

Montagu Primary School

Park Road, Mexborough, South Yorkshire, S64 9PH

Inspection dates 8–9 October 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Inadequate	4
Achievement of pupils		Inadequate	4
Quality of teaching		Inadequate	4
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Inadequate	4

Summary of key findings for parents and pupils

This is a school that requires special measures.

- Achievement is inadequate in Key Stage 1 and Key Stage 2 because pupils' progress in reading, writing and mathematics varies widely between year groups; too many pupils do not make the progress that they should.
- Attainment gaps between pupils supported by the pupil premium and all other pupils widened in 2013.
- Many teachers do not plan lessons which meet the needs of all pupils, particularly the most-able, who are insufficiently challenged in the vast majority of lessons.
- Many teachers do not have high expectations of what pupils can achieve and do not allow them enough opportunities to take responsibility for their learning.
- In lessons, low level disruption by a few pupils, who, for example, do not always listen attentively when asked to by the teacher, reduces the rate at which other pupils can learn.
- Below average attendance hinders some pupils' learning and progress.
- The headteacher and members of the senior leadership team have an over generous view of the school's performance so they have not challenged underachievement.
- The curriculum is poorly designed and does not meet the needs of pupils and support their learning effectively.
- Since the previous inspection, the actions that have been taken by leaders and governors have been ineffective. Consequently, the quality of teaching is too weak and pupils' achievement is well below what they are capable of.
- Governors do not hold school leaders to account. They do too little to monitor pupils' achievement, particularly those supported by the pupil premium.

The school has the following strengths

- The Early Years Foundation Stage has been improved well by the leader. Most children make good progress in the Nursery and Reception classes.
- Most pupils say they enjoy school and feel safe when they are there.

Information about this inspection

- Inspectors observed 18 lessons or part lessons, two of which were jointly observed with the deputy headteachers and one with the assistant headteacher. In addition, the inspectors listened to pupils read and observed a number of teaching assistants working with pupils, both in and out of lessons, and observed the breakfast club at work.
- Meetings were held with pupils, parents and teachers, two members of the governing body and a representative of the local authority.
- In the course of the inspection, inspectors took account of the 70 responses made by parents to the online questionnaire (Parent View), and considered the 26 responses to the staff questionnaire.
- The inspectors observed the work of the school and scrutinised plans for improvement as well as documents relating to safeguarding, behaviour and attendance. A broad range of other evidence was also scrutinised, including current pupils' work in books from all classes and the school's own data and monitoring records of how well pupils progress in their learning.

Inspection team

Declan McCauley, Lead inspector	Additional Inspector
David Tingle	Additional Inspector
Sue Eland	Additional Inspector

Full report

In accordance with section 44 of the Education Act 2005 (as amended), 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.

Information about this school

- This is a larger than average-sized primary school.
- An above-average proportion of pupils are supported through school action. The proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- The proportion of pupils supported by the pupil premium is above the national average. The pupil premium is additional government funding for those pupils who are known to be eligible for free school meals, children from service families, and those children that are looked after.
- Most pupils are of White British heritage.
- The school manages and runs a daily breakfast club for pupils.
- The school meets the government's current floor standard, which sets the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Rapidly improve the quality of teaching to good or better in order to raise standards in reading, writing and mathematics for all groups of pupils across Years 1 to 6, so they make at least good progress by:
 - ensuring all teachers match tasks in lessons to the needs of all pupils, particularly the most-able, by challenging them more effectively
 - increasing opportunities for all pupils to take responsibility for their own learning so that they learn to think for themselves and develop independent learning skills
 - increasing the rate at which pupils learn in lessons so that no learning time is wasted
 - making sure all teachers have high expectations of what pupils can achieve
 - ensuring all marking fully identifies what pupils should do to improve their work further
 - making sure all teachers use mathematical vocabulary accurately and check the accuracy of pupils' spelling of simple words in their writing
 - giving all pupils more opportunities to use their literacy and numeracy skills in other subject areas
 - closing the gap in attainment between pupils supported by the pupil premium and all other pupils.
- Improve pupils' behaviour and levels of attendance so they are at least good by:
 - further reducing the proportion of pupils who are absent from school too often by working with parents to challenge unnecessary absence
 - eradicating any low level disruption that wastes learning time in lessons by making sure pupils are more actively engaged and interested in lessons, particularly the most-able.
- Rapidly improve the effectiveness of leadership and management, including governance, so that the school improves quickly and sustainably by:

