

# Mount Nod Primary School

## Inspection report

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<b>Unique Reference Number</b>	131239
<b>Local Authority</b>	Coventry
<b>Inspection number</b>	360238
<b>Inspection dates</b>	17–18 November 2010
<b>Reporting inspector</b>	Carol Worthington

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>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	312
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Tracy Sarjeant
<b>Headteacher</b>	Isobel Rose
<b>Date of previous school inspection</b>	16 October 2007
<b>School address</b>	Greenleaf Close Coventry CV5 7BG
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## Introduction

This inspection was carried out by four additional inspectors, who observed 20 lessons; 16 full-and part-time class teachers were seen. Meetings were held with the headteacher, acting deputy headteacher and middle leaders, the Chair of the Governing Body, and a group of pupils. Many pupils were also informally spoken to. Inspectors observed the school's work, and looked at assessment records of pupils' attainment, tracking of their progress and samples of their work in books. All safeguarding documents were scrutinised. Inspectors analysed 88 parents' and carers' questionnaire returns, together with those completed by 21 staff and 137 Key Stage 2 pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- Do the school's assessment records and progress tracking data indicate that the rise in attainment shown in the 2010 national tests can be sustained?
- How well is the school tackling inconsistencies in progress in different year groups?
- How far on are school leaders in planning opportunities to develop pupils' first-hand knowledge and understanding of the wide cultural mix in modern Britain?
- Does the Early Years Foundation Stage provide children with a good foundation for the development of writing and mathematics in Key stage 1?

## Information about the school

This larger-than-average school is in an urban setting, but the majority of its pupils come from outside its catchment area. Virtually all pupils are of White British heritage, with very few from minority ethnic backgrounds. Virtually all speak English as their first language. The proportion of pupils with special educational needs and/or disabilities is similar to that in most schools, but the proportion of those with statements is very low. Most of these pupils have speech and language problems or specific learning and/or behavioural difficulties. The proportion of pupils known to be eligible for free school meals is below average. In Key Stage 2, all classes consist of pupils from two different years. Because the governing body is currently looking to appoint a new deputy headteacher due to the promotion of the previous deputy, there is currently an acting deputy headteacher and acting Key Stage 2 leader.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Mount Nod Primary is a good school. It has made good improvement since its previous inspection and some aspects of pupils' personal development are now excellent as a result of outstanding pastoral care. Pupils enjoy school, they behave well, and their attendance is consistently high. They have an excellent understanding of how to avoid unsafe situations, including those posed by the internet. Pupils say they feel safe at all times in school, and their parents and carers strongly agree. They have an excellent understanding of how to keep themselves fit and healthy. They choose healthy food and there is a high take-up of sporting clubs and activities. Older pupils train as sports leaders to encourage and coach others. This training is provided as part of the excellent partnerships the school has with other local schools. Pupils' spiritual, moral, social and cultural development is good, but their knowledge of the wide variety of cultures in modern Britain is satisfactory. The high quality of care extends to the 'Owls' Club' before- and after-school provision.

Academic standards, as shown by performance in national tests, are above average in English and mathematics. Following a rigorous analysis of a dip in 2009, the 2010 results improved drastically so that they were significantly above average. Current attainment is being maintained at this level throughout the school because of the robust way school leaders make regular checks on pupils' progress and take effective steps to eradicate underachievement. Identified inconsistencies in learning and progress in different years have been successfully addressed by deploying extra teachers and support staff to teach groups of pupils identified as potential underachievers. As a result, most pupils make consistently good progress in all years and are well prepared for the next stage of their education.

Teachers have a good understanding of the needs of their pupils, derived from effective and regular assessment. They plan work in exciting topics such as 'space exploration', which started with a Planetarium Space Dome in the hall. These motivate pupils to do their best work and result in good development of literacy and computer skills. This builds on the good grounding in literacy, numeracy and computer skills that children get in the Early Years Foundation Stage. Many examples of pupils' well-presented handwriting and creative art and design work are to be seen displayed around the school. The school recognises, rightly, that the development of numeracy skills in the wider curriculum is satisfactory, but lags behind literacy development. Themes and topics to develop these further are in place for the current year.

All issues identified at the last inspection have been addressed and some aspects of the school's work are now outstanding. This is because of the consistency with which the headteacher communicates her high expectations for securing improvement to staff and pupils alike. Consequently, all staff work together as a highly committed and motivated team and this has been maintained even though the school awaits the permanent

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appointment of new staff. All leaders, including the governing body, have a good grasp of the school's strengths and weaknesses through highly accurate self-evaluation, enabling the rapid rate of improvement to be sustained and continually built upon. A few middle leader roles have recently changed, due to re-organisation. These post-holders have made a good start in developing their roles, with strong support from senior staff, but have not yet had time to consolidate them fully. Nevertheless, because of the good all-round improvements and the school's good track record in developing staff in their roles, there is good capacity for further improvement. The school is a highly cohesive community, but it has not established links to enable its pupils to gain good first-hand knowledge of the wider cultural mix in modern Britain or to extend their global awareness.

