

# Montagu Academy

Park Road, Mexborough, South Yorkshire, S64 9PH

## Inspection dates

25–26 April 2017

| Overall effectiveness                        | Requires improvement        |
|--|-----------------------------|
| Effectiveness of leadership and management   | <b>Requires improvement</b> |
| Quality of teaching, learning and assessment | <b>Requires improvement</b> |
| Personal development, behaviour and welfare  | <b>Requires improvement</b> |
| Outcomes for pupils                          | <b>Requires improvement</b> |
| Early years provision                        | <b>Requires improvement</b> |
| Overall effectiveness at previous inspection | Not previously inspected    |

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- The headteacher and senior leaders have not made sure that all pupils make strong progress in reading, writing and mathematics from their different starting points.
- Senior leaders monitor the quality of teaching, learning and assessment routinely. However, they do not use this information well enough to drive improvement in teachers' practice.
- The quality of teaching, learning and assessment varies too much, especially in key stage 2. In part this is because of the number of staff changes in key stage 2 classes. Also, teachers do not always challenge the most able pupils to use and apply their knowledge and skills.
- Pupils do not have the consistently positive attitudes they need to learn well and make fast progress without frequent direction from adults.
- The outcomes achieved by pupils in key stage 2 are too variable. Disadvantaged pupils and those who have below-average and average starting points do not make consistently strong progress in reading, writing and mathematics.
- Senior leaders do not monitor pupils' spiritual, moral, social and cultural development closely. Pupils are not knowledgeable enough about people who have different cultures and faiths.
- The effectiveness of middle leadership varies widely. Many middle leaders are new to their leadership roles and some lack the knowledge and skills they need.
- The early years curriculum does not provide a rich enough range of learning experiences and opportunities for children in the Nursery and Reception classes.

### The school has the following strengths

- There has been a sustained upward trend in the outcomes achieved by children in the early years and in key stage 1.
- Pupils who have special educational needs and/or disabilities are well supported and, as a result, make strong progress towards the targets and objectives in their individual plans.
- Pupils who need help and protection are identified quickly and supported effectively as a result of well-coordinated multi-agency work.
- Attendance, including the attendance of disadvantaged pupils, has improved as a result of well-targeted and effective support for pupils and their families.

## Full report

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

- Improve the effectiveness of leadership and management by making sure that:
  - variability in the quality of teaching, learning and assessment in key stage 2 classes is tackled and, as a result, pupils in Years 3 to 6, especially those who are disadvantaged, make consistently strong progress from their different starting points
  - senior and middle leaders monitor all areas of the school’s work systematically and effectively and use this information to drive improvement in the quality of provision and outcomes for pupils
  - all middle leaders have the knowledge and skills needed to secure and sustain improvement in the areas of the school’s work they lead.
- Improve the curriculum, teaching and assessment by making sure that:
  - children in the early years have a broad and rich range of experiences and opportunities in the indoor and outdoor learning areas, especially in the activities they choose for themselves
  - work is pitched at the right level for lower-attaining pupils and the most able pupils, especially in key stage 2 classes
  - the most able pupils are challenged to use and apply their knowledge and skills in English, mathematics and a wide range of other subjects.
- Improve pupils’ personal development, behaviour and welfare by making sure that:
  - pupils develop the confidence, skills, independence and consistently positive attitudes to learning they need to learn well
  - pupils’ spiritual and cultural development is enhanced, especially their knowledge of the faiths and cultures of people living in modern Britain.

