

# Monton Green Primary School

## Inspection report

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<b>Unique Reference Number</b>	105904
<b>Local Authority</b>	Salford
<b>Inspection number</b>	336578
<b>Inspection dates</b>	25–26 November 2009
<b>Reporting inspector</b>	Barbara Flitcroft

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 of pupils on the school roll</b>	296
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rev Andrew Young
<b>Headteacher</b>	Miss Gillian Mason
<b>Date of previous school inspection</b>	6 February 2007
<b>School address</b>	Pine Grove Eccles Manchester M30 9JP
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<b>Email address</b>	montongreen.primaryschool@salford.gov.uk

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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 11 lessons and held meetings with governors, staff and groups of pupils. They observed the school's work and looked at policies, governors' minutes, pupils' progress records, school improvement planning and pupils' work. The questionnaires returned by staff, pupils and 83 parents were examined.

- pupils' attainment and their progress through the school
- if the improvements the school has made to teaching and learning of mathematics can be sustained or further improved
- the progress made by children from their starting points on joining the Nursery
- the accuracy of the school's judgements about its work
- the effectiveness of leaders and managers at all levels.

## Information about the school

This is a larger than average sized primary school with a resource base that provides for 10 children with moderate learning difficulties. The proportion of pupils with special educational needs and/or disabilities is the same as the national average. Some pupils with special educational needs and/or disabilities join the school partway through their education. The proportion of pupils who come from minority ethnic backgrounds, and that of pupils who are learning English as an additional language, are both well below the national average. The Early Years Foundation Stage is made up of children in the Nursery and Reception Years taught in one unit. The school manages a breakfast club and an after school club.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

### Main findings

A strong and effective leadership team ensure a good quality of education for all pupils at Monton Green. The school's successful efforts to improve pupils' attainment in mathematics have resulted in standards rising above the national average at the end of Key Stage 2 in 2009, while attainment in English and science has been consistently above the national average since the time of the last inspection. The school now needs to secure consistent high attainment in mathematics. Pupils behave well in class and around the school. They are happy and confident; they develop good personal and social skills because the school provides an inclusive environment where pupils feel safe. Relationships are friendly and positive. The school works hard to ensure that pupils are outstandingly well cared for and that all pupils, including the most vulnerable, are extremely well supported. Strong links with a wide range of outside partners provide pupils with the support they need to make good progress. A very large majority of parents who returned questionnaires say that their children enjoy school and all parents are confident that school keeps their children safe. Pupils' understanding of themselves as part of the school and the local community is good. Their awareness, however, of those who live in different communities in Great Britain and globally is not as well-developed, although some recent international links have been established.

The good curriculum has recently been creatively adapted to best meet the needs of the pupils. Across the school there is a strong focus on collaborative work and the development of skills in information and communication technology. The quality of teaching is good. Pupils appreciate the interesting work that teachers prepare for them and the vast majority have positive attitudes to learning. Good whole school systems are in place to check the progress each pupil is making. Information from assessments is analysed and regularly reviewed so that additional support can be quickly put in place for any pupils needing extra help with their learning.

The strong leadership team gives clear direction for the school's work. The school has an accurate understanding of its strengths and those areas in need of development. Key priorities for improvement have been correctly identified and successful action has led to improved provision. This reflects the school's good capacity for sustained improvement. Staff work successfully to engage the support of parents, for example, information on how parents can help their children with number calculations has been collected into a helpful booklet for both key stages.

### What does the school need to do to improve further?

- Drive further improvement of teaching and learning in mathematics by increasing

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opportunities for critical thinking, reasoning and problem solving.

- Build on the current strengths of the newly designed curriculum by incorporating further opportunities for national and global community links.

**Outcomes for individuals and groups of pupils****2**

Monton Green pupils listen well, get on with their work at a good pace and quickly pick up on what is being taught, as seen in lesson observations. Children join the school with skills typical of their age. In 2009 provisional results for the national tests at the end of Year 6 show that standards in English, mathematics and science were above the national average. The proportion of pupils achieving the higher levels was significantly above average in English, above in science and broadly in line in mathematics. From pupils' average starting points, this represents good learning and progress. Rates of progress throughout the school are good. The schools' own tracking data and work in pupils' books show that pupils are on track to reach their targets; they learn and achieve well. Pupils who struggle with basic literacy and numeracy make similarly good progress as a result of the good support they receive. The extent to which the most vulnerable pupils and those with complex learning needs are supported is good and, as a result, they too make good progress. The school tackles discrimination well and strongly promotes equality so that overall pupils' achievement and enjoyment are good.

Pupils enjoy coming to school and are confident that adults will help them quickly should any problems occur. They have an excellent awareness of how to keep themselves safe, fit and healthy. During the inspection, pupils in Key Stage 1 were very articulate when they discussed how to keep themselves safe on the internet. Pupils are keen to use sporting equipment, enjoy working with specialist sports coaches and like participating in games or leading games for the younger pupils at break time. Pupils are enthusiastic to take on responsibility within the school community, for example, as play leaders, monitors or undertaking a school council role. Pupils have contributed well to improving the immediate vicinity, for example, writing to ask for something to be done regarding a messy path on the approach to the school site. Opportunities to participate in visits and experiences which enrich the curriculum make learning more exciting and promote pupils' self-confidence. Spiritual, moral, social and cultural development is good. The school has good links with two local churches and local faith leaders. The school operates as a harmonious community with good relationships clearly apparent. Attendance is good. Pupils are well prepared for future life in a diverse society and for the world of work because they use basic skills well, including those in information and communication technology for a range of purposes. They thoroughly enjoy the work introduced through a theme-based curriculum.