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

- Find ways for pupils to have greater first-hand knowledge and experience of the wide range of cultures present in modern Britain and develop community cohesion in the wider global arena.
  - Maintain the quality of leadership and management by developing the roles of newly appointed middle leaders to complement those already in post.

### **Outcomes for individuals and groups of pupils**

**2**

Pupils enter the school with early skills and knowledge which are similar to those expected for their age. Children make good progress throughout the Early Years Foundation Stage and this is maintained through Key Stages 1 and 2. The standard of writing is a particular strength. Year 2 pupils of all abilities enthusiastically wrote about a Chinese fisherman, progressing well because of their teacher's frequent demonstrations of ways to improve their work. Year 6 pupils used a wide variety of persuasive language when producing an advertising leaflet for a theme park. Higher ability pupils in Year 5 mathematics showed themselves capable of finding the perimeter and areas of increasingly complex shapes with good guidance from a teaching assistant. In science, pupils in Years 5 and 6 showed sufficient understanding of the difficult concepts of 'mass' and 'weight' to make comparisons of what they might be on different planets. Pupils with special educational needs and/or disabilities, given good support and work that is well matched to their needs, make good progress in all classes. The very few pupils of minority ethnic heritage make similarly good progress.

Most pupils have the opportunity to take on some responsibility in the school as classroom monitors and all have a voice in making decisions relating to their education and well-being through the influential school and eco-councils. Pupils show their concern for others through a wide range of charitable giving. They get on well with each other and gain a good sense of the history of their area through studies of the Coventry Blitz and writing moving tributes for Remembrance Day. They have learnt about other cultures present in modern Britain from work done in religious education, but their awareness is not strong, because it is not securely based on first-hand knowledge.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Teaching and learning are consistently good throughout the school. Teachers have good knowledge of their pupils' needs, gleaned from regular, accurate assessment. They plan exciting activities which motivate pupils to learn in a warm and caring environment. There is good emphasis on spoken English through discussion in pairs and groups, questioning which challenges pupils to think deeply, and good use of ability groups in English and mathematics for older pupils. These are especially effective in developing reading and writing through daily focused time. They enable all groups of pupils, including the most able, as well as those with special educational needs and/or disabilities, to make solidly good progress in English and mathematics. Teachers' marking is consistently done to a high standard and enables pupils to see easily how to improve their work. Older pupils are starting to be effective judges of their own progress.

The curriculum themes already developed in the first term of the revised 'creative' curriculum are imaginative and enable a whole school approach. Themes require many stimulating visits and visitors, which immediately motivate pupils and enable them to see the relevance to their own lives. The planning of new themes is in progress and the development of numeracy features more strongly in some of them. The curriculum is enhanced by very strong and beneficial partnerships with local schools in sport and languages. Weeks having a specific focus, for example, arts, science or health, add to this. Specific schemes such as 'Project X', which enable fathers and sons to engage in learning

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together, are popular and effective in improving boys' attainment. There is a very wide variety of curriculum clubs and activities, with good daily take-up.

The school has very well-organised arrangements for the care of all pupils which result in their good and sometimes excellent personal development and well-being. There is outstanding support for pupils and their families who find themselves in vulnerable circumstances. The school works consistently well with outside agencies to help all pupils who need to overcome barriers to their learning. The learning mentor is used well in school and as a support for families. Excellent advice is given to pupils and their families when they enter or leave school, and this is extended to transition between key stages. The school's good practice in supporting pupils with special educational needs and/or disabilities has been adopted locally and nationally as training material for other schools. The excellent provision extends to the 'Owls' Club' which provides high quality childcare before and after school.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

All leaders and managers have high expectations which they constantly communicate to staff. Rigorous monitoring and evaluation of teaching and learning have resulted in good improvement and consistency throughout the school. Challenging targets for pupils' attainment are set and regularly met and increasingly, being exceeded. The governing body makes a good contribution to the school's drive for improvement. It ensures that all statutory requirements are met, effectively holds the school to account and is influential in deciding priorities for development. The governing body runs the high quality breakfast club and after-school care provision effectively. These are valued highly by parents and much enjoyed by the children who attend.

The school's procedures for safeguarding are good. It adopts recommended good practice and all staff are well trained in child protection issues. There are well developed quality assurance and risk assessment procedures. The school provides equality of opportunity for all its pupils. Through its provision of extra staff in all classes to guide small group teaching, it ensures that virtually all pupils can make good progress and become successful learners. Gaps in learning between different groups are minimal because of the success of the school's strategies.

