

# Mount CofE Primary and Nursery School

## Inspection report

---

<b>Unique reference number</b>	122747
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	380527
<b>Inspection dates</b>	1–2 March 2012
<b>Lead inspector</b>	Wiola Hola

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	230
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jeremy Reichelt
<b>Headteacher</b>	Sandra Bunnell
<b>Date of previous school inspection</b>	7 October 2008
<b>School address</b>	Kings Road Newark NG24 1EW
<b>Telephone number</b>	01636 688166
<b>Fax number</b>	01636 688155
<b>Email address</b>	office@mount.notts.sch.uk

---

<b>Age group</b>	3–11
<b>Inspection date(s)</b>	1–2 March 2012
<b>Inspection number</b>	380527



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012



## Introduction

Inspection team

Wiola Hola

Additional inspector

Simon Griffiths

Additional inspector

This inspection was carried out with two days' notice. Inspectors observed nine teachers in 18 parts of lessons, including some short visits to a series of small group activities largely covering work on phonics (letter patterns and the sounds they represent) or guided reading. Some of these sessions were led by teaching assistants. Inspectors listened to a sample of pupils reading. Meetings were held with a group of pupils, two members of the governing body, three representatives of the local authority, and with staff, leaders and managers at all levels. In addition, inspectors spoke with pupils in lessons and at break times and with some parents and carers. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. Inspectors observed the school's work and looked at: the school development plan, data on pupils' attainment and progress, samples of pupils' written work, information about how teaching is evaluated and improved, a sample set of minutes of governing body meetings, some lesson plans, and a selection of school policies especially documents relating to the safeguarding of pupils. Inspectors also analysed 24 questionnaires from parents and carers together with 25 from staff and 93 from pupils in Years 3 to 6.

## Information about the school

This is an average-sized primary school. The proportion of pupils from minority ethnic groups is well above average. Roughly a third of pupils are of White British heritage. A third are from Gypsy, Roma or Traveller families. Most other pupils are from other white backgrounds. The proportion of pupils who speak English as an additional language is well above average. The proportion of pupils known to be eligible for free school meals is above average. The percentage of disabled pupils and those who have special educational needs supported at school action is high; the percentage supported at school action plus is well below average. There are currently no pupils with a statement of special educational needs. Pupils' mobility is considerably higher than average. The school meets the current floor standard as set by the government. It has received national recognition for a project on raising the achievement of Roma, Gypsy and Traveller pupils. It runs a breakfast- and after-school club.

## Inspection judgements

<b>Overall effectiveness</b>	<b>3</b>
<b>Achievement of pupils</b>	<b>3</b>
<b>Quality of teaching</b>	<b>3</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

### Key findings

- This is a satisfactory school. It is vibrant and happy. Staff welcome pupils from many different backgrounds. They have successfully enhanced pupils’ reading skills. It is not a good school because attendance, and attainment in mathematics and writing, are low and not rising quickly. Leaders are rightly working to improve these and to move teaching from satisfactory to good.
- Pupils’ progress over Years 3 to 6 has been above average in recent years and generally better than elsewhere in the school. While some pupils attain levels in English and mathematics that are above expectations for their ages, standards have been below average overall, and still are except in reading. Pupils’ progress has been boosted. Pupils in all years, including the Early Years Foundation Stage, have made good progress since September 2011 because of improvements in provision. Progress viewed over the longer term, including that for disabled pupils and those who have special educational needs, is still satisfactory rather than good.
- Teaching is satisfactory and improving; much is already good. Teachers and teaching assistants work in effective partnership, often providing well-planned and targeted support for pupils. Some work set, however, is not well matched to pupils’ needs.
- Pupils enjoy coming to school greatly and feel safe. Staff place much emphasis on promoting pupils’ emotional well-being. Pupils are polite and friendly. Attitudes to work are positive. Instances of disruption to learning are rare. Attendance is well below average. Persistent absence impedes progress for some pupils.
- Staff and the governing body, with a clear lead from the headteacher, are taking effective action to raise achievement, enhance teaching through performance management, and develop the curriculum. They are also successful in celebrating the many cultures present; this work contributes greatly to pupils’ good spiritual, moral, social and cultural development.

Schools whose overall effectiveness is judged satisfactory may receive a monitoring

visit by an Ofsted inspector before their next section 5 inspection.

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

- Improve further pupils' progress and attainment in mathematics and writing, building on the good work already started, by:
  - giving pupils more opportunities to write at length and encouraging them to do so
  - ensuring pupils are clear about their targets and what they have accomplished fully, especially in mathematics
  - enhancing the skills of subject coordinators in setting sufficiently challenging targets and evaluating outcomes.
  
