Montreal Church of England Primary School

Ennerdale Road, Cleator Moor, Cumbria CA25 5LW

Inspection dates	9–10 July 2019

Overall effectiveness	**Good**
Effectiveness of leadership and management	**Good**
Quality of teaching, learning and assessment	**Good**
Personal development, behaviour and welfare	**Good**
Outcomes for pupils	**Requires improvement**
Early years provision	**Good**
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a good school

- The headteacher supports and leads staff well. Teaching is good. Leaders and governors ensure that pupils gain much from a wide range of extra activities and trips and meet interesting visitors to the school.

- Pupils, including disadvantaged pupils, make good progress. However, their attainment is below average. Leaders and staff are taking many reasonable steps to resolve this issue.

- Pupils with special educational needs and/or disabilities (SEND) make strong progress.

- Few pupils attain greater depth in their work.

- Pupils told inspectors that mathematics is their favourite subject. Inspectors found that this is because leaders make sure that staff teach this subject competently.

- Governors, leaders and staff listen to and act on the views of pupils, including pupils with SEND, in developing the work of the school.

- Senior and middle leaders and governors know the school's successes. They are acting to ensure that it becomes even better.

- Governors and leaders make certain that staff spot and help those pupils and families who need protecting from harm.

- Staff in early years give children a confident head start to their time at school. Children learn well, including by developing communication skills, reading and writing.

- The behaviour of pupils is good. This includes pupils with SEND in each class and those attending the specially resourced provision for pupils with SEND.

- Leaders and staff genuinely believe in the school's ambition to educate, love and care for the pupils of Cleator Moor and West Cumbria.

- However, some of the planned curriculum in different subjects is not part of a sequence of learning, building on the knowledge that pupils have learned before.

- Throughout the school, staff teach pupils effectively the skills of reading. Pupils quickly become keen, confident, able readers. Even so, older pupils' vocabulary is not as good as it should be. This is because these pupils learn from a range of non-fiction books that is too narrow.

- Middle leaders successfully contribute to the school's improvement. Their skills and knowledge in their subjects are expanding strongly. They guide the work of their colleagues effectively. Some subjects, such as science, are led expertly.

Full report

What does the school need to do to improve further?

- Ensure that more pupils, including disadvantaged pupils, achieve well across subjects, by:
  - challenging the most able pupils more in their work
  - developing pupils' subject-specific knowledge as part of a sequence, building on what they already know and what they will be taught next
  - developing the vocabulary of older pupils in key stage 2 by using a rich and varied range of non-fiction books, including in the teaching of reading.

Inspection judgements

Effectiveness of leadership and management	Good

- Since she took up post in 2017, the headteacher has given clear, insightful leadership to the work of the school. Due to the actions of senior and middle leaders, early signs of decline at the school have been reversed. For example, teaching previously resulted in some pupils developing weak skills in mathematics, whereas now the teaching of this subject is a key strength of the school.

- The quality of teaching and leadership is good and improving across subjects. Staff share expertise with one another much more and learn from one another's strengths. Leaders know what the school does well and where further work is required. Governors, leaders and staff share an understanding of what more they must do to improve pupils' outcomes and a determination to carry it out.

- Governors, leaders and staff have established Montreal as a school that respects the uniqueness of each individual pupil. They open new opportunities for pupils, teaching them to recognise their own skills, the strengths of others and the importance and value of everyone's voice. Leaders make certain that staff include pupils with SEND, including those with autism spectrum disorder, fully in the life of the school.

- Leaders use the pupil premium funding carefully, for example to help ensure that pupils arrive in their classes fully ready to start their studies. Leaders use special educational needs (SEN) funding to enable pupils with SEND to have individual and group support according to their needs.

- Governors and leaders make sure that staff teach pupils to value Christianity and understand in what ways this, and other religions, can apply to their lives in modern Britain. For instance, pupils respect and show genuine interest in people of other faiths, including Islam. They learn about the richness of life in Cleator Moor and West Cumbria, as well as Britain and the wider world. They understand the importance of democracy, for instance, in making sure that pupils with SEND have the right to a voice equal to that of their fellow pupils.

- Leaders make sure that pupils gain new learning from extra-curricular opportunities. For example, they plan tasks that give pupils a good understanding of how to lead healthy lives. They use funding, including the physical education and sport funding, to provide activities that promote regular physical exercise. They also use funding to enable all year groups to learn to respect, enjoy and better appreciate the natural world through the school's 'forest' area.

