

Mountbatten Primary School

Inspection report

Unique Reference Number	117931
Local Authority	Kingston upon Hull City of
Inspection number	339103
Inspection dates	21–22 June 2010
Reporting inspector	Rajinder Harrison

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 of pupils on the school roll	230
Appropriate authority	The governing body
Chair	Mrs Linda Cobb
Headteacher	Mrs Lynne Trotter
Date of previous school inspection	21 September 2006
School address	Wivern Road Bilton Grange Easr Yorkshire HU9 4HR
Telephone number	01482 375224
Fax number	01482 707909
Email address	head@mountbatten.hull.sch.uk

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Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

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Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 12 lessons and observed nine teachers. They held meetings with governors, staff, parents and groups of pupils. They observed the school's work, and looked at a range of documents, including school policies, the improvement plan, monitoring records, analyses of pupils' attainment and progress and the local authority's evaluations of the school's performance. Inspectors analysed 37 questionnaires returned by parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- pupils' progress, particularly of the more able, and the standards currently being attained across the school, particularly in writing
- the quality of teaching, assessment and the curriculum, particularly to support the development of pupils' literacy and numeracy skills
- the effectiveness of systems for monitoring, self-evaluation and improvement planning
- the school's promotion of community cohesion beyond its local area.

Information about the school

This is an average size school. Almost all pupils are of White British heritage. The school has an above average proportion of pupils who have special educational needs and/or disabilities, and a well above average proportion of pupils known to be eligible for free school meals. An above average number of pupils leave or join the school at times other than in the Early Years Foundation Stage and Year 6. This higher mobility is particularly prevalent in Key Stage 2. As a consequence, a significant proportion of pupils do not receive all their primary education in this school.

The school has a Healthy Schools Award, a Basic Skills Quality Mark 4 and an Artsmark (silver).

There is a privately run after-school club in the school premises. It is not under the management of the governing body and its provision is not the subject of this inspection.

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

This is a good school. It's calm, friendly atmosphere provides pupils with the security and stability they need to feel cared for and valued. They form good relationships and feel safe. Pupils' effective spiritual, moral and social development contributes to their good understanding of how to keep safe, fit and healthy. Most attend regularly and work hard. A good range of activities contributes significantly to pupils' enjoyment of school and to their personal development. Pupils willingly take on responsibilities to help around the school but have fewer opportunities to make a greater contribution to the wider community or to celebrate ethnic, religious and cultural diversity, nationally or globally.

Achievement and enjoyment are good. Pupils' overall progress through the school is good. It is more rapid in classes where teaching is consistently good or better. Occasionally, teaching takes insufficient account of pupils' prior attainment and tasks do not challenge the more able sufficiently. When pupils leave at the end of Year 6, their attainment is below average, but not significantly so, and much improved in relation to their starting points. Reading is a strength; writing and mathematics are showing signs of good improvement. Pupils with special educational needs and/or disabilities make similar progress to their classmates. The school effectively integrates pupils who join part way through their primary education.

Most lessons are interesting, lively and effective. Pupils particularly enjoy using computers to extend their learning, and thrive on competitive elements, such as working against the clock. In a few lessons, teaching lacks precision and purpose. Consequently, pupils are not always sure about what they are learning and although all ability groups complete similar tasks, the more able pupils are not challenged sufficiently. The curriculum is good. It has exciting and popular enrichment activities, an appropriate emphasis on promoting pupils' basic skills and includes topics that captivate pupils' interest. While pupils have a good understanding of their local community and feel secure within it, they are less sure of the diverse cultures and faiths represented in this country and globally. Care arrangements are good. Pupils receive good feedback to help them improve their work.

Leaders and managers aim to provide the best education possible and do so successfully. The effective monitoring of teaching and learning identifies early when pupils need support, and subsequent timely interventions ensure pupils meet their targets. The school's self-evaluation is accurate. Pupils' attainment is better than at the time of the last inspection because provision has improved. In light of this, leaders demonstrate a good capacity to secure future improvement.

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What does the school need to do to improve further?

- Raise attainment in all subjects, but particularly in writing and mathematics, by:
 - ensuring that teaching is consistently good in every class and that pupils have work that is accurately matched to their needs
 - challenging all pupils more, but particularly the more able.
- Extend the opportunities pupils have to explore, understand and relate to communities that are different to their own, nationally and globally.

