>	3–11
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## Introduction

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

## Description of the school

Monteagle is a large primary school with a nursery. It serves an area that has high levels of social and economic disadvantage. Almost one third of its pupils are eligible for free school meals. The number has fallen since the previous inspection. The proportion of pupils from minority ethnic groups is high and has risen over the past three years. The largest groups are of White British and Black African heritage. The proportion of pupils who speak English as an additional language is also high. Almost one in five is at the early stages of learning English. The percentage of pupils with learning difficulties and/or disabilities varies from year to year and is currently above that found nationally. The largest group are those with behaviour, emotional or social needs. More pupils than average join and leave the school at different times during the year.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 4

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education, and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school. Standards are exceptionally low and pupils do not make the progress they should because teaching and learning, the curriculum, care, guidance and support and leadership and management are inadequate.

Standards in the school have been too low for a number of years. They are beginning to improve at the end of Year 2 but this improvement is not evident by the end of Year 6. Here, standards remain very low, particularly in mathematics and science. Achievement has declined since the previous inspection. It is inadequate because the progress that pupils make as they move through the school is inconsistent and too many do not achieve as well as they should. Some groups of pupils significantly underachieve, including those with learning difficulties and/or disabilities and low attaining boys. This is because although assessment information is used to identify pupils who are not reaching the levels expected, the support and guidance they receive are not tailored carefully enough to their specific needs. Too often in lessons, pupils of different abilities have the same work to do. This does not provide them with the appropriate levels of challenge to achieve as well as they should and the pace of learning slows. The curriculum is inadequate because it does not build on the pupils' skills, knowledge and understanding effectively. For example, too many reach Year 6 with gaps in their mathematical understanding and the school recognises the need to develop more practical opportunities, such as in science, for them to apply their knowledge.

The school provides pupils with an attractive learning environment where they say they feel safe. Most enjoy school, particularly the range of extra-curricular activities on offer, and are keen to participate. This contributes to their satisfactory personal development and well-being. The large majority of parents are generally positive about the school. One noted that, 'the school has a good feel.' The school works in partnership with a variety of specialist services to support the most vulnerable pupils, for example those who do not attend school regularly. A few parents indicated that they do not feel their views are taken into account sufficiently. For example, one noted, 'more contact is needed with the parents if a child is struggling with their work. The parents can do school work at home.'

School leaders understand that standards and achievement need to be improved and have received support from the local authority. Systems are in place to monitor the quality of teaching and learning and track the academic progress that pupils make. However, these are not used rigorously enough to evaluate the impact that actions are having and secure the rapid improvement that is needed. Although some improvements are evident in pupils' reading and the personal, social and emotional development of the youngest children, the pace of improvement has not been fast enough or consistent across each year group and all subjects. Although the school runs smoothly on a daily basis its procedures for safeguarding learners do not currently comply fully with government requirements. The leadership and management of the school are therefore inadequate and the necessary capacity to improve further has not been demonstrated.

## Effectiveness of the Foundation Stage

### Grade: 3

Provision in the Foundation Stage has improved with the support of the local authority. From their low starting points when they enter the Nursery, particularly in communication, language and literacy, children make satisfactory progress. This is because teaching is matched appropriately to their needs, although more able pupils are not consistently provided with sufficient challenge. More are now on track to meet their learning goals by the time they begin Year 1. Their personal, social and emotional development is improving. For example, children in the Nursery are independent, play cooperatively and are able to resolve disagreements sensibly. An induction programme is in place and parents are involved in their children's learning when they start school. Parents value the opportunities to come in and work alongside their children. One parent commented, 'Nursery staff are very approachable and keep me informed of my child's progress.' The newly appointed leader has a clear understanding of the strengths and where further improvements need to be made.

### What the school should do to improve further

- Raise standards, particularly at Key Stage 2 in mathematics and science.
- Increase the pace of learning and the level of challenge in lessons so that the different needs of all pupils are met.
- Use assessment and monitoring information to match support, guidance and the curriculum to the needs of all pupils.
- Strengthen the rigour of monitoring and evaluation by leaders at all levels to secure rapid improvement.
- Ensure safeguarding procedures fully meet government requirements.

## Achievement and standards

### Grade: 4

Standards have improved at the end of Year 2, particularly in mathematics. This is not mirrored in Year 6. At the end of Year 6 in 2007, standards were below average in English and exceptionally low in mathematics and science. Targets were missed. Work seen and the school's own information indicate that results in 2008 national tests in Year 6 are likely to be similar. The progress pupils make as they move through the school is inconsistent and achievement has fallen. Too many pupils do not achieve as well as they should because assessment information is not being used rigorously to inform next steps in learning and raise expectations of what different groups of pupils can achieve. The tracking of pupil progress does not identify clearly the progress pupils make year on year and is not used consistently to set challenging targets for all pupils so they achieve well.