- Middle leaders make a positive difference to the work of staff. They consider how well staff teach the curriculum and give helpful feedback to individual colleagues to aid improvement. They develop their expertise and work keenly to refine the quality of teaching even more. The leadership of some subjects, including science, is excellent.

- The SEN coordinator (SENCo) brings effective leadership to this aspect of the school's work. Staff assess the needs of pupils with SEND precisely and work very closely with parents and carers. Staff support some of these pupils through the school's resourced provision, which is also led well.

- Senior leaders and staff are currently revising the school's planned curriculum across

subjects. However, some of this work does not set out clearly enough how pupils' knowledge is part of a sequence, building on their previous learning.

Governance of the school

- Governors review thoroughly the information that senior leaders give them concerning the work of the school. They ask thoughtful questions in seeking to comprehend and influence leaders' decisions. They visit the school to speak with middle leaders regarding the school's curriculum and provision in different subjects. This month they will receive formal subject reports from all subject leaders for the first time.

- Governors understand the improvements in the school, for instance in mathematics teaching and in middle leadership. To see their ambitions for the school fulfilled, they have recently tightened their arrangements for checking on disadvantaged pupils' education even more closely.

- Governors seek the views of pupils, including pupils with SEND, on the school. This has helped them to appreciate, for example, the success of the school's resourced provision. They know that staff teach pupils with SEND well and that these pupils feel safe at the school.

- Governors use their good understanding of the government's requirements for early help for families and safeguarding to influence the improvement of safeguarding in the school. They check and review the success of safeguarding arrangements implemented by leaders.

Safeguarding

- The arrangements for safeguarding are effective.

- Leaders use their knowledge successfully to improve the safeguarding of adults and pupils at the school. They identify the local and national risks to pupils and know how the school is responding to these challenges. They make sure that staff educate pupils to make wise choices as well as understand how to ask for help to support their well-being and safety. They make certain that staff regularly discuss and consider information on child protection and link closely with other agencies whenever necessary. They have made good links with the local children's centre to support families.

Quality of teaching, learning and assessment   Good

- Teachers have the confidence and skills to be creative in their teaching. They select activities to suit the needs of the topic that they teach. For example, they do not rely too heavily on worksheets in science as a means of fostering pupils' ability to think and to express their ideas.

- Over time, teaching is most successful at the school where staff in early years, key stage 1 and key stage 2 work closely as a team, drawing on their different strengths and interests. Teamwork in the teaching of French in lower key stage 2 is especially strong.

- Teaching is good and improving throughout the school. Teachers use assessment and extra support from teaching assistants well to assist pupils to catch up where they identify gaps in pupils' learning. Nonetheless, staff do not challenge the most able pupils enough in their learning.

- Teaching in the resourced provision is successful. This is because staff demonstrate a strong grasp of how to adapt activities, breaking them down into more easily understandable chunks of learning suited to the specific needs of pupils. Staff also manage pupils' anxieties carefully to help them to regain their focus on learning.

- The culture in the staff team of sharing expertise and giving each other support has assisted teachers and teaching assistants in developing their subject knowledge well. In mathematics, staff demonstrated a clear comprehension of how to explain length, width and height again to Year 6 pupils when some struggled to apply their previous knowledge.

- In writing, staff make effective use of opportunities across different subjects to develop pupils' self-confidence, skills and persistence in writing. Pupils write with understanding and at length, for example about the Bible creation story and how this can apply to the world that they see around them. Teachers systematically support and encourage pupils to apply their knowledge of grammar, punctuation and spelling in their work.

- Staff teach reading capably to small groups of pupils and to individuals. Leaders have succeeded in ensuring that staff read stories to pupils skilfully and often. This work enthuses pupils to want to read. Staff use their effective knowledge of phonics to teach pupils the sounds that letters represent. This teaching is particularly strong in Year 1. In key stage 1 and lower key stage 2, staff teach pupils successfully using a wide range of fiction and non-fiction books. However, in upper key stage 2, staff do not use a rich enough range of non-fiction texts in the teaching of reading.

- Some of staff's planned teaching for pupils does not give enough attention to building their knowledge based on what they have learned previously.

Personal development, behaviour and welfare	Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.

- Pupils understand the importance of hard work and persistence, as well as the role of teamwork and their individual contribution to success.

- Leaders and staff place a strong and successful emphasis on developing pupils' emotional well-being. In part, they achieve this by teaching pupils using Bible stories, for instance the story of the boy David who showed great confidence in standing up against his opponent, the giant called Goliath.

