

# Henley-in-Arden Montessori Primary School

The Memorial Hall, Station Road, Henley-in-Arden, Warwickshire B95 5JP

**Inspection dates**

11 January 2018

**Overall outcome**

**The school meets all of the independent school standards that were checked during this inspection**

## Main inspection findings

### Part 1. Quality of education provided

*Paragraphs 3(a), 3(c), 3(d), and 3(g)*

- The previous inspection in July 2017 found weaknesses in teaching and pupils' progress over time, particularly in writing and mathematics. It was reported that pupils did not have enough opportunities to write at length or to develop their ability to problem-solve or to reason mathematically. The inspection also identified weaknesses in teaching in the Reception class.
- Scrutiny of pupils' writing during this inspection showed that pupils are now having opportunities to write at length. Pupils in key stage 2 regularly edit and improve what they have written. Pupils are aware of what they need to improve, although they do not always understand the meaning of the words teachers give them to develop their vocabulary. They all say that they enjoy writing. Staff closely link writing tasks to the text pupils are currently studying or the theme of the unit of work. Pupils are highly involved in the writing tasks they undertake, and make good progress in developing their writing. Some pupils are writing in advance of what is expected for their age.
- In mathematics, pupils have suitable opportunities to use practical resources to support their learning. They frequently have one-to-one lessons and they are encouraged to use the correct mathematical terminology. Children in Reception and Year 1 develop their skills in mathematical problem-solving and reasoning during mathematical discussions in the one-to-one sessions and when they work independently. Teachers give the key stage 2 pupils frequent opportunities to explain their mathematical reasoning during lessons. Staff assess pupils' abilities in mathematical reasoning at least every half term. These assessments show that pupils are making better progress from their starting points in this subject.
- Teachers know their pupils extremely well. Positive relationships between staff and all pupils ensure that pupils feel secure in their learning environment. Pupils are given many opportunities to make choices between varieties of challenging tasks under the guidance of the teachers. Teachers make notes each day about the progress of each pupil so that they are able to plan appropriate learning for them for the next day. Staff evaluate pupils' assessments every half term so that they can identify gaps in learning. As a result, teachers are able to give the pupils the help they need and to challenge them to

make better progress. All pupils, including those that speak English as an additional language, are doing well from their starting points.

- Teachers track the progress of pupils effectively. Teachers use this information well to identify any pupil in danger of falling behind.
- These standards are now met.

### Part 3. Welfare, health and safety of pupils

#### *Paragraphs 7 a, 7(b) 32(i) and 32(i)(c)*

- Leaders have ensured that there are appropriate safeguarding policies on the school website that comply with statutory requirements. All staff hold the well-being of the pupils as central to their work in the school. Staff complete regular training about any new requirements.
- These standards remain met.

### Part 8. Quality of leadership in and management of schools

#### *Paragraphs 34 (1(a) and 34 1(b)*

- Following the previous inspection, the headteacher made improvements to the teaching of writing and mathematics. She is maintaining her efforts to ensure that the school is providing challenging work for pupils.
- To effect improvements, the headteacher has introduced a series of staff meetings to discuss the findings of the previous Ofsted report. She has introduced opportunities for teachers to monitor each other with a focus on challenging questioning, mathematical reasoning and the improvement of writing. This has improved teaching and raised standards.
- Pupils now have increased opportunities to write at length. Teachers give pupils effective support to improve their written work and to recognise for themselves how they could enhance their writing. The headteacher has introduced the use of 'punctuation pyramids' and 'connective pyramids' so that pupils are clear about how to improve their sentences. Teachers give effective verbal and written feedback to help pupils to achieve and to make the progress expected of them. Targets in the front of the pupils' books show them the aspects of writing they need to work on. However, a small minority of pupils do not understand all of the written targets.
- Teachers now ensure that pupils have sufficient opportunities to improve their mathematical reasoning. For example, in one-to-one practical lessons, children talk about mathematical concepts and practice applying their knowledge and skills to a variety of problems. Pupils have opportunities to use reasoning to solve word problems and logic problems. For example, pupils in Year 1 completed a mathematics mosaic to create a Christmas picture. The headteacher has placed a strong focus on the presentation of work in mathematics books. This emphasis has ensured that pupils present their work accurately and neatly.
- As a result of the headteacher's actions, pupils are now making better progress in writing and mathematics in the Reception year, in key stage 1 and key stage 2.

## Statutory requirements of the Early Years Foundation Stage

- Safeguarding in Reception meets requirements.
- The school follows the requirements of the early years curriculum. The headteacher has set in place a series of staff meetings to ensure that challenging questioning, improved writing opportunities and mathematical problem-solving take place more frequently.
- Children in the Reception class have access to both the Year 1 area and the provision for the Nursery class. They are encouraged to make their own choices about where they work in each area.
- A scrutiny of children's work and the school's accurate assessment information in the Reception class shows children do well in all areas of learning.

## **Compliance with regulatory requirements**

The school meets the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements that were checked during this inspection. This included the standards and requirements that the school was judged to not comply with at the previous inspection. Not all of the standards and associated requirements were checked during this inspection.

### **The school now meets the following independent school standards**

- Paragraph 3 – The standard in this paragraph is met if the proprietor ensures that the teaching at the school:
  - enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught (paragraph 3 (a))
  - involves well-planned lessons and effective teaching methods, activities and management of class time (paragraph 3 (c))
  - shows a good understanding of the aptitudes, needs and prior attainment of the pupils, and ensures that these are taken into account in the planning of lessons (paragraph 3(d))
  - demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress (paragraph 3 (g))
- Paragraph 34 (1) – The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school:
  - demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently (paragraph 34 (1)(a))
- fulfil their responsibilities effectively so that the independent school standards are met consistently (paragraph 34 (1)(b)).

## School details

Unique reference number	135418
DfE registration number	937/6106
Inspection number	10044609

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

Type of school	Other independent school
School status	Independent School
Age range of pupils	4 to 11
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	11
Of which, number on roll in sixth form	0
Number of part-time pupils	0
Proprietor	Mrs Helen Everley
Headteacher	Mrs Helen Everley
Annual fees (day pupils)	£2,172 per term
Telephone number	01564 795 722
Website	<a href="http://www.henleymontessori.co.uk">www.henleymontessori.co.uk</a>
Email address	<a href="mailto:helen.everley@henleymontessori.co.uk">helen.everley@henleymontessori.co.uk</a>
Date of previous standard inspection	4–6 July 2017

## Information about this school

- Henley Montessori Independent Primary School is on a single site in Henley in Arden, Warwickshire. It shares the site with the Montessori Nursery School. The nursery school is inspected separately.
- The Henley Montessori Independent Primary School is registered with the Department for Education (DfE) to provide full-time education for up to 20 boys and girls aged between 4 and 11 years old.

- The school opened in 2007. The school follows the Montessori philosophy of education. The proprietor only admits pupils to the school if they have previously attended a Montessori nursery.
- The school aims to be 'a place where children build a desire and a love of learning who are happy, confident and resourceful when moving onto the many schools of their choice'.
- All of the children in the primary school are taught in the same classroom. The majority of teaching is carried out one-to-one.
- The school does not use any other site or provision.
- The school was previously inspected in July 2017.

## Information about this inspection

- The school produced an action plan in response to the previous inspection. It was rejected by the DfE.
- This inspection was carried out at the request of the registration authority for independent schools. The purpose of the inspection was to monitor the progress the school has made in meeting the independent school standards and other requirements that it was judged not to comply with at its previous inspection. This was the first monitoring inspection.
- The inspection was carried out without notice by one inspector over one day.
- The inspector observed teaching and learning in Year groups 1 to 6.
- The inspector looked at the school's assessment information for all pupils on roll.
- The inspector spoke to pupils about the writing they had done from September to January and scrutinised their work.
- The inspector scrutinised the mathematics work of most pupils.
- The inspector held discussions with the headteacher about action planning, the school development plan, assessment and the monitoring of teaching.
- The inspector scrutinised policies and planning documents on the school website. The inspector evaluated the implementation of these during the inspection.

## Inspection team

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Mary Maybank, lead inspector

Ofsted Inspector

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