

Mount Pleasant Junior Infant and Nursery School

Inspection report

Unique Reference Number	130925
Local Authority	Kirklees
Inspection number	360159
Inspection dates	28–29 June 2011
Reporting inspector	Christine Millett

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	520
Appropriate authority	The governing body
Chair	Mr Mohammed Imran
Headteacher	Mrs Adele Stringer/Mr Keith Ford
Date of previous school inspection	12 September 2007
School address	Lockwood Road Lockwood, Huddersfield West Yorkshire HD1 3QS
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Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 23 lessons or part lessons taught by 18 teachers. They also held meetings with groups of pupils, representatives of the governing body and staff. They observed the school's work and looked at work in pupils' books, school policies and plans, data tracking pupils' progress, records on safeguarding, health and safety, and attendance. Inspectors considered the 101 questionnaires completed by parents and carers as well as those from pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Systems in place for tracking pupils' progress.
- Pupils' knowledge of, and involvement in, target setting.
- The impact of strategies put in place to improve attendance.
- How well leadership roles are shared among all staff.

Information about the school

The school is much larger than the average sized primary school. The proportion of pupils known to be eligible for free school meals is above the national average. The large majority of pupils are of Pakistani heritage and a very small number are from White British backgrounds. The remainder are from a range of other minority ethnic heritages. The proportion of pupils who speak English as an additional language is above average. The number of pupils with special educational needs and/or disabilities is broadly average. The school has achieved a number of awards including Activemark, Artsmark Gold and Healthy School status. There has been a new leadership team since the previous inspection. The substantive headteacher is currently on long-term sick leave and an acting headteacher has been in post since September 2010. There have also been a number of changes to the governing body.

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?

3

The school's capacity for sustained improvement

3

Main findings

Mount Pleasant provides a satisfactory standard of education for all of its pupils. However, its pastoral provision is strong. The level of care, guidance and support that pupils receive is good. Among its other strengths are the safe and welcoming environment, which contributes well to pupils' personal development, and its commitment to the local community. Pupils behave well, are proud of their school and are keen to talk to visitors about their work. They have confidence in adults to help them sort out problems and have a good understanding of what constitutes an unsafe situation. Pupils think about others, are keen to take on responsibilities, contribute well to the school and local community and are particularly knowledgeable on factors which contribute to a healthy lifestyle. Pupils' experiences of different cultures and beliefs are enhanced through the curriculum and visits provide opportunities for them to meet with pupils from other backgrounds. These contribute well to both spiritual, moral, social and cultural development as well as good community cohesion. Partnerships with parents and carers are also a strength.

Children start school with skills and knowledge that are below those expected for their age and make satisfactory progress throughout their time in school. Attainment in English and mathematics at the end of Year 6 is low but shows a marked improvement this year. Regular assessments are analysed and, by means of the school's own tracking system, gaps in learning are being identified. This is having a positive impact upon the levels of progress being made across the school. Appropriately targeted intervention strategies enable pupils with special educational needs and/or disabilities and those new to English to make similar levels of progress as their peers. Teaching is satisfactory and sometimes good, although occasionally expectations are not high enough and tasks do not always provide sufficient challenge. Consequently, the pace of learning slows. The marking of pupils' work provides them with satisfactory guidance. They do not always receive sufficient guidance on how to improve their work and some pupils were unaware of their personal targets and whether they were meeting them. Attendance is currently average and improving due to the effective systems the school has in place and the number of persistent absentees has been reduced considerably. Appropriate safeguarding arrangements are in place and, as a result, the very large majority of pupils say they feel safe.

Senior leaders and the governing body are committed to raising attainment. Under the direction of the acting headteacher key areas for development have been identified and self-evaluation is accurate. Shared monitoring and evaluation, involving middle managers, is beginning. The effect of such well-founded changes has yet to show full impact upon raising standards and accelerating achievement. Consequently, current capacity for improvement is satisfactory.

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Up to 40% of schools whose overall performance is judged to be 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?

- Accelerate progress further by improving the quality of teaching and learning to consistently good or better by:
 - – sharing the good practice that already exists in school
 - – raising teachers' expectations and increasing the level of challenge in all lessons
 - – improving the pace and timing of lessons so more is accomplished
 - – ensuring the regular monitoring of teaching in order to identify strengths and areas for development
 - – ensuring marking relates consistently to learning objectives and pupils' targets, identifies areas for improvement and provides pupils with opportunities to respond
 - – encouraging the use of self-assessment by pupils in lessons and in written work.

Outcomes for individuals and groups of pupils

3

Pupils are keen to learn, enjoy school and achieve satisfactorily. They collaborate well when given opportunities to work in groups or in pairs. In the main, children start school with skills and knowledge that are below the levels expected of them, particularly in communication, language and literacy. They settle quickly into Nursery and are cared for well. Data for 2010 show attainment at the end of Key Stage 2 to be low. However, test results for this year show a marked improvement on previous years, particularly at the higher levels. The percentage of pupils achieving the higher levels in mathematics is now broadly in line with national averages. The progress of all pupils is monitored carefully. Work seen in pupils' books confirmed the school's own analysis that, while progress is satisfactory overall, there are pockets within school where progress is better. Classroom observations confirmed that when pupils are fully engaged in lessons and challenged to learn they make good progress.

Pupils work and play in a safe environment which encourages everyone to support and take care of others. Pupils get on well with one another and with adults. In particular, potentially vulnerable pupils are extremely well looked after. Pupils are encouraged to think beyond themselves and this contributes much to their good spiritual, moral, social and cultural development. Pupils have a good understanding about how to keep fit and healthy and, as a result of requests from pupils, cricket and basketball have been added to the range of sports available. Pupils respond well to the responsibilities they are given and make positive contributions to the school community, through the school council, for example. Pupils' grasp of basic skills, including the competent use of information and communication technology and their developing personal qualities, equips them satisfactorily for the next stages of their education. Attendance is broadly average and improving strongly.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ 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?

A common feature in the school is the warmth of the relationships that ensures pupils respond positively to their work. Satisfactory and sometimes good teaching has resulted in improving attainment. However, the good practice seen in some classes is not consistent across the school. In the best lessons the pace of learning is sharp and pupils benefit from an appropriate amount of time made available for them to work independently. Teachers' marking does not always give pupils clear targets to aim for or enough guidance on what they need to do to improve their work. There are too few opportunities for pupils to be involved in their own learning through self- or peer-assessment. Effective tracking procedures enable teachers to identify underachievement and to plan suitable interventions to support those pupils who need extra help.

The curriculum places appropriate emphasis on English and mathematics. An impressive range of enrichment activities has a positive impact upon pupils' enjoyment. A range of clubs and visitors, such as poets and musicians, brings learning to life. A variety of visits such as that to the London Eye widen pupils' experiences of the wider world. Interactive whiteboards and information and communication technology are used effectively to reinforce learning.

Mount Pleasant is a welcoming, caring and harmonious school. Adults know pupils well and respond positively to their needs. Pupils feel well supported by the school and know to whom they can turn if they have a problem. The individual needs of those with special

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educational needs and/or disabilities are met well through liaison between teachers and support staff. The successful links with outside agencies further reinforce this good quality of care.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The acting headteacher has ensured the drive for improvement has continued and has put much in place to bring this about. For example, the leadership team has been broadened to include middle managers, though the full impact of this is not yet being seen. Whilst the effectiveness of leadership and management in embedding ambition and driving improvement, particularly in teaching and learning, is satisfactory, the senior leaders are united in their determination to improve outcomes for pupils. The quality of teaching and learning is monitored through lesson observations and work scrutinies and the school has recognised the need to involve more of the leadership team in this process. Systems for recording and analysing pupils' attainment have been upgraded recently and are providing a sharp focus on the different groups of pupils.

The relatively new governing body take their roles and responsibilities very seriously. They understand the challenges the school faces and are working hard to make their contribution to school life count. Parents are encouraged to be active partners in the education of their children and are welcomed into school. This is an inclusive school which is working to promote equality of opportunity, especially for its potentially most vulnerable pupils, with the result that all groups of pupils are making similar levels of progress as their peers. The governing body ensures that all requirements with regard to the safeguarding of pupils are fully met. The school's contribution to community cohesion is good. The governors, headteacher and staff know the local community well. Links with other schools have been put in place in order to develop pupils' understanding of the religious, ethnic and socio-economic diversity of the world in which they live. Community cohesion on a more global level is still developing. The school's promotion of equal opportunities is seen in the harmonious and inclusive atmosphere, the attention given to meeting the pastoral needs of all pupils and the fact that all groups are achieving at least satisfactorily.

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These are the grades for leadership and management

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

Early Years Foundation Stage

The overall effectiveness of the Early Years Foundation Stage is satisfactory. However, recent changes to the accommodation, indoors and out, mean that provision is now good, though the impact of this on outcomes is yet to be seen. Children enter the Nursery with knowledge and skills that are below those expected for their age. The school's clear priorities for the development of language through stimulating opportunities for play and a range of teaching methods enable pupils to make sound progress, and some have caught up to attain expected levels for their age in some areas by the time they leave the Reception class.

Children have access to an exciting and imaginative range of resources that capture their interest and stimulate learning. For example, the Owl and the Pussy Cat role play area is inspirational. The Reception class's visit to a farm gave them lots to talk about. Children make good use of the learning areas due to adult intervention which focuses children's attention. Observations are recorded and used to inform planning and add detail to children's individual records of learning.

Strong relationships with parents and carers ensure children settle well and enjoy being part of the school. Children behave well and are learning about risk taking and personal safety in a safe, secure environment. They are developing healthy habits such as washing hands and enjoying fruit snacks. Leaders and other staff are knowledgeable, enthusiastic and keen to raise standards by presenting children with a wide range of experiences. A strong sense of common purpose is emerging and there is clear evidence of the capacity to improve further.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Around 19% of parents and carers responded to the questionnaire. The overwhelming majority agreed that they were happy with their child's experience at school and that their child enjoyed school. The same proportion thought that teaching was good, their child made enough progress and school helped them support their child. A very large majority were in agreement with all other areas. A few parents raised individual concerns and these were followed up by the inspectors. It was found that the school either has effective procedures in place in relation to the issues raised or they were beyond the school's control.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Mount Pleasant Junior Infant and Nursery 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 101 completed questionnaires by the end of the on-site inspection. In total, there are 520 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	60	59	39	39	1	1	1	1
The school keeps my child safe	58	57	38	38	3	3	2	2
My school informs me about my child's progress	51	50	48	48	2	2	0	0
My child is making enough progress at this school	44	44	56	55	0	0	1	1
The teaching is good at this school	47	47	50	50	1	1	1	1
The school helps me to support my child's learning	41	41	58	57	1	1	0	0
The school helps my child to have a healthy lifestyle	40	40	55	54	4	4	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)	34	34	61	60	0	0	3	3
The school meets my child's particular needs	40	40	55	54	1	1	2	2
The school deals effectively with unacceptable behaviour	36	36	60	59	4	4	0	0
The school takes account of my suggestions and concerns	28	28	61	60	3	3	1	1
The school is led and managed effectively	39	39	56	55	4	4	0	0
Overall, I am happy with my child's experience at this school	49	49	48	48	0	0	3	3

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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see 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.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



30 June 2011

Dear Pupils

Inspection of Mount Pleasant Junior Infant and Nursery School, Huddersfield HD1 3QS

Thank you very much for the warm welcome you gave the inspectors when we visited your school recently. We thoroughly enjoyed finding out about the work you do. This is what we found out about your school.

- You are polite, friendly and helpful to visitors.
- Your behaviour is good, both in the classroom and around school.
- You have a good understanding and appreciation of each other's cultures.
- You settle well into the Early Years Foundation Stage and you all make satisfactory progress during your time in school.
- Standards at the end of Year 6 are not yet as high as in most schools, but they are rising.
- Adults look after you well and make sure you are safe.
- Most teaching is satisfactory but some is good and teachers try to make lessons interesting.
- You contribute well to the life of the school and the local community.
- Your school is helping you prepare for the next stages in your education.

We think that with your help your school can improve even more and we have asked your headteacher and your teachers to work together to improve teaching by doing the following things.

- Set you more challenging work during lessons.
- Increase the pace of lessons so you get more work done.
- Watch each other teach and share ideas with each other.
- Make sure that marking tells you how to improve your work and meet your targets.
- Encourage you to take part in more self-assessment of your work.

We believe that this will help you all to make more progress and we are sure you will all work hard to make this happen.

Yours sincerely

Christine Millett

Lead Inspector

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