

Medina Primary School

Medina Road, Cosham, Portsmouth, Hampshire PO6 3NH

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	Good
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a good school

- Senior leaders are determined to provide all pupils with the best possible start to their education. Along with other staff, senior leaders deliver their ambitious vision effectively. Consequently, pupils benefit from a good-quality learning experience.
- Teaching is consistently good across the school. Teachers use questioning skilfully to develop the knowledge and understanding of most pupils well.
- Most pupils, including disadvantaged pupils, make good progress from their typically low starting points. Nevertheless, across the school, some of the most able pupils do not make the strong progress they are capable of.
- Pupils make good progress in mathematics, particularly the older pupils. Current pupils across the school are making good progress in reading. Typically, pupils do not make as much progress in their writing as they do in reading and mathematics.
- Pupils with special educational needs and/or disabilities (SEND) make strong progress from their low starting points.
- Pupils love their school. They attend regularly and enjoy the wide variety of enriching opportunities provided.
- Pupils are extremely well prepared to be caring, considerate citizens in modern Britain. Leaders promote pupils' spiritual, moral, social and cultural (SMSC) development successfully, weaving it through the curriculum and the school's daily life.
- Staff care deeply about pupils' well-being, using robust systems to help keep them safe. Support for pupils and families, when needed, is thoughtful and comprehensive.
- Pupils behave well. Responding well to the school's strongly inclusive ethos, pupils show respect and understanding for one another's differences.
- Governors know and understand the school well. They challenge leaders effectively about the difference their actions make to pupils' experience and learning. As a result, standards of teaching, learning and care for pupils are consistently high.
- Children in the early years are happy and confident learners. They enjoy their learning in their stimulating environment.

Full report

What does the school need to do to improve further?

- Ensure that pupils make consistently strong progress across the curriculum, by:
 - improving the teaching of English grammar, both spoken and written, to support further improvements in pupils' writing
 - improving opportunities for the most able pupils to think deeply and making sure that their work provides them with sufficient challenge
 - developing the effectiveness of subject leaders' work to improve teaching and the curriculum continuously.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher is wholeheartedly dedicated to improving pupils' outcomes. He and the deputy headteacher have worked tirelessly to establish the school's ambitious and caring culture. Pupils, staff and parents are proud to be part of the school's community, which works together successfully.
- Senior leaders know their school very well. They meticulously monitor the progress of each pupil and use this information swiftly and effectively to inform the school's developments. When needed, leaders actively seek useful support and guidance for themselves and for staff. Consequently, improvements in teaching have a swift and positive impact on pupils' outcomes.
- The broad curriculum interests and motivates pupils. Pupils experience a varied range of engaging, memorable activities which they recall with excitement. This year, for example, pupils have benefited from a number of enriching curriculum visits, including a country dancing ceilidh and a science show.
- Leaders successfully promote equality of opportunity and diversity as intrinsic elements of pupils' SMSC development. Consequently, pupils are well prepared for life in modern Britain. The carefully planned religious education curriculum develops pupils' understanding of difference very well, including faiths, cultures and religions. Across the curriculum, thought-provoking discussions help to develop pupils' opinions and beliefs, while increasing their understanding of those of others.
- The ongoing work of subject leaders has led to improvements in pupils' progress in reading and mathematics. Subject leaders' work to improve pupils' outcomes in writing and increase the challenge for the most able pupils is at an early stage of development.
- Pupil premium funding is used well to enhance disadvantaged pupils' achievement. The provision of a well-staffed and well-resourced breakfast club, for example, results in pupils having their school day begin with a sociable, settled way. Together with helpful support for pupils and families, also funded through the pupil premium, breakfast club has led to improvements in pupils' attendance and behaviour.
- Additional sports funding is used successfully to promote healthy lifestyles. It provides pupils with a wealth of activities, many of which lead to enjoyable participation in competitions. Pupils told inspectors excitedly about these activities, for example the cheerleading competition they had recently taken part in.
- Leaders ensure that the needs of pupils with SEND are identified promptly, with appropriate support provided swiftly. Leaders work closely with external agencies when support needs to be further developed or extended.