Outcomes for individuals and groups of pupils

2

Pupils achieve well because they enjoy learning. 'School is fun because I learn something new every day,' is one sentiment expressed by pupils. Their enjoyment is evident in the way they listen attentively and settle to tasks promptly. They enjoy sharing their ideas as this gives them the confidence during question and answer sessions. For example, when solving problems in numeracy they discuss various strategies to complete the task.

Children start in the Early Years Foundation Stage with attainment that is well below the levels expected for their age, particularly in their literacy, numeracy and emotional and social skills. Through good provision, they achieve well but most are still below average at the end of their Reception year. Pupils currently in Years 2 and 6 are working at broadly average levels in reading and with below average attainment in writing and mathematics. The school's strategies to raise attainment in these areas are beginning to have a positive impact. This is not yet wholly reflected in test results. Pupils who need help with their learning receive good support and achieve well. This applies also to pupils who join the school during Key Stage 2. More-able pupils are not always challenged sufficiently to promote their better attainment.

Pupils behave well and say that staff deal with occasional lapses in behaviour promptly. If problems arise, pupils are confident they can go to staff for support. They show respect for others by listening sensibly, as reflected during worship, a time pupils regard with reverence. Their passionate singing, both in assemblies and in the music club Gleem, reflects their good spiritual development. Many choose healthy school meals and are enthusiastic about physical activities and the sports teams they can join. Older pupils help around the school, commenting wisely that, 'We like helping out and making sure children play safely'. They express a sense of wonder as they talk about growing vegetables in their allotment. They talk enthusiastically about their work with the local community officer last year and say they would like to contribute more 'to make the local area better for everyone'. While they are confident with each other and recognise that differences should be respected, they are less sure about what life is like for communities in other parts of this country and in the wider world. The pupils' readiness for the next stage of their education is satisfactory.

These are the grades for pupils' outcomes

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Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching is consistently good because teachers plan interesting activities that encourage pupils to think about their learning. Teachers use discussion between pupils well to share ideas and be more confident in their answers. For example, in a Year 2/3 lesson pupils worked together well to construct play scripts. Effective use of computers and other technology supports pupils' learning particularly well. Teaching assistants are used effectively in supporting pupils who need additional help to participate fully.

Opportunities are occasionally missed to give pupils, particularly the more able, time to develop their ideas more independently. Occasionally, unclear presentations that lack precision about what pupils are to learn, confuse pupils and hamper progress. Not all marking is effective in helping pupils to improve their work.

The curriculum is well organised and puts good emphasis on developing pupils' literacy and numeracy skills. The new phonics programme has already had a marked impact on raising standards in reading and writing. The curriculum provides many opportunities for pupils to develop their skills, for example, in art, music and physical education, and their study of French enhances their cultural development. Themed events and cross-curricular activities extend pupils' interests and learning well. Modified plans, good resources and individual support allow pupils who need help with their learning to achieve well. Good links with others, including secondary schools, enrich learning further and inspire pupils in subjects such as science. Visitors and visits enrich pupils'

¹ 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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experiences, but pupils have insufficient opportunities to explore other traditions, faiths and cultures. A good personal, social, health education programme ensures pupils understand, for example, how to stay safe, and the dangers of drug abuse.

Pastoral care arrangements are very good. Parents and carers are generally happy with the school and say that staff respond promptly if individuals and their families need help. Pupils who experience personal or academic difficulties are very well cared for and links with other agencies to support them are strong. The school's arrangements to support the many pupils who join the school mid-year are very effective. Most parents and carers ensure their children attend school regularly. Despite the school's good efforts, a few pupils have too many absences and miss vital learning.

These are the grades for the quality of provision

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

How effective are leadership and management?

School managers, led well by a very determined and resilient headteacher, are ambitious in their intent to provide pupils with the best education possible. Expectations of pupils and staff are high. The school has a clear sense of purpose and direction, with firm foundations laid to move the school forward. Leaders promote a strong sense of community in school and effective teamwork has ensured good improvement since the last inspection. The school is clean, well maintained and very attractive. All aspects of health and safety, child protection and arrangements to secure safeguarding are good. The monitoring and evaluation procedures to support effective development planning are rigorous. For example, writing was identified as a relative weakness last year and the appropriate action was taken raise standards. Pupils come from very low starting points, settle quickly and achieve well, largely due to the school's good work in promoting equality of opportunity. Pupils who fall behind their targets are identified early and receive the necessary support to catch up quickly. While the school acknowledges that more-able pupils could be challenged further, pupils of all backgrounds generally have the help they need to achieve successfully.