*These are the grades for pupils' outcomes*

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<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

Consistently good behaviour is encouraged by teachers' effective approaches. Good planning ensures that work is appropriately matched to pupils' learning needs. As a result all pupils including those with moderate learning difficulties participate fully in all areas of the curriculum and make good progress. Pupils enjoy opportunities to discuss their learning in pairs and to work in small groups. This develops their strong social skills and encourages the development of their communication skills.

The newly adapted curriculum is already promoting pupils' creative practical and personal talents. Cross-curricular themes are helping to capture pupils' interest and excitement in their work. Specialist teachers are used well. Pupils enjoy a variety of sporting and musical opportunities. Older pupils appreciate residential visits that promote their independence and social skills. There is a good variety of well-attended extra-curricular clubs.

Excellent arrangements are in place to guide and support pupils in their personal development and their learning. Appropriate support is given to those who need extra help, including those with special educational needs and/or disabilities. Pupils say they are given good advice about secondary education and what is available to them. The breakfast and after school clubs are well organised and pupils are well looked after in a safe and well-managed environment. They are provided with healthy food to start the day. They benefit from a good range of resources and have good opportunities for interesting activities.

*These are the grades for the quality of provision*

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<b>The quality of teaching</b> Taking into account: The use of assessment to support learning	<b>2</b>
	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The headteacher and senior leaders and managers work together as a coherent and effective team. They have driven improvement well since the last inspection. Leaders, staff and governors have a shared vision that puts the pupils at the centre of all the school's work. The school's high focus on the promotion of equal opportunities and tackling discrimination ensures that all pupils can be fully included in school life. The governors know the school well and play their part in supporting and challenging the school to improve further. Safeguarding procedures are excellent. Leaders, managers and governors monitor the school's progress to bring about further improvement and embed ambition well. A marked development is in the improvement in the teaching of mathematics. The result of this can be seen in the year-on-year improvement in attainment at the end of Key Stage 2 over the last three years. Shared responsibility for development is embedded deeply into the culture of the school. The school has a good understanding of the local community through its partnership with other local schools; it shows a strong commitment to promoting cohesion within and outside the school community.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b> Taking into account: The leadership and management of teaching and learning	<b>2</b>
	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>

<p><b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms</p>	
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Teaching and learning are good across the unit for Nursery and Reception children. Staff forge very good links with parents and provide them with information so they can support learning effectively at home. Children's skills and knowledge at entry to school vary between individuals and but are generally typical for the age group. A good programme of introducing them to school life means they settle quickly. Children's progress is assessed constantly and tasks are planned effectively to build on their prior learning. Planning also takes account of individuals' interests in order to keep them well motivated. Behaviour is good and children are well versed in routines. A good balance between adult-directed work and free-choice activity allows children to learn and consolidate new skills. They make good progress and, by the end of the year, their development exceeds expectations in some areas of learning, especially personal development. They benefit from having a designated key worker, which helps them make good progress in their personal development. Standards of care are good; staff are most vigilant and children learn in a safe and secure environment. The outside area is used well to support all aspects of learning and the school has plans to improve this further. The Early Years Foundation Stage is well led and managed effectively.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

A large majority of parents responding to the survey are happy with their children's experience of school, say their children are happy, teaching is good, and judged the overall management of school to be effective. A very small minority of parents thought that their child was not making enough progress but inspection findings show that the progress of all pupils is good. All those who responded are confident that the school keeps their children safe.



## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Monton Green Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 83 completed questionnaires by the end of the on-site inspection. In total, there are 296 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	58	70	24	29	1	1	0	0
The school keeps my child safe	61	73	22	27	0	0	0	0
The school informs me about my child's progress	36	43	42	51	4	5	0	0
My child is making enough progress at this school	26	31	46	55	8	10	1	1
The teaching is good at this school	31	37	47	57	3	4	0	0
The school helps me to support my child's learning	29	35	45	54	5	6	0	0
The school helps my child to have a healthy lifestyle	34	41	42	51	4	5	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	33	40	40	48	3	4	0	0
The school meets my child's particular needs	28	34	43	52	5	6	0	0
The school deals effectively with unacceptable behaviour	31	37	42	51	5	6	0	0
The school takes account of my suggestions and concerns	26	31	50	60	4	5	0	0
The school is led and managed effectively	33	40	45	54	1	1	0	0
Overall, I am happy with my child's experience at this school	41	49	39	47	2	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



27 November 2009

Dear Pupils

Inspection of Monton Green Primary School, Manchester M30 9JP

Thank you for your friendly welcome when we visited your school recently. We really enjoyed our visit and were pleased to hear about all the exciting work you have been doing and the visits you have made to help you learn. You told me that Monton Green is a good school, and I agree. Here are some of the things that make it good.

- You like coming to school and your parents told us that they like the school too.
- Your behaviour is good, you are keen to learn and you get along well with one another.
- You enjoy the interesting lessons your teachers plan for you.
- The youngest children get off to a good start in the Early Years Foundation Stage.
- The adults look after you extremely well and so you feel safe at school.
- Your teachers check regularly that you are making good progress and organise support for those who need some extra help.
- The standards you reach by the end of Year 6 are above average.

To make the school even better I have asked your headteacher to make sure that teachers strengthen your skills even further in mathematics. I would also like the school to make sure that you have more opportunities to find out about the lives of people who live in a wide variety of communities in this country and abroad.

I send my very best wishes for the future.

Yours sincerely

Mrs Barbara Flitcroft

Lead Inspector

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