Governance of the school

- Governors have an accurate understanding of the school's effectiveness. They ensure that pupils continue to receive a good education, sharing leaders' determination for pupils' outcomes to be even better than they currently are.
- Governors are well informed in carrying out their responsibilities. They use what they

learn from discussions with subject leaders and pupils to direct their strategic challenge to senior leaders. For example, a conversation with pupils highlighted misconceptions in pupils' understanding of bullying. Feedback from this discussion informed leaders' subsequent work to tackle these misconceptions effectively.

Safeguarding

- The arrangements for safeguarding are effective. Rigorous systems and strong communication support staff well in noticing and responding to any emerging concerns.
- Leaders' systems for recruitment checks are thorough and robust. Relevant, up-to date training ensures that staff are knowledgeable and vigilant in their safeguarding roles. Senior leaders have appropriate plans in place to extend their own learning, ensuring that the emerging needs of pupils are met well.
- Staff know pupils and their families exceptionally well. They seek prompt support for them from beyond the school when necessary. Consequently, pupils are safe and families well supported.
- Pupils are taught how to stay safe effectively. Leaders ensure that pupils understand the dangers of relevant, potential risks, such as nearby railway lines and the sea. Staff relay these messages in memorable ways which develop pupils' understanding well.

Quality of teaching, learning and assessment

Good

- Teachers use their secure subject knowledge well to plan engaging lessons that successfully build on pupils' prior learning. Through skilful use of questioning and thought-provoking debates and discussions, teachers challenge most pupils' thinking, developing their knowledge and understanding well. Leaders rightly recognise as a priority the need to ensure that the most able pupils are similarly challenged.
- Teachers have reliably high expectations of pupils' attitudes to learning. The consequent effort that pupils put into their work is clearly reflected in its high quality.
- Recent developments in the teaching of reading have led to improvements in pupils' outcomes. The strategies introduced include teachers' effective focus on extending pupils' vocabulary, which is beginning to improve pupils' comprehension skills. Following the school's policy, pupils use their reading journals and glossary books well in lessons to develop their skills and extend their language.
- Effective phonics teaching provides pupils with the skills they need to tackle unfamiliar words successfully, supporting pupils to make good progress with their early reading skills.
- Mathematics is taught well across the school. Teachers successfully use appropriate resources and approaches which enable pupils to fully understand the mathematics they are learning. At times, opportunities are lacking for the most able pupils to apply their skills to solve suitably challenging mathematical problems. As a result, some of these pupils are unable to reach the higher standards in their learning.
- Teaching provides wide ranging and interesting opportunities for pupils to practise their English and mathematical skills in other subjects. However, teaching places insufficient

emphasis on English grammar, in both spoken and written communication. This is limiting the development of pupils' writing.

- Additional adults support disadvantaged pupils and those with SEND very well. Working collaboratively with the teacher, they use a range of suitable approaches and resources which enable pupils to access their learning fully, alongside their peers.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- The school develops pupils' respect and consideration for others. Pupils benefit from participating in interesting debates about relevant topics, such as crime and punishment. Their deep learning about different faiths and cultures encourages pupils to understand and accept those who are different to themselves.
- Pupils proudly undertake roles such as school councillors and science eco ambassadors. They take on these responsibilities with enthusiasm and the pride they have in their school is clearly evident.
- Leaders ensure that pupils know how to stay safe. Pupils speak eloquently about their successful learning about keeping safe online and the impact it has had on their well-being.
- Pupils are certain that bullying is extremely rare in their school. Surveys demonstrate that parents share this view and leaders' records indicate very few instances. Pupils are confident that adults deal effectively with any concerns they have in a caring way.

Behaviour

- The behaviour of pupils is good.
- Pupils behave well in class and around school. They fully understand the school's behaviour reward systems and are motivated to achieve. Pupils told inspectors enthusiastically about the 'Friday golden table' reward, for example, where staff serve pupils with their lunch.
- Pupils get along well with each other. Playtimes and lunchtime are happy, sociable occasions where well-established routines ensure that the playground and lunch hall remain calm and orderly.
- Leaders oversee the behaviour of pupils carefully. For pupils who struggle to manage their own behaviour effectively, extra support enables them to participate successfully in all aspects of the school.
- Leaders monitor attendance meticulously. Absences are noticed quickly and followed up as soon as possible. As a result of this work, pupils attend school regularly.