The relatively new governing body has ensured effective safeguarding procedures and carries out its duties satisfactorily overall. School leaders promote community cohesion very effectively locally and plans are in place to promote links with diverse communities in this and other countries. The school values the views of parents and carers and effectively encourages their involvement in school life.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children enjoy school, form positive relationships, and as a result of effective induction arrangements they settle quickly. Children who need specific help are supported sensitively and parents are kept well informed of any concerns the school might have. Many children lack confidence when they start in the nursery but clear routines and high expectations help them make good progress. They learn from older Reception age children by watching what is expected and learning from them. Older children motivate younger ones to explore new activities confidently. For example, children have poor creative skills when they first start, but the freedom to play inside or out allows them the time to work at their own pace. Effective interventions from staff extend children's confidence in speaking and help them develop their knowledge and understanding of the world. The learning environment is attractive and exciting. Children play outside in all weathers, experiment and explore excitedly, and discover that they can produce colourful art work using computers.

Provision and leadership and management are good. Children are very safe and well cared for. They achieve well in their learning and personal skills. Staff plan a good balance of activities between those that children choose and those led by adults. Children try everything and persevere even when tasks are challenging. Staff know the children well and group them appropriately for more formal sessions, for example, phonics. Staff make careful notes of each child's progress and share information with parents and carers appropriately. Occasionally, more-able children who are capable of being further challenged, do not achieve all that they could. The school's assessment

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data show that children attain well below average standards in literacy, numeracy and creative skills, but are broadly average in other areas of learning at the end of the Reception Year.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

Parents' and carers' views about the school are generally very positive. Of the 37 questionnaires returned, (16%), very few had any written comments. Inspectors agree with parents' and carers' positive views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Mountbatten 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 39 completed questionnaires by the end of the on-site inspection. In total, there are 230 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	24	62	15	38	0	0	0	0
The school keeps my child safe	25	64	12	31	2	5	0	0
The school informs me about my child's progress	22	56	16	41	1	3	0	0
My child is making enough progress at this school	23	59	14	36	1	3	1	3
The teaching is good at this school	22	56	17	44	0	0	0	0
The school helps me to support my child's learning	20	51	16	41	3	8	0	0
The school helps my child to have a healthy lifestyle	19	49	19	49	1	3	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)	17	44	19	49	1	3	0	0
The school meets my child's particular needs	21	54	17	44	1	3	0	0
The school deals effectively with unacceptable behaviour	18	46	19	49	0	0	0	0
The school takes account of my suggestions and concerns	11	28	23	59	2	5	0	0
The school is led and managed effectively	13	33	24	62	1	3	0	0
Overall, I am happy with my child's experience at this school	25	64	13	33	1	3	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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



23 June 2010

Dear Pupils

Inspection of Mountbatten Primary School, Bilton Grange, HU9 4HR

Thank you for making the team welcome and for being so friendly and polite when we inspected your school recently. We enjoyed talking with you. I am writing to tell you that we found out that your school gives you a good education. You said that you enjoy school, particularly the visits you go on and the clubs you can join. You said that you have many good friends at school and that you like your teachers. You also said you like your school because teachers make learning fun and every day you learn something new. We were very impressed with the way so many of you help around the school, how you look after younger ones at lunchtimes and with your beautiful singing. We also liked the 'police' work you did with your community police officer.

There are many good things about your school. These include your good behaviour and good understanding of how to live a healthy lifestyle. You work hard at school and enjoy learning. You make good progress in all your subjects. Your lessons are interesting and the school takes good care of you.

While these aspects of your school are good, the inspectors think that a few things could be better. We have asked the headteacher, other staff and governors to do the following to improve the school:

- to give you work that challenges you appropriately in all your lessons; that all your lessons are good and that teachers use what they know about how well you are doing when they plan your work
- to do more to help you learn about what life is like for people who live in other parts of this country and in other countries.

There are things you could do to help too. For example, you could make sure that you do your best to achieve your targets and ask for harder work if it is too easy.

Yours sincerely

Mrs Rajinder Harrison

Lead inspector

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