## Personal development and well-being

### Grade: 3

Pupils' personal development and well-being, including their spiritual, moral and social development are satisfactory. They show appropriate respect for one another's cultural beliefs and values. Pupils are very aware of what they should do to stay fit and healthy and enjoy participating in the many sports activities on offer. They know how to keep safe and said that they are confident that the staff will deal with any incidences of bullying or racism. Despite the school's best efforts, too many pupils do not attend regularly enough and their progress

suffers. Although a few parents noted concerns about pupils' behaviour, most pupils enjoy school and behave appropriately in lessons and during playtimes. They are generally cooperative and support one another. Pupils readily accept responsibility in the school, for example by becoming school councilors, prefects or dinner monitors. They are proud of the impact they have such as instigating the promotion of healthy packed lunches. This responsibility helps them to prepare for the world beyond school but this is limited by their poor literacy and numeracy skills.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 4**

Teaching and learning are inadequate overall because pupils are not consistently making the progress they should to reach the standards expected in all subjects. Relationships are good and behaviour is generally well managed, so pupils are ready to learn. They have opportunities to discuss their ideas together, which they enjoy. However, lesson plans are not detailed enough and do not take sufficient account of pupils' individual needs. All pupils are mostly given the same tasks which mean that too many, and particularly the more able, are not challenged to reach higher standards or make faster progress. Those who are learning to speak English as an additional language and those with learning difficulties and/or disabilities do not have work specifically planned for their needs. Assessment information is not used to build on what pupils already know and can do or to rigorously monitor progress in lessons. Marking of work is inconsistent so pupils are not always aware of what they need to do to improve. This limits their progress.

### **Curriculum and other activities**

#### **Grade: 4**

The curriculum does not meet the pupils' needs and interests because there is a heavy reliance on published schemes of work, which are not sufficiently modified to match the varied abilities of all pupils. As a result, too many pupils have gaps in their knowledge and understanding by the time they reach Year 6. Opportunities for pupils to use information and communication technology (ICT) and their literacy and numeracy skills in other subjects are not specifically planned and are limited. The school recognises that there are not enough practical learning opportunities, particularly in mathematics and science. The variety of extra-curricular and enrichment activities is valued by pupils and contributes to their enjoyment and personal development.

### **Care, guidance and support**

#### **Grade: 4**

The school runs smoothly on a day-to-day basis but care, guidance and support overall are inadequate and procedures for safeguarding pupils do not fully meet current government requirements. The school identifies pupils who need extra help and provides additional support. The quality of this support is inconsistent and it not matched well enough to pupils' specific needs to ensure that they all achieve as well as they should. Pupils do not receive enough information about their work, progress and next steps in learning to know precisely what they need to do to improve. Targets set for individuals, groups and classes are not consistently challenging or reviewed with sufficient rigour to ensure pupils make the best possible progress.

## Leadership and management

### Grade: 4

Senior leaders have a determination to raise standards but the impact they have is not yet evident consistently throughout the school and the pace of improvement is too slow. Subject leaders are beginning to be involved in the monitoring of pupils' progress and the quality of teaching and learning but this is not fully embedded or sufficiently rigorous. The plan for improvement identifies most of the key priorities. How its effectiveness will be monitored and evaluated lacks a sharp focus on the outcomes for pupils because success criteria are not specific or quantifiable. Timescales are not ambitious enough to ensure that improvement is rapid. The chair of governors has an understanding of the school's strengths and weaknesses and visits regularly. However, governors are not able to demonstrate that the challenge they provide is having a sustained impact on raising standards and achievement.

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## Annex A

## 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?	4
Effective steps have been taken to promote improvement since the last inspection	No
How well does the school work in partnership with others to promote learners' well-being?	3
The effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	4

### Achievement and standards

How well do learners achieve?	4
The standards <sup>1</sup> reached by learners	4
How well learners make progress, taking account of any significant variations between groups of learners	4
How well learners with learning difficulties and disabilities make progress	4

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	3
The extent of learners' spiritual, moral, social and cultural development	3
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	3
The attendance of learners	3
The behaviour of learners	3
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	4

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	4
How well do the curriculum and other activities meet the range of needs and interests of learners?	4
How well are learners cared for, guided and supported?	4

<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.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	4
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	4
How effectively leaders and managers use challenging targets to raise standards	4
The effectiveness of the school's self-evaluation	4
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	4
How effectively and efficiently resources, including staff, are deployed to achieve value for money	4
The extent to which governors and other supervisory boards discharge their responsibilities	4
Do procedures for safeguarding learners meet current government requirements?	No
Does this school require special measures?	Yes
Does this school require a notice to improve?	No

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

03 July 2008

Dear Pupils

Inspection of Monteagle Primary School, Dagenham, RM9 4RB

Thank you for making us feel so welcome when we visited your school. We really enjoyed talking to you, looking at your work and seeing you in lessons.

You and your parents told us you like school. You said that you trust the staff to look after you and you know who to talk to if you have any worries or concerns. Most of you generally play and work well together and you enjoy the opportunities in lessons to talk together about your work and ideas. You know a lot about how to keep healthy and like taking part in sports activities.

Although there have been some improvements recently, some of the school's work is not as good as it should be. Your school needs extra help to make sure that you all achieve as well as you possibly can. We have arranged for some more inspectors to come back regularly to make sure improvements are being made quickly. We have asked your school to help you to get better at your work, particularly in mathematics and science, so that you make more progress each year. They can do this by making sure the work that they give you is not too hard or too easy. We want them to check, more carefully, how well you are doing so that they know if they need to give you some extra help or need to change the way they are doing things. We have also asked them to check that all the documents and lists they have are up to date and correct.

You can all help them by behaving well, working hard, and coming to school regularly and on time. We would like to thank you again for making us so welcome and hope that you carry on enjoying being at school and get even better at your work.

Yours sincerely

Jackie Krafft

Her Majesty's Inspector