Outcomes for pupils

Good

- While the proportions of pupils who attain the expected standards in reading, writing and mathematics by the end of Year 6 are below the national averages, pupils make good progress during their time at Medina Primary School, often from very low starting points.
- Pupils read often and with fluency, developing their phonics skills securely. As a result, the proportion of pupils who achieve the expected standard in the Year 1 phonics screening check is in line with the national average.
- Leaders' effective actions have successfully addressed the dip seen in the 2018 key stage 2 reading progress measure. Current pupils are making strong progress in reading from their starting points.
- Across key stage 2, pupils make particularly good progress in mathematics. Consequently, over time, the proportion of pupils attaining the expected standard in mathematics by the end of Year 6 is improving securely towards the national average.
- Pupils' progress in writing, while in line with the national average, is not as strong as in reading and mathematics. This is largely due to pupils' uncorrected misconceptions about English grammar and sentence structure.
- The progress of the most able pupils is not as robust as that of others. While pupils with the highest starting points make steady progress over time, too few attain the higher standards.
- Disadvantaged pupils across the school make progress in line with, or better than, that of other pupils. Pupils with SEND also make good progress over time.

Early years provision

Good

- Children in the early years are well looked after by caring, attentive staff. Adults have consistently high expectations for children's behaviour. Consequently, children feel safe and behave well. They interact confidently with adults and their peers and are keen to engage and learn.
- Staff provide an interesting environment in which children's curiosity is stimulated well. The assortment of well-planned activities, inside and outside, successfully encourages children to think and explore. For example, children communicated their enthusiasm to inspectors about being detectives, as they were 'solving' a mystery. This had been imaginatively set by early years adults.
- Children make good progress in many areas of their learning, often from very low starting points. Adults plan demanding experiences which allow children to improve their physical development, communication skills and personal, social and emotional development rapidly.
- Leaders have an accurate understanding of the quality of the early years provision and of the children's achievement. Leaders constantly strive to improve children's outcomes, particularly their early literacy and mathematics skills. For example, the recently improved outdoor area now provides pupils with increased opportunities to develop their early writing skills effectively.
- Children with SEND have their needs identified quickly and effectively in the early years. Leaders work closely with a variety of external agencies, providing children and

their families with useful extra help when necessary. Consequently, children with additional needs are supported well to access their learning fully alongside their peers.

- Staff communicate effectively with parents, supporting the children's transition into the Reception Year. Parents are actively encouraged to participate in their children's learning from the start. This helps to ensure that parents have appropriate support and guidance to develop their children's learning at home.

School details

Unique reference number	116195
Local authority	Portsmouth
Inspection number	10088051

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	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	205
Appropriate authority	The governing body
Chair	Jaqueline Coonie
Headteacher	Howard Payne
Telephone number	02392 375 475
Website	www.medinaprimary.co.uk
Email address	admin@medina.portsmouth.sch.uk
Date of previous inspection	12–13 May 2015

Information about this school

- Medina Primary School is a smaller-than-average, one-form-entry primary school.
- The proportion of pupils who are disadvantaged is well above the national average.
- The school has a higher-than-average proportion of pupils with SEND.
- The early years does not have a Nursery.
- There is a daily breakfast club for pupils which is led and managed by the school.

Information about this inspection

- Inspectors visited lessons, many alongside the headteacher or deputy headteacher. These visits included observations across a range of subjects and all key stages. In many classes, inspectors spoke to pupils and reviewed some of the work in their books.
- Inspectors met with a group of pupils to hear their views about the school. They observed and spoke to pupils at lunchtime and heard pupils read. They visited breakfast club, an assembly and heard older pupils rehearsing a musical performance.
- Inspectors had meetings with leaders, staff, parents, members of the local governing board, a representative from the local authority and a school improvement consultant.
- A wide range of the school's information was scrutinised, including documents relating to behaviour, attendance and safeguarding.
- Safeguarding procedures, including the single central record of recruitment checks, were reviewed by inspectors.
- Inspectors discussed information about current pupils' progress and attainment with leaders, and looked at a range of pupils' work.
- Inspectors considered the views expressed in 13 responses to Ofsted's online questionnaire, Parent View, including 12 free-text comments. They also spoke to parents at the school gate. They also took account of the views of 23 staff who completed Ofsted's online survey.

Inspection team

Maxine McDonald-Taylor, lead inspector

Her Majesty's Inspector

Mary Ellen McCarthy

Ofsted Inspector

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