- Ensure greater consistency in the way teachers match work set to pupils' needs so that all activities support pupils in making good progress by:
  - minimising the times when pupils repeat work already well within their grasp
  - enhancing, where necessary, teachers' skill in becoming astutely aware of pupils' next steps in learning, as already seen in some good teaching.
  
- Maintain the assiduous efforts to improve overall attendance levels, and improve in particular the attendance of those pupils who are persistent absentees.

## Main report

### Achievement of pupils

Pupils' progress is satisfactory but has been lifted in this academic year because of enhancements to the quality of teaching and to the curriculum. With some remaining inconsistencies, pupils' progress from September 2011 to February 2012 was generally good throughout the school. There is still some way to go, however, before achievement over a longer period can be judged as good in view of past unevenness in progress. Achievement in writing and mathematics is not as secure as that in reading.

Pupils have made good progress over Years 3 to 6 in the last three years but attainment at the end of Key Stage 2 has been below average because pupils' starting points were mostly low. Test results have fluctuated greatly in both key stages. The school holds reliable data to show that, over any pupil's time in school, progress is generally at least satisfactory. This is the case for disabled pupils and those who have special educational needs. For some groups of pupils, especially for those with English as an additional language, progress is often good. Progress is good in some year groups for pupils from Gypsy, Roma or Traveller backgrounds, and for those whose attainment on entry is above average. Parents and carers feel their children are making good progress; they are correct in this view concerning progress in this academic year.

The school's data on attainment and progress match with the picture of learning as currently seen in the school. Pupils' work in lessons shows good progress in reading. Attainment in reading was below average by the end of Key Stage 1 in 2011 but the gap is narrowing. Reading was close to the national average at the end of Year 6 in 2011 and, here too, the gap is narrowing. Pupils readily take books home to read. The quality of written work and proficiency in mathematics are mostly below age-related expectations. Exercise books are generally well-presented but written work is rarely done to any great length. Pupils are able to talk with interest about their work, for example, on the Olympic Games or Norse legends. Speaking and listening skills are being developed resolutely in lessons and with success, as vital skills and as a pre-requisite in developing writing.

Outcomes for children at the end of the Early Years Foundation Stage improved last year. Overall attainment was still below average other than in children's dispositions and attitudes to learning. Weaknesses exist in children's early reading, writing and calculating skills. Stronger elements are in physical and emotional development. Some more-able children did, however, start Year 1 with attainment at typically expected levels.

### **Quality of teaching**

Teaching is improving. Its quality is satisfactory and moving towards good. The school has still to demonstrate that improvements can be sustained in the longer term to ensure all teachers have high expectations and match work consistently well to pupils' needs so that pupils achieve well over time. Teaching as seen during the inspection was satisfactory or good in equal measure. In their questionnaires, all parents and carers agreed their children are taught well.

Staff have very positive relationships with pupils and manage behaviour well. Their planning fosters pupils' enjoyment and creativity. Partnerships between teachers and teaching assistants are strong, as seen in the well-organised and targeted support activities for individual pupils or groups. Moreover, teaching promotes reading and the love of books well. In a reading lesson with Year 3 and 4 pupils, for example, the teacher had an astute awareness of pupils' next stages of development as readers. This enabled her to give exactly the right amount of gentle prompting and encouragement so as to secure good progress and maintain pupils' confidence. Most lessons are well-planned but pupils sometimes repeat work they can already do very comfortably. Such strengths and relative weaknesses were seen in all three key stages. Coupled with some strong elements of the curriculum, such as assemblies, trips and visits, teaching contributes well to pupils' personal development. Staff are good role models in the courtesy, respect and encouragement they demonstrate and promote.

Teachers are clear about their pupils' targets for learning and share them with pupils, typically in target sheets stuck in exercise books. Pupils are not routinely guided into using these sheets or other information about intended learning outcomes. As a result, some pupils are unsure about exactly what they are aiming for or what has been accomplished fully. In samples of written work seen, marking was mostly of a good quality. It highlighted pupils' successes and gave pointers for improvement.

## **Behaviour and safety of pupils**

This is a well-ordered, highly cohesive and safe school. Parents and carers, staff and pupils view behaviour and safety overwhelmingly positively; very few negative comments were made in questionnaires. Pupils are very well behaved in lessons and around the school because high expectations are set. They say children are kind to each other and although occasional bullying exists, staff 'sort it out' quickly. Lessons start very promptly. Pupils are eager to learn and they try hard in lessons; some are adept at learning and working independently but others require much guidance and support to develop their confidence. Pupils respond well to the school's system of rewards and sanctions and are proud to collect 'signatures' for good work and effort and receive certificates in assembly. Pupils are highly supportive of one another. They are courteous, respectful and friendly.