## Inspection judgements

### Effectiveness of leadership and management

### Requires improvement

- The headteacher, senior leaders and governors have an accurate understanding of the school's strengths and the areas needing improvement. Crucially, however, their actions have not had enough impact on the effectiveness of early years provision, the quality of teaching, learning and assessment, pupils' personal development, behaviour and welfare and the outcomes they achieve. As a result, all require improvement in order to be good.
- The effectiveness of actions taken by the headteacher and senior leaders to improve the quality of teaching, learning and assessment has been limited by the number of staff changes in key stage 2 classes in 2016/17. Although there has been sustained improvement in the outcomes achieved in the early years and in key stage 1, the quality of teaching, learning and assessment and the outcomes pupils achieve in key stage 2 remain too variable. Many of the parents who spoke to inspectors and those who responded to Parent View, Ofsted's online questionnaire, highlighted concerns about the impact of staff changes in key stage 2 classes on their children's learning and progress.
- Although senior leaders monitor the quality of teaching, learning and assessment regularly and systematically, they do not use this information to improve teachers' practice with the necessary urgency. Similarly, although senior leaders use performance management to hold teachers to account for improving their practice and achieving better outcomes for pupils, performance management plans do not focus sharply enough on the aspects of teaching, learning and assessment which require improvement. Importantly, plans do not have the clear milestones and timescales needed to secure rapid improvement.
- The contribution middle leaders make to the school's leadership and management varies too much. Some middle leaders are highly effective. For example, the school's provision for pupils who have special educational needs and/or disabilities is well led and, as a result, special educational needs funding is used effectively. Pupils' needs are identified and assessed in a timely and accurate way and specialist teaching and support are well coordinated and effective. Many pupils, therefore, make strong progress towards the objectives in their support plans and education, health and care plans. However, many other middle leaders are either new to their role or lack the skills and experience needed to secure improvement in the subjects and areas of the school's work they lead.
- The headteacher, senior leaders and governors have high expectations for all pupils. Work done to improve the outcomes achieved by disadvantaged pupils, including the use of pupil premium funding, is increasingly well targeted and effective. As a result, disadvantaged children in the early years and in key stage 1 are making faster progress and achieving outcomes which are in line with or above those achieved by other pupils nationally. The picture in key stage 2 is not as positive and the outcomes achieved by disadvantaged pupils in reading, writing and mathematics remain too variable.
- The curriculum is thoughtfully designed so that it builds on pupils' interests and supports the development of their knowledge and skills. Literacy and numeracy skills,

for example, are taught systematically and well through the early years and in key stage 1. The curriculum is enriched and extended through educational visits, including residential, and a range of lunchtime activities and after-school clubs. The primary physical education (PE) and sport premium is used effectively to improve the PE curriculum, the quality of PE teaching and to increase pupils' participation in PE and sport. This includes adventurous activities and inter-school competitions.

- Aspects of pupils' spiritual, moral, social and cultural development and the values of tolerance and respect are well promoted. This helps them to be well prepared for their lives as citizens in modern Britain. However, pupils are not knowledgeable enough about people from different backgrounds and with different faiths. Importantly, pupils' spiritual, moral, social and cultural development is not monitored, reviewed and evaluated systematically by senior leaders. As a result, senior leaders do not have a clear enough view of the effectiveness of this important aspect of pupils' development.

### **Governance of the school**

- Governors are deeply committed to the school, are ambitious for pupils and want them to do well.
- Governors have a clear view of the school's effectiveness. They receive detailed and helpful reports and information about key areas of the school's work from the headteacher, senior leaders and the academy trust's improvement partners.
- Governors keep a close eye on the school's use of additional funding, including special educational needs funding, the pupil premium and the primary PE and sport premium. Governors challenge senior leaders about the impact of this funding, for example on the outcomes achieved by disadvantaged pupils and those who have special educational needs and/or disabilities.
- Governors have effective oversight of the school's safeguarding arrangements. They have made sure that the school's procedures for checking the suitability of staff to work in the school comply with the Department for Education's (DfE's) current requirements.

### **Safeguarding**

- The arrangements for safeguarding are effective.
- There is a strong and embedded culture of keeping pupils safe and protecting them from harm. Leaders and staff know pupils well and are alert to the things that make them vulnerable. Timely action is taken when concerns about a pupil's safety or welfare are identified. Records show that the school works closely and effectively with other professionals and services to provide the help and support pupils and their families need.

### **Quality of teaching, learning and assessment**

**Requires improvement**

- In some classes, teachers do not make sure that all pupils, especially lower-attaining pupils and the most able pupils, are set interesting and challenging work which secures

and deepens their knowledge, skills and understanding. As a result, the progress pupils make in reading, writing and mathematics, especially in key stage 2, varies too widely. This is, in part, a consequence of the number of staff changes in key stage 2 classes.

