

Mount Pleasant Church of England Voluntary Controlled Junior School

Princess Road, Market Weighton, York, YO43 3BY

Inspection dates 16–17 July 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Pupils enter school with standards that are broadly in line with national expectations. They make rapid progress as they move up through the school. By time the pupils leave school at the end of Year 6, their attainment in reading, writing and mathematics is significantly above average.
- The school has rapidly improved since the last inspection when the overall effectiveness was satisfactory.
- Pupils' achievements are now outstanding and have been consistently so over a number of years.
- Most of the teaching is outstanding and never less than consistently good. It is typified by excellent relationships, high expectations and challenge. Marking of pupils' work is thorough although occasionally pupils do not always respond to the teachers' comments in their workbooks.
- Each child is treated as an individual and learns within the context of a caring Christian ethos. In assemblies, pupils learn about other faith beliefs and have time to reflect on moral and social issues such as world poverty and how to respect others.
- Pupils enjoy coming to school and this is reflected in the high attendance figures. Behaviour and attitudes to learning are exemplary.
- Pupils say that they feel safe in school and both parents and staff support this.
- The new curriculum, implemented after the last inspection, is imaginative and creative. It is richly enhanced by many extracurricular clubs and visits out of school. A large majority of pupils are in the highly successful school choir and have the opportunity to learn to play musical instruments. The outdoor environment is not always used effectively to enhance pupils' learning.
- The headteacher is an exceptional leader and has had a strong impact on improving the quality of teaching and raising standards of all pupils. She is ably supported by her well-established leaders and the highly committed governing body. There is a strong corporate approach to leadership. They are all highly ambitious for the school's future.
- All staff in school work as a cohesive team to ensure that all children have the best education they can possibly have.

Information about this inspection

- The inspectors observed 14 lessons including one joint observation with the headteacher. In addition, inspectors talked to pupils about their learning and safety in school. Inspectors listened to some pupils read and looked at their work in their books.
- Meetings were held with the headteacher, senior and middle leaders, members of the governing body, and a local authority representative.
- Inspectors looked at a number of documents including the school's self-evaluation, development plan, the minutes of the governing body, and records of lesson observations, safeguarding information and school policies.
- Inspectors examined school questionnaires completed by school staff and 42 online responses to the Parent View questionnaire.

Inspection team

Barbara Martin, Lead inspector

Additional Inspector

Peter Jones

Additional Inspector

Full report

Information about this school

- This is a larger than average primary school.
- Most pupils are White British. Very few pupils are from minority ethnic groups.
- The proportion of pupils eligible for pupil premium funding, which provides additional funding for pupils in local authority care, children from service families and those known to be eligible for free school meals, is below average.
- The proportion of pupils supported through school action is well below average.
- The proportion of pupils supported through school action plus and with a statement of special educational needs is well below average.
- The school meets the government's current floor standards, which set minimum expectations for attainment and progress.
- The school is very proud to have been recently awarded the fourth ECO Green Flag and the Silver Sing Up national award.

What does the school need to do to improve further?

- Maintain and improve further the already existing consistently outstanding achievement by:
 - making sure that pupils always act upon teachers' comments in their books to further improve their work
 - making better use of the outdoor space on the school site around the school to enhance pupils' imaginative and creative learning further.

Inspection judgements

The achievement of pupils

is outstanding

- On entry into school in Year 3, pupils' knowledge and skills are broadly in line with national averages.
- From these starting points, pupils move through the school and make exceptional progress in reading, writing, and mathematics. The proportion of pupils who make or do better than expected progress for their age has been significantly high over the last three years.
- Disabled pupils and those with special educational needs performed better than similar pupils nationally. This is an acknowledgement of the high quality support that they receive. They make excellent progress, achieving significantly above national scores in English and mathematics.
- Pupils supported by pupil premium funding make similar progress to their peers and performed better than similar pupils nationally. They make better than expected progress. The fact that gaps in attainment between these pupils and those not in receipt of additional funding have been steadily closing since the last inspection shows the school's strong commitment to equal opportunities.
- In mathematics, where pupils are grouped by ability for many lessons, differing needs are met effectively. Pupils learn through practical fun activities related to their everyday experiences. For example, in a Year 5 lesson, the teacher dressed up as a character called Cut Price Kelly. He tried to persuade the pupils into buying special deals on the products he was selling. In this game pupils had to calculate whether money was to be saved on the deals offered. This was a fun way to learn about calculating whether '3 for the price of two' or '10% off' was a bargain or not. In this exciting lesson, pupils were engaged in learning about mathematical calculations almost incidentally.
- In English, a large majority of pupils make significantly more than expected progress compared to the national average. Pupils learn exceptionally well in this