- making sure leaders carefully monitor how additional funding is boosting the progress and improving the attainment of pupils supported by the pupil premium
- focusing more sharply on pupils' progress when observing teaching and checking the overall performance of the school
- using very precise targets in order to measure and judge progress when planning for further improvement
- ensuring the curriculum is planned well to promote the development of pupils' reading, writing and mathematics skills
- strengthening the ability of governors to hold the school's leaders fully to account for pupils' achievement
- undertaking an external review of governance, to include a specific focus on the school's use of the pupil premium, in order to assess how this aspect of leadership and governance may be improved.

Ofsted will make recommendations on governance to the authority responsible for the school.

Inspection judgements

The achievement of pupils

is inadequate

- Pupils' achievement across Years 1 to 6 is inadequate in reading, writing and mathematics.
- From their individual starting points, pupils make good progress in the Early Years Foundation Stage to the point when they join Year 1. From this point until end of Year 6 pupils' progress is slower because of weak teaching and they leave school with levels of attainment which are below the national average in reading, writing and well below in mathematics.
- The progress made by the most-able pupils throughout Key Stage 1 and 2 is inadequate. The standards they reach in English and mathematics by the end of Year 6 are well below similar pupils nationally. School tracking data show that, in 2013 at the end of Key Stage 1, standards in reading, writing and mathematics were below average, particularly so for the most-able pupils.
- The pace of learning in English and mathematics in different year groups varies greatly. It is fast in some year groups and very slow in others. For example, last academic year, pupils in Year 3 made only about half a term's progress in writing over the course of the whole year. Meanwhile, Year 1 pupils made particularly rapid progress in mathematics.
- While almost all pupils make inadequate progress, the attainment of pupils supported by the pupil premium, particularly those known to be eligible for free school meals is much lower than that of other pupils. In 2012, Year 6 pupils known to be eligible for free school meals were approximately two terms behind other pupils in the school in mathematics and one term behind in English. Money spent on initiatives to improve the achievement of this group has not helped them to catch up with other pupils. In 2013, the gap in attainment between those eligible for support through the pupil premium and other pupils in the school increased.
- The school's promotion of equality of opportunity is ineffective and pupils are not prepared adequately for their next stage of learning.
- Disabled pupils and those who have special educational needs make inadequate progress because their needs are insufficiently met by teaching in lessons and programmes put in place to support them have not worked effectively.

The quality of teaching

is inadequate

- Published school performance information, data from the school's own tracking of pupils' progress and work in pupils' books show that the quality of teaching throughout Key Stage 1 and Key Stage 2 has declined since the last inspection. Teaching does not ensure all pupils make at least the progress expected of them in reading, writing and mathematics and, as a result, their achievement is inadequate.
- In many lessons, teachers do not carefully match learning tasks to the ability levels of pupils or have sufficiently high expectations of what all pupils can achieve. In the majority of lessons, teachers do not challenge those who are most-able. Consequently, these pupils do not learn enough and their progress is far too slow.
- In many lessons, the rate of learning is too slow because teachers over direct pupils' learning and do not allow individuals to make their own decisions or think for themselves. At other times, learning time is wasted because lessons are disrupted by pupils who lose interest because they are not challenged enough by the learning tasks planned by teachers.
- In mathematics lessons, most teachers do not use mathematical language appropriately which confuses pupils. In lessons where pupils produce extended pieces of writing, teachers do not check the accuracy of pupils' spelling of simple words and mistakes go uncorrected.
- In many cases, the marking in pupils' books celebrates what pupils have done well but does not give them sufficient guidance about what they should do next in order to improve their work so they cannot respond adequately and correct their work.
- Teaching in the Early Years Foundation Stage is good. Children quickly become independent

learners and grow in confidence because of effective teaching. The teaching of the sounds which letters make (phonics) helps the pupils to begin to be able to read with a degree of confidence.

- Teachers endeavour to make learning exciting for pupils by planning themed days and events. During the inspection, pupils from different year groups participated in a 'superhero' day, the Doncaster book awards and a week-long Shakespearean study group. These special events give pupils opportunities to use their literacy and numeracy skills in other curriculum areas but, so far, have not improved pupils' achievement.