- Although teachers assess pupils' learning and check their progress regularly, they do not always use this information to inform their planning and teaching. Equally, there are too few opportunities for pupils to use and apply what they know, understand and can do. In English, for example, the most able pupils are not always challenged to use the spelling strategies they are learning to improve the standard of their writing. Also, lower-attaining pupils do not always secure their knowledge and understanding before they move on to new work.
- Some teachers explain ideas and concepts clearly and question pupils skilfully. As a result, pupils respond keenly, sustain their interest and develop their knowledge and skills. This is not, however, consistently the case. At times, teachers do not challenge pupils, especially the most able pupils, to explain their ideas and, therefore, deepen their knowledge and understanding. This holds back their learning and progress.
- The special educational needs coordinator works closely and effectively with early years, key stage 1 and key stage 2 teachers. As a result, pupils' needs are identified and assessed well and pupils who have special educational needs and/or disabilities receive well-targeted and effective specialist teaching and support. Teachers identify a clear role for teaching assistants, who generally support pupils who need additional help well. At times, teaching assistants do not challenge pupils to complete tasks without close support. As a result, some pupils do not develop the confidence and skills they need to work and learn with greater independence.
- Teachers have high expectations for pupils' conduct and behaviour. Although pupils understand these expectations, they often need reminders to follow an instruction or keep focused on their work. Many pupils lack confidence in working and learning without direction and support from teachers and teaching assistants. These important skills and learning habits have not been taught well enough to pupils. This, again, holds back their learning and progress.
- Reading is taught increasingly effectively. The most able pupils in key stages 1 and 2 enjoy reading and read fluently and confidently with interest and understanding. Similarly, lower-attaining pupils are developing their phonics knowledge and are using this to read unfamiliar words with increasing confidence and fluency.

## Personal development, behaviour and welfare

## Requires improvement

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement.
- Pupils do not have consistently positive attitudes to learning, especially when the work set is either uninteresting or unchallenging. The standard of work in pupils' books and folders shows similarly variable attitudes to learning. In key stage 2, for example, pupils' work sometimes lacks pride and application or is incomplete. In contrast, when

teachers' expectations are high and when the work set captures and sustains pupils' interest, they work hard and apply themselves well.

- Pupils' safety and welfare are promoted effectively. Pupils told inspectors that they feel safe and well cared for in school. Pupils are knowledgeable about how to keep safe, for example when they are using computers and the internet. They know to tell an adult if they are worried about something or if someone says or does something unkind. Importantly, pupils are confident that adults always help them to 'sort things out'.
- In general, pupils are kind, thoughtful and considerate towards each other and there are few incidents of discriminatory behaviour or bullying. Although pupils told inspectors that incidents of bullying are dealt with quickly and effectively, some parents do not share their confidence. Teachers promote the values of tolerance and respect consistently and positively. However, some pupils do not know enough about the different cultures and faiths of people living in modern Britain. This aspect of their personal development is not consistently well promoted.

## Behaviour

- The behaviour of pupils requires improvement.
- In general, pupils behave responsibly and conduct themselves well. However, pupils quickly lose interest and 'switch off' when the work they are set does not capture and sustain their interest. Some rely too heavily on instructions and direction from teachers and teaching assistants. At times, this interrupts the flow of lessons and, therefore, pupils' learning and progress.
- Pupils who need support for their social, emotional and mental health needs and those who have more challenging behaviour are well supported. Pupils' needs are identified carefully and effective strategies are put in place for individual pupils and their families. As a result, there are marked improvements in the behaviour of this group of pupils over time.
- In 2015/16, attendance improved and was broadly in line with the national average for primary schools. The attendance of disadvantaged pupils increased from 2014/15 to 2015/16 as a result of well-targeted and effective intervention and support. Case studies show that pupils with high levels of absence are similarly well supported and, as a result, their attendance steadily improves.

## Outcomes for pupils

## Requires improvement

- There is an upward trend in the proportion of children achieving a good level of development by the end of the Reception Year. Children make typical progress from starting points which are below the age-expected level. However, too few children make progress which is better than this from their different starting points.
- The proportion of Year 1 pupils achieving the expected standard in the phonics screening check increased in 2016 and was in line with the national average. The proportion of pupils achieving the expected standard in phonics by the end of Year 2 also increased and was above the national average. Importantly, however, the

proportions of disadvantaged pupils achieving this standard by the end of Years 1 and 2 were below the averages for other pupils nationally.

- In 2016, the proportions of Year 2 pupils achieving or exceeding the expected standard in reading, writing and mathematics were broadly in line with the national averages. Indeed, the attainment of Year 2 pupils who had average or below-average starting points was above the national averages for similar Year 2 pupils nationally. This was also the case for disadvantaged Year 2 pupils who had these starting points.
- The outcomes achieved by Year 6 pupils in 2016 in reading, writing and mathematics varied too widely. Too few disadvantaged pupils and those with average and below-average starting points made strong progress, especially in reading and mathematics. The proportions of pupils achieving or exceeding the expected level in reading, writing and mathematics were below the national averages.
- Work in pupils' books and folders shows that the progress current key stage 2 pupils are making in English, mathematics and a wide range of other subjects continues to vary too much. Too few disadvantaged pupils and those with below-average starting points are making the accelerated progress needed to achieve the age-expected standards by the end of Year 6. Similarly, too few of the most able pupils are making fast progress and, as a result, are on track to exceed the age-expected standards in reading, writing and mathematics by the end of Year 6.
- Pupils who have special educational needs and/or disabilities are making strong progress towards the targets and objectives in their support plans and education, health and care plans. Assessment information shows that many are making accelerated progress in reading, writing and mathematics as a result of the high-quality support they receive. Some, however, are not making the fast progress needed to catch up with other pupils who have similar starting points.

