

# Mountbatten School

## Inspection report

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<b>Unique Reference Number</b>	132393
<b>Local Authority</b>	Ministry of Defence
<b>Inspection number</b>	317986
<b>Inspection dates</b>	12 <sup>th</sup> and 13 <sup>th</sup> June 2007
<b>Reporting inspector</b>	Patricia Pritchard HMI

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

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<b>Type of school</b>	Primary
<b>Age range of pupils</b>	3-11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	174
<b>Appropriate authority</b>	Service Children's Education
<b>Chair</b>	Lt Col P Nanson
<b>Headteacher</b>	Mr R G Summers
<b>Date of previous school inspection</b>	16 <sup>th</sup> -19 <sup>th</sup> June 2003
<b>School address</b>	Celle BFPO 23
<b>Telephone number</b>	0049 5141 485320
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<b>Age group</b>	3-11
<b>Inspection date(s)</b>	13 <sup>th</sup> June 2007
<b>Inspection number</b>	317986

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## Introduction

The inspection was carried out by two of Her Majesty's Inspectors of Schools

## Description of the school

Mountbatten School occupies buildings on two sites. The main school building is in a quiet suburb of Celle and houses 140 pupils aged 4-11 years. At Trenchard Barracks, 35 three-year-olds are housed in a building specially adapted for children in the Foundation Stage. There are very few pupils from minority ethnic backgrounds or with English as an additional language. The proportion of pupils with additional learning difficulties or disabilities is in line with the national average. The school is undergoing a considerable period of change. Eighty percent of the current pupils will leave at the end of the summer term.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

**Grade: 2**

Mountbatten is a good school. It is an inclusive school where all pupils are encouraged and enabled to experience success in their learning. Pupils are happy and enjoy school. Many start school with social, language and mathematical skills which are at a lower level than most children of their age. However, because of the very good teaching in the Foundation Stage and a strong emphasis on improving children's speaking and listening skills, they make good progress. By the end of the Foundation Stage, children are well prepared to enter Year 1 and achieve standards typical of most children of this age.

With recent changes in staffing and a focus on improving standards in reading, pupils make good progress in Year 1 and Year 2. In the latest assessment round, reading and mathematics results at the end of Year 2 are better than those of the previous two years; they are in line with the national averages for 2006. In Key Stage 2, pupils' progress is more uneven because of staffing difficulties. However, by the end of Year 6, pupils make good progress and standards are consistently high, especially in English and mathematics; in writing, they were well above the national average in 2005 and 2006. Pupils consistently exceed whole school targets. This mismatch between targets set and those achieved occurs because methods to collect data on pupils' progress are not coherent across the school.

Overall, the quality of teaching and learning is good although there is a little inconsistency in quality between classes. It is best in upper Key Stage 2 and in the Foundation Stage. The needs of pupils with additional learning difficulties or disabilities are very well met. The school is exceptionally well staffed with teaching assistants who provide high level support for all pupils.

Leadership and management are good. The headteacher and leadership team give clear direction. A good start has been made by the English subject leader in monitoring standards and achievement, and this has led to improvements in pupils' progress. There is scope for developing this practice further in other subjects and to include monitoring the progression of skills-based learning, particularly in history and geography. Accommodation and resources are excellent.

The curriculum for all pupils is broad and engages their interest. Best use is made of the outstanding indoor and outdoor learning environment to support learning. The vast majority of parents are happy with all aspects of the education that their children receive. The school has made good progress in addressing the issues identified in the last inspection report. There is a good team spirit.

### What the school should do to improve further

- Coordinate the collection of data on pupils' progress in order to help teachers to set challenging targets for pupils.
- Ensure that teaching is consistently good in all classes.

- Develop the role of subject leaders further so that all leaders monitor achievement, standards and progression of skills in their subjects across the school.

## Achievement and standards

**Grade: 2**

Children's levels of attainment on entry are below those of most three-year-olds. Their communication, mathematical and language skills are not well developed when they start school. However, throughout the Foundation Stage, they make good progress in all areas of learning in relation to their starting points. By the end of the Foundation Stage, most children achieve standards which are typical of five year olds who are about to enter Year 1.

Standards at Year 2 are improving. Pupils, who are currently in Year 1 and Year 2, are making good progress in all subjects. In particular, middle attaining pupils are making better progress than previously. In the recent end-of-Key Stage 1 national assessment, their reading and mathematics results show a marked improvement; standards are in line with the national average of 2006. At the time of the inspection, teachers had yet to assess the Year 2 pupils' writing.

At Key Stage 2, pupils' progress is uneven but by the end of Year 6, they make good progress in English, mathematics and science. Progress is faster at the upper end of Key Stage 2. Higher attaining pupils do well. In the 2005 and 2006 end-of-Key Stage 2 national tests, the proportion of pupils achieving the higher level for mathematics and science was above the national average and for writing it was well above the national average. With new initiatives to raise standards in reading, pupils have made better progress in reading this year.