Attendance is well below national averages. Many pupils attend school regularly. Nearly a quarter of pupils, however, are persistent absentees (absent for 20% or more sessions) and this limits their achievement; attendance is beyond their control. While considerable improvements have been made in the attendance of pupils from a Gypsy, Roma or Traveller background, attendance is still low for this group. The schools states these pupils are staying at school for longer than in the past, an improvement hastened by considerable support from officers from the local authority. Trenchant action is taken with parents when necessary in order to promote good punctuality and attendance.

Pupils say they enjoy school greatly and praise the staff for their support and for the resources available, especially in the delightful external environment that affords much fun at break times. Pupils who attend the breakfast or after-school clubs speak highly of their experiences and enjoy the wide range of activities provided.

## **Leadership and management**

The headteacher, staff and governing body work unequivocally and with determination to raise achievement. They are doing the right things. Teaching and the curriculum are kept under constant review and refined as necessary. The impact of actions taken is seen in the speeding up of pupils' progress, in raised attainment in reading and in the adjustments made to support pupils' development in writing. Further developments are rightly planned for mathematics. Impact is also visible in improved outcomes in the Early Years Foundation Stage. The headteacher keeps a very close eye on each pupil's progress although the system for doing so might be enhanced through greater use of technology. The school has good capacity to improve further.

Staff speak of how well they are supported in their professional development and enabled to enhance their effectiveness, galvanised by a strong headteacher. The school is rightly seeking to work further on developing the role of the coordinator in the school so that a firm focus is routinely placed on evaluating provision in terms of outcomes for pupils. Teamwork is strong. Curriculum organisation encourages staff to work collaboratively. It allows for pupils to be grouped in various ways as part of the school's efforts to maximise achievement. The curriculum is broad and balanced

and meets pupils' needs; leaders have not ensured, however, that teachers' expectations of what pupils can achieve are consistently high in all classes and reflected in the work set in lessons.

The governing body is proud and supportive of the school's stance in welcoming pupils from a wide range of backgrounds. Work to promote equality of opportunity and tackle any discrimination is undertaken fervently. A considerable investment has been made to provide support activities in small groups and for specific pupils; this is proving to be generally effective in raising achievement. The governing body holds the school to account as required. Its members have ensured safeguarding and child protection arrangements are secure, regularly reviewed and fully meet national requirements. The school site and buildings are bright and very well maintained. They are full of attractive displays of pupils' work across the curriculum; these exemplify the many positive features of provision that support pupils' good spiritual, moral, social and cultural development. Pupils, staff, parents and carers, with very few exceptions, hold the school in high regard.

The school places considerable emphasis on working with parents and carers and supporting them to aid their children's learning. Family learning workshops and other initiatives are engaging parents in this endeavour.



## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



5 March 2012

Dear Pupils

### **Inspection of Mount CofE Primary and Nursery School, Newark, NG24 1EW**

Thank you for your welcome when I visited your school with another inspector. We particularly want to thank those pupils who talked with us about their work and learning and those who read their books to us. All of this helped us to reach our conclusions about your school which I share with you in this letter.

You feel happy, safe and enjoy learning in this satisfactory school. You make satisfactory progress. Progress in reading has been speeded up so that many of you are reading at the levels expected for your ages. It is good to see so many of you taking books home to read. In writing and mathematics, although some of you do better than is expected for your ages, many of you still have much catching up to do.

Behaviour in the school is good. You get on well with each other and are polite to teachers and visitors. Occasionally, a pupil misbehaves and you tell us that teachers sort this out quickly. We saw how sensibly you work in lessons, play together at break times, and how you try to collect 'signatures' from teachers for good work and effort. You have many opportunities to learn about a wide range of cultures. You are very well cared for and value how helpful and supportive your teachers and helpers are. Many of you come to school regularly but others are absent far too often.

Your headteacher, staff and governors are working effectively to boost your progress and improve the school. They are working well to move the quality of teaching from satisfactory to good. Your parents and carers tell us they are pleased with the school and the progress you are making. We have asked the headteacher, governors and staff to do the following main things to improve your achievement:

- to improve your learning in mathematics and writing
- to make sure the activities teachers plan for you are always set at the right level of difficulty so that you learn something new from them
- to improve attendance for those of you who miss too much school.

I ask you to work hard, tell teachers if the work set is too hard or too easy, and make sure you miss as few school days as possible.

Yours sincerely

Wiola Hola  
Lead inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234**, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**