### Early years provision

### Requires improvement

- Children join the Nursery class with a level of development which is below that expected for their age. From their different starting points, children make typical progress and in 2016 the proportion achieving a good level of development by the end of the Reception Year was in line with the national average. Since 2014, there has been a year-on-year increase in the proportion of children, including disadvantaged children, achieving a good level of development. Crucially, however, some children do not make the progress needed to achieve a good level of development and too few develop their knowledge, skills and understanding at greater depth.
- The early years curriculum does not provide a broad and rich enough range of experiences and opportunities for all children. Learning activities in the outdoor area are not closely matched to some children's interests and needs. This limits their participation in activities and their enjoyment of learning. Equally, there are too few opportunities for children to develop their ability to make choices and decisions about their learning, to follow their interests and develop their curiosity about the world around them.
- Safeguarding in the early years is given a high priority and all welfare requirements are met. Children develop positive attitudes to learning and behave well. They feel secure,

gain in confidence and learn and play independently and cooperatively as a result of the effective adult support they receive.

- Additional funding is used effectively to provide the high-quality extra support some children need. As a result, the outcomes achieved by disadvantaged children and those who have special educational needs and/or disabilities have improved.
- Leaders have an accurate view of the effectiveness of the early years provision. They know, for example, that children's learning and development are not always assessed accurately. Although children's learning and progress are captured and recorded in 'profiles', practice in the Nursery and Reception classes is too variable and children's next steps in learning are not always identified or recorded.
- Parents are positive about the effectiveness of the early years provision and the friendly and supportive approach in the Nursery and Reception classes. The parents who spoke to inspectors said that they are kept informed about their children's progress. Some parents told inspectors that the 'stay and play' and 'inspire' sessions help them to keep up to date with what their children are learning.

## School details

|                         |           |
|-------------------------|-----------|
| Unique reference number | 140825    |
| Local authority         | Doncaster |
| Inspection number       | 10031935  |

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

|                                     |  |
|-------------------------------------|--|
| Type of school                      | Primary  |
| School category                     | Academy sponsor-led  |
| Age range of pupils                 | 3 to 11  |
| Gender of pupils                    | Mixed  |
| Number of pupils on the school roll | 459  |
| Appropriate authority               | Academy trust  |
| Chair                               | Sean Gibbons/Sue Holmes  |
| Headteacher                         | Katie Moran  |
| Telephone number                    | 01709 583286   |
| Website                             | <a href="http://www.montaguacademy.org/">www.montaguacademy.org/</a>         |
| Email address                       | <a href="mailto:business@montaguacademy.org">business@montaguacademy.org</a> |
| Date of previous inspection         | Not previously inspected   |

## Information about this school

- The school meets requirements on the publication of specified information on its website and complies with Department for Education guidance on what academies should publish.
- Montagu Academy is a much-larger-than-average-sized primary school. Almost all pupils are from White British backgrounds and very few pupils speak English as an additional language.
- The proportion of pupils who are eligible for the pupil premium is much higher than the national average.
- The proportion of pupils who need support for their special educational needs and/or disabilities is similar to the national average. However, a higher-than-average proportion of pupils have a statement of special educational needs or an education, health and care plan.

- The school meets the government's floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

## Information about this inspection

- Inspectors observed teaching and learning on both days of the inspection. They also spoke to pupils, listened to them read and examined the work in their books and folders. Several lessons were visited jointly with the headteacher and senior leaders.
- Meetings were held with pupils, senior and middle leaders, two governors and a representative from Wakefield City Academies Trust (WCAT).
- Inspectors spoke informally to parents at the start and end of the school day. Inspectors took account of 27 responses recorded on Parent View, Ofsted's online questionnaire, including 16 written responses. There were no responses to the online pupil and staff questionnaires.
- Inspectors examined documents relating to governance, self-evaluation, school improvement planning, pupils' progress, attendance, behaviour, the curriculum and safeguarding.

## Inspection team

|                                |                         |
|--------------------------------|-------------------------|
| Nick Whittaker, lead inspector | Her Majesty's Inspector |
| Tim Scargill                   | Ofsted Inspector        |
| Elaine Watson                  | Ofsted Inspector        |

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