Although there is considerable mobility of pupils, those pupils who have been in school for a short time do well.

## Personal development and well-being

**Grade: 2**

Pupils are well motivated and keen to learn. Attendance is satisfactory and improving. Behaviour is very good. The indoor and outdoor learning environments provide a very rich learning resource and pupils derive obvious pleasure from learning in such stimulating surroundings. Relationships are excellent. Pupils are polite and well mannered. Mealtimes are happy occasions and school meals are nutritious and healthy; older pupils take very good care of younger pupils over lunch time. Pupils are developing a good awareness of how to eat healthily and to adopt a healthy lifestyle through taking regular exercise. Many pupils eat only healthy snacks at break times.

The pupils' spiritual, moral, social, emotional and cultural development is good. Pupils take responsibility seriously, particularly the members of the school council. All pupils are developing a good understanding of differences between British and German cultures, and of the value of different currencies. They talk enthusiastically

about the school's charity work, especially their sponsorship of three dolphins and a giant panda. Pupils make good use of their literacy and numeracy skills to run a healthy tuck shop and the school bookshop.

The learning environment for the very youngest children at Trenchard Barracks is inspiring and exceptionally well adapted to meet the needs of young children. Consequently, the children settle quickly. Parental responses to recent questionnaires indicate that they are happy or very happy with all aspects of Foundation Stage provision.

## Quality of provision

### Teaching and learning

**Grade: 2**

Overall, the quality of teaching and learning is good. It is best in the Foundation Stage and upper Key Stage 2 where teachers consistently engage pupils' interest. Throughout the school, there has been a particular emphasis on improving approaches to the teaching of reading and this has resulted in pupils achieving better and enjoying books. All classrooms have helpful learning resources displayed in order to support pupils' independence when working. Pupils are increasingly using computers to enhance their work and develop their research skills. In a small minority of lessons, either tasks are not well matched to pupils' needs or activities take too long.

Teachers know the pupils well. They mark pupils' work regularly and constructively. Pupils are also encouraged to self assess their learning. This is a good feature and helps them to understand their strengths and areas for improvement. Teachers assess pupils' attainment more formally each term and are beginning to analyse the resulting data to improve teaching and learning. However, the information is not yet collated consistently and teachers are not making best use of it to set individual targets and to review school targets.

### Curriculum and other activities

**Grade: 2**

The curriculum is broad. It is underpinned by a strong emphasis on equipping pupils with the literacy and numeracy skills needed to support them in the next steps of their education. Pupils study a wide range of subjects. Teachers make good links between subjects and this brings extra relevance to lessons. Pupils write for a wide range of purposes in science, history and geography. Mathematical skills in data handling are frequently linked to science investigations. For example, using the outdoors as a classroom, pupils measure and record the frequency of ants moving to and from a colony. However, it is not clear how teachers plan for children to tackle progressively more demanding work in other subjects, particularly in history and geography.

Specialist teachers are deployed successfully to enhance the curriculum in drama, music and German. There is an extremely wide range of after-school clubs which Key

Stage 2 pupils enjoy. Pupils have a rich experience. However, there are no clubs for Key Stage 1 pupils and they miss not having the opportunity to join in.

All pupils have lessons in personal, social and health education. They learn about the importance of staying healthy and in keeping active. Spiritual, moral and cultural development is promoted effectively in religious education, history and geography. Visits to local places of interest promote pupils' understanding of the local German culture and traditions, and add depth to other lessons.

## Care, guidance and support

**Grade: 2**

Pupils are well supported pastorally and academically. The progress of pupils with learning difficulties and disabilities is carefully checked. Teaching assistants play a vital role in supporting and guiding these pupils. They enable them to take a full and active part in lessons and consequently, they make good progress. Resources are carefully managed and flexibly adapted to meet their particular needs. Good links are maintained with outside agencies.

Current arrangements for safeguarding pupils are satisfactory. There is very good day to day supervision of pupils both in and around the school grounds.

## Leadership and management

**Grade: 2**

The school is well led and managed by the headteacher and the leadership team, who have a good understanding of the school's strengths and areas for development. The leadership team has been particularly effective in recognising the issues relating to reading and introducing strategies to raise attainment. The priorities identified in the school development plan are well focused upon improving the quality of teaching and learning in order to raise standards further, and on promoting the well-being of all pupils.

Subject leaders monitor teaching and contribute to the improvement planning process. In English, a good start has been made on monitoring achievement and standards across the whole school. However, this good practice is not yet replicated in other subjects.

There is considerable mobility of pupils and staff. The staff are preparing well for the move of the current regiment and the arrival of new families in the summer. The headteacher has worked very hard to ensure that the transition arrangements for current pupils run smoothly. Staff absences have presented challenges this year. However, they have been resolved by creative deployment of existing staff in order to minimise disruption to pupils' learning.

The leadership team welcomes the views of parents and pupils. Parents are kept well informed of school activities although a few parents feel that this aspect could be improved. Accommodation and resources are excellent. The school is tidy, clean and very well cared for. The grounds are an outstanding resource and very imaginatively planned to provide opportunities for outdoor learning and conservation.



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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate.	School Overall	16–19
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	
How well does the school work in partnership with others to promote learners' well-being?	2	
The quality and standards in the Foundation Stage	2	
The effectiveness and efficiency of boarding provision		
The effectiveness of the school's self-evaluation	2	
The capacity to make any necessary improvements	2	
Effective steps have been taken to promote improvement since the last inspection	Yes	

### Achievement and standards

How well do learners achieve?	2	
The standards <sup>1</sup> reached by learners	2	
How well learners make progress, taking account of any significant variations between groups of learners	2	
How well learners with learning difficulties and disabilities make progress	2	

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	
The extent of learners' spiritual, moral, social and cultural development	2	
The behaviour of learners	1	
The attendance of learners	3	
How well learners enjoy their education	2	
The extent to which learners adopt safe practices	2	
The extent to which learners adopt healthy lifestyles	2	
The extent to which learners make a positive contribution to the community	2	
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

All white boxes must be completed. The grey boxes are used wherever the inspection team has sufficient evidence to come to a secure judgement.

### The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	2	
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	
How well are learners cared for, guided and supported?	2	

### Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	
How effectively performance is monitored, evaluated and improved to meet challenging targets	3	
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2	
The extent to which governors and other supervisory boards discharge their responsibilities	n/a	
Do procedures for safeguarding learners meet current government requirements?	Yes	
Does this school require special measures?	No	
Does this school require a notice to improve?	No	

### The effectiveness of the registered day care (where applicable)

<b>The quality and standards of the registered day care</b>	
How effective is the day care in helping children to be healthy?	
How effective is the day care in protecting children and helping them to stay safe?	
How effective is the day care in helping children to achieve and enjoy their learning?	
How effective is the day care in helping children to make a positive contribution?	
How effectively is the day care organised?	
Does the day care meet the needs of the range of children for whom it provides?	
Has the day care improved since the last inspection?	
Does the day care require enforcement action?	
Does the day care require a notice to improve?	

### The effectiveness of the funded nursery education (where applicable)

<b>The quality and standards of funded nursery education</b>	
How effective is the funded nursery education in helping children to achieve and enjoy their learning?	
How effective are teaching and learning?	
How effective is the partnership with parents and carers in promoting the nursery education?	
How effective is the funded education in helping children make a positive contribution?	
How effectively is the funded nursery education led and managed?	
Does the funded nursery education meet the needs of the range of children for whom it provides	
Is the children's spiritual, moral, social and cultural development education fostered?	
Has the nursery education improved since the last inspection?	
Does the funded nursery education require a notice to improve?	

## Annex B

**Letter to pupils explaining the findings of the inspection.**

15<sup>th</sup> June 2007

Dear Pupils,

**Inspection of Mountbatten School, Celle. BFPO23**

Thank you very much for welcoming Mr Towl and myself when we visited your school recently. We were most impressed with the way you behaved and with the school buildings and grounds. You take good care of each other and of the school environment. I also enjoyed visiting Foundation Stage 1 at Trenchard Barracks. What an exciting time those of you in Foundation Stage 1 have with all your space to learn. How's Tinkerbell?

As well as talking to you and coming to your lessons, we spoke to your teachers and looked at your books. We noted that most of you are making good progress in English, mathematics and science and attain good standards in these subjects. It was particularly good to see you enjoy reading. Your teachers plan interesting lessons. They assess how well you are doing through marking your work carefully and by setting specific tasks. We have asked your teachers to develop ways of collecting all the information on your progress in order to help them set challenging targets for each one of you and to let you know what they are.

You have opportunities to learn lots of different subjects and to practise your writing skills in humanities, religious education and science lessons. This is helping you to do well in writing. All of you are very well supported by teaching assistants but particularly those of you who find some aspects of learning difficult.

Your school is well led and managed by the headteacher and leadership team. The staff have a good understanding of what the school needs to do to get even better. We have seen how you are benefiting from the initiatives to improve reading. We have asked teachers to make sure that all your lessons are good and that they collect information on how well you are doing in all subjects. In particular, we think the school should produce a school plan for history and geography.

Many of you will be leaving shortly for another school and we wish you good luck.

With best wishes  
Tricia Pritchard  
Her Majesty's Inspector