- Inspectors found that governors, leaders and staff double check arrangements to keep pupils safe. Pupils told inspectors of the procedures that leaders and staff have put in place to protect them. They said that they feel safe at the school.

- Pupils understand potential risks to their safety, for example that strangers whom they meet in person or online may be a danger to them. They know how to use the internet

safely. They recognise that behaviour, including name-calling, may be bullying and by what means they can report their concerns to adults.

Behaviour

- The behaviour of pupils is good. They respond well to staff teaching them about the importance of Christian behaviour such as love, forgiveness and faithfulness.

- Pupils conduct themselves positively, including when they meet adults. For example, pupils' representatives on the school council recently met with the governing body. Members of the governing body told inspectors that they were impressed by the thoughtful and well-considered questions that pupils asked them.

- Typically, classrooms are a positive hive of activity. Pupils listen carefully to staff and show good self-discipline.

- In the resourced provision, the behaviour of pupils with SEND indicates that they feel at ease in their dedicated classroom and with their trusted peers and staff. Teachers and teaching assistants spot and respond sensitively to the needs of individual pupils, for instance when some pupils with autism spectrum disorder become anxious.

- Leaders and staff work effectively to ensure that pupils, including disadvantaged pupils, attend school as much as they should. Pupils' attendance is good. They arrive at school punctually, some helped by attending breakfast club first. Throughout the school day, they arrive at lessons on time because they are keen to learn.

- Some pupils with SEND miss sessions at school more than other pupils, but this is because they have medical appointments.

- There are no exclusions of pupils from the school.

Outcomes for pupils   Requires improvement

- The main reason outcomes require improvement is that too few pupils attain greater depth in their reading, writing and mathematics. A second reason is that while disadvantaged pupils' progress is good, their attainment is behind that of other pupils nationally. Nevertheless, substantial improvements in teaching mean that pupils' outcomes are improving strongly.

- In key stage 2, pupils' attainment in reading, writing and mathematics dropped to below the national average in 2018. Their progress in mathematics was significantly below average, whereas in reading and writing it was average. After identifying the reasons for these weak outcomes, leaders and staff have improved teaching and pupils' learning significantly. School information and pupils' books indicate that current pupils in key stages 1 and 2, including disadvantaged pupils, make good progress in reading, writing and mathematics.

- Pupils in key stage 1 develop the vocabulary and confidence that they need as young citizens. While older pupils in key stage 2 speak confidently about school and the wider world, their vocabulary is not rich enough. This is because some teaching does not give this aspect of their learning enough attention.

- Pupils with SEND, including those with autism spectrum disorder, make good progress.

Leaders and staff take many steps to include these pupils fully in the life of the school and support them well. For those pupils with SEND that attend the resourced provision, staff's attention to pupils' individual needs is helping them to flourish at school.

■ In key stage 1, pupils' attainment in reading, writing and mathematics in 2018 was average. Their progress is good. Pupils in Year 2 are confident, articulate learners. For instance, they explained precisely what new knowledge they had acquired from their studies in history about the Titanic.

■ In key stage 1, pupils' attainment in science in 2018 was above average. Pupils at key stages 1 and 2 observe, test and evaluate important scientific concepts. They have a secure knowledge of the natural and human-made world. They recognise the importance of careers in science, as well as the application of scientific knowledge to everyday life. This is because of the rich science curriculum at the school and good teaching and leadership of this subject.

■ The proportion of pupils in Year 1 reaching the expected standard in the phonics screening check has been broadly average over recent years. Pupils acquire the knowledge and skills that they need to read unfamiliar words accurately. Pupils in key stages 1 and 2 enjoy and talk about stories with much understanding. They read accurately because of good teaching.

■ Pupils make good progress in a range of subjects. For example in French in Years 3 and 4, they relish the opportunities to practise their new skills in asking and answering simple questions of one another.

■ In mathematics, current pupils acquire much new knowledge. For example, in Year 2, pupils know how the numbers 2, 5 and 10 can be multiplied or divided. They investigate problems keenly, using this information. In Year 6, they use their knowledge to reason and solve problems with much greater accuracy and confidence than in the past, such as with cubes and cuboids in a two-dimensional picture.

■ In English, pupils make good progress in their understanding of spelling, punctuation and grammar. They use their knowledge when they write in different subjects and to review and improve their work. Because of worthwhile teaching by staff, pupils from Reception to Year 6 develop their attention, persistence and the skill of writing meaningfully and at length. They want to write and to share their ideas, observations and conclusions.

Early years provision   Good

■ Teachers and teaching assistants link well with the main feeder nursery and with parents to assist children to settle when they start in the Reception class. The SENCo makes certain that children with SEND have the right support in place to meet their individual needs as soon as possible.

■ Children manage their own feelings and behaviour sensibly. They love school, partly because of the good relationships that they enjoy with their friends and with staff. Staff ensure that children develop the physical dexterity and coordination that they need to control their feet, legs, arms and fingers.

■ Leadership of early years is good. Senior and middle leaders give proper attention to the work of the school in early years. They make good use of their own expertise,

combined with the selected use of help from experts from outside the school, to make sure that the quality of early years provision is good and improving. Previous weaknesses in the school's work in early years have been short lived.

- Teaching is good. Staff give much consideration to the curriculum that children experience. For example, they teach children to love and appreciate many stories and books, including giving them an understanding of how each storyline is constructed. Staff use their good knowledge of the teaching of reading to teach children to recognise letter sounds and to use words such as 'author', 'beginning' and 'end'.

- Inspired by listening to and discussing many stories with staff, children love writing. Staff teach children to write with skill and confidence.

- Staff observe, support and extend children's learning expertly when they play and investigate. Teachers and teaching assistants use language and questions carefully to help children to think. Children in early years develop the speech and communication skills that they need to explain their needs, ideas and feelings.

- Children make good progress across the areas of learning, including in mathematics, reading and writing. Staff prepare children, including disadvantaged children, well for the curriculum in Year 1.

- Staff safeguard children very well in early years.

School details

Unique reference number	132170
Local authority	Cumbria
Inspection number	10091025

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	154
Appropriate authority	The governing body
Chair	Karl Melville
Headteacher	Lindsay Burnett
Telephone number	01946 811347
Website	www.montreal.cumbria.sch.uk
Email address	office@montreal.cumbria.sch.uk
Date of previous inspection	15–16 January 2014

Information about this school

- The school is smaller than the average-sized primary school.
- Almost all pupils are of White British heritage.
- The proportion of pupils eligible for the pupil premium funding is above average.
- The proportion of pupils with SEND is above average. Currently, 11% of pupils have been diagnosed with autism spectrum disorder. Several of these pupils have communication difficulties and some have medical needs.
- The proportion of pupils with an education, health and care plan is well above average.
- Some pupils with SEND spend part of their day learning in resourced provision at the school. This provision is funded by the school.
- The times when pupils join or leave the school is broadly average. Children typically start at the school in the Reception class.
- The school's most recent section 48 inspection for schools with a religious character

took place in June 2018.

- No pupils at the school attend alternative provision.
- The headteacher joined the school in 2017.

Information about this inspection

- Inspectors observed pupils' activities in classrooms, including the resourced provision. They made some observations jointly with the headteacher. Inspectors also observed pupils' learning outdoors.

- Inspectors evaluated examples of current pupils' work in English, science, geography and history. They considered examples of pupils' work in mathematics with the headteacher. They checked a sample of children's work in early years.

- Inspectors spoke with parents as they brought their children to school on the first day of the inspection. They examined the 10 responses from parents to Ofsted's Parent View questionnaire, as well as five free-text responses.

- Inspectors talked with some staff as they worked. They held meetings with the leaders for English, mathematics, science, geography and history, as well as the leaders for early years and SEND. They further considered the responses from 17 staff to an Ofsted questionnaire.

- The lead inspector met with five members of the governing body, including the chair of governors.

- An inspector spoke by telephone to the school's local authority adviser.

- An inspector listened to some pupils from Year 2 and Year 3 read.

- An inspector met with a random sample of six pupils from Years 4, 5 and 6 to talk about their learning, including about reading and mathematics.

- Inspectors met with the headteacher and assistant headteacher throughout the inspection to discuss leaders' reviews of the school and their plans for improvement.

- Inspectors considered a range of school documents, including curriculum information, subject leaders' evaluations of the school's work and information about pupils' progress and attainment.

- Inspectors checked examples of the school's electronic and paper records linked to safeguarding and pupil behaviour. They reviewed the school's checks on the suitability of staff and governors to work with pupils.

Inspection team

Tim Vaughan, lead inspector	Her Majesty's Inspector
Gill Pritchard	Her Majesty's Inspector

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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