The behaviour and safety of pupils

requires improvement

- Behaviour and safety are not good because a few pupils cause disruption to lessons when they lose interest in their learning. This slows the rate of learning for other pupils. At lunch time younger pupils do not always behave appropriately in the dining hall.
- Too many pupils do not have good levels of attendance and this restricts their learning and progress. This could be seen last year in the particularly low standards attained by pupils at the end of Year 6 who were absent from school too often. The very recently appointed parent support adviser is working closely with parents. She is beginning to increase their awareness of the need for their children to attend regularly; however, absence rates are still too high.
- School leaders and managers have slightly reduced the number of pupils who have been absent from school on a regular basis. The deputy headteacher, who is responsible for attendance, recognises the importance of pupils attending regularly and has worked well with outside agencies to bring about this reduction.
- In lessons, teachers frequently have to stop and wait for pupils to listen, and this wastes time and slows learning. In one lesson observed, the teacher had to wait for a few of the most-able pupils to stop working and listen before continuing with the lesson. The pupils concerned did not need to stop and participate in the learning activity, which was aimed at a lower level than they were capable of working at, and consequently they became disinterested because they were insufficiently challenged.
- Around school, most pupils are polite, well mannered and courteous to adults. Pupils are aware of a few incidents of bullying in school but report their concerns are always dealt with effectively when shared with their teachers.
- Pupils feel the school is a safe learning environment; this view is supported by an overwhelming proportion of the staff and vast majority of parents who responded to Parent View.
- The breakfast club makes a valuable contribution to pupils' well-being and plays an important part in ensuring they get a good start to their day in school and leaves them ready to learn.

The leadership and management

are inadequate

- School leaders and managers, including members of the governing body, have not taken effective action to tackle weaknesses in teaching and the wide variations in pupils' progress; consequently, the school's effectiveness has declined since the last inspection and is now inadequate.
- The systems for checking and evaluating the quality of teaching are ineffective. Observations of teaching do not take enough account of the progress pupils are making. Instead they focus on what the teacher is doing rather than the impact that teaching is having on learning.
- Processes used by senior leaders to check and evaluate the strengths and weaknesses within the school have led to them having an over generous view of how well the school is performing. Plans for further improvement do not contain precise targets and measurable goals which senior leaders can use to judge how rapidly the school is improving.
- While senior leaders know what the pupil premium funding has been spent on last year, they have not measured the impact on pupils' achievement. Equally, they are unable to explain what difference the new primary school sport funding is making to the participation, promotion of

healthy lifestyles or achievement in sport for specific pupils or groups of pupils.

- Prior to the previous inspection, the junior and infant schools had been amalgamated to form this primary school. Members of the senior leadership team have fostered a shared view of what they expect within the staff and merged the staff into a cohesive unit. Although, so far, this has not resulted in improved achievement for pupils.
- Teachers responsible for improving literacy and numeracy have a good understanding of the current weaknesses. They have many plans for improvement, but these have yet to be fully implemented.
- The school curriculum is not well planned to promote the development of pupils' reading, writing and mathematics skills.
- The local authority increased the amount of support provided to the school last term and fully recognises pupils are not achieving as well as they should. The support has been ineffective in helping the school to improve.
- The actions of leaders and managers, including governors, lack the rigour required to improve the school at a rapid pace.
- Newly qualified teachers may not be appointed.
- **The governance of the school:**
 - Members of the governing body do not hold senior leaders to account for pupils' achievement. Governors are aware that, at the end of last academic year, pupils' standards and progress had not improved enough since the last inspection.
 - Governors understand which groups of pupils are eligible for support through the pupil premium but are not clear about the impact this funding is having.
 - Governors are unclear about how the primary sport funding is being spent or how they will evaluate its impact.
 - Records show that members of the governing body receive regular reports about the leadership of teaching and staff performance, and set appropriate targets for the headteacher. However, this information and their existing routines are not helping them to challenge leaders to improve teaching or tackle underperformance in the classroom.
 - The shortcomings and lack of impact of governance demonstrate that currently governors do not have the ability to provide effective strategic leadership to quickly and sustainably improve the school.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	106708
Local authority	Doncaster
Inspection number	425734

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	451
Appropriate authority	The governing body
Chair	David Wilkinson
Headteacher	John Scatchard
Date of previous school inspection	16 November 2011
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