The school has analysed its religious, ethnic and socio-economic context and used this to promote community cohesion strongly within the school and in its outreach into the local community. It has strong and highly beneficial partnerships with local schools, agencies and businesses to support pupils' learning and well-being, but these are mostly

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communities similar to its own. Pupils exchange letters with a school in Finland, but do not get sufficient opportunities to engage with people from a wider range of backgrounds and cultures either in the United Kingdom or the world.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children start in the Nursery with skills and knowledge similar to those expected for their age. Good emphasis on personal, social and emotional development and good teaching by all adults ensure that they make good progress. By the end of Reception, the majority attain the Early Learning Goals for children of this age. An excellent variety of adult-led and child-initiated learning opportunities span all the areas of learning in both Nursery and Reception. Behaviour is good. Children play amicably with each other in either setting, and enjoy being busily learning. Nursery children paint self-portraits, colourful fireworks displays and create collages of autumn leaves. Reception children are very proud of their 'Learning Journals' and keen to show off their work.

A major strength lies in the way that literacy is developed, for example, through questioning and discussion when making beds for Goldilocks and the three bears. There are also many opportunities for children to practise their emergent writing, for example, making 'prescriptions' in the 'doctor's surgery'. They eagerly write letters and numerals on the many easily accessible whiteboards, carefully placed both indoors and outside. Children enjoy using the computers, often to play numeracy games. In whole class sessions, however, the pace of learning sometimes drops as children become restive after too long on the carpet.

The learning environment is very well equipped, both indoors and outdoors. Good leadership ensures planning is thorough and assessment is used effectively to match adult-led activities to the range of children's abilities and needs. The safety and care of all



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children has a very high profile. Good relationships with parents and carers extend learning into children's homes.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

There was a similar return of completed questionnaires to that found in many primary schools. Parents and carers expressed overwhelmingly positive views about the school. Many wrote praising the school for its values and the quality of education. Parents recognise and appreciate the high quality of care their children receive in a supportive environment. New children are said to settle in quickly and soon become well-known to staff. The Owls Club is valued by many parents, who also report good communications between the school and themselves. The smooth transition between Nursery and Reception was singled out for praise. There were one or two individual problems about special educational needs and/or disabilities and behaviour which should be taken up with school leaders because they are outside the remit of the inspection.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Mount Nod Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 88 completed questionnaires by the end of the on-site inspection. In total, there are 312 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	49	56	38	43	0	0	1	1
The school keeps my child safe	53	60	34	39	1	1	0	0
My school informs me about my child's progress	34	39	50	57	2	2	1	1
My child is making enough progress at this school	41	47	43	49	3	3	0	0
The teaching is good at this school	44	50	42	48	1	1	0	0
The school helps me to support my child's learning	42	48	42	48	2	2	0	0
The school helps my child to have a healthy lifestyle	43	49	38	43	3	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	39	44	39	44	3	3	0	0
The school meets my child's particular needs	35	40	47	53	3	3	0	0
The school deals effectively with unacceptable behaviour	28	32	46	52	7	8	1	1
The school takes account of my suggestions and concerns	30	34	46	52	7	8	2	2
The school is led and managed effectively	39	44	41	47	4	5	1	1
Overall, I am happy with my child's experience at this school	48	55	35	40	2	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## 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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.

**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.**



19 November 2010

Dear Pupils

**Inspection of Mount Nod Primary School, Coventry, CV5 7BG**

Thank you very much for being so helpful to my colleagues and me during our inspection visit, which we really enjoyed. We found yours to be a good school, and here are some of the reasons.

Your headteacher and governors run the school well. Teaching is good so you enjoy your lessons and work hard. You do well in English and mathematics and enjoy doing practical activities in science. Many of you are very talented artists. You come to school regularly, behave well and have good attitudes to learning.

All the adults take excellent care of you and, in turn, you take care of each other and those younger than yourselves. You can always talk to someone if you have problems. Your knowledge of how to keep safe and healthy is outstanding. Many of you are very keen on the sports and other clubs and those of you who attend the 'Owls' Club' enjoy it very much. Your school and eco-councils do a lot of good work to improve playtime and the environment

You have excellent links with other schools in your neighbourhood. You are well prepared for secondary school by the many activities you do with them before you go up, but you do not get enough contact with pupils from different backgrounds from your own.

All the adults in your school want it to be even better, so I have asked them to:

- find ways of giving you more contact with people from a wider range of different cultures who live in Britain and the wider world
- keep up the good school leadership by helping new teachers to settle into their roles quickly.

You can help by always doing your best to succeed.

Yours sincerely

Carol Worthington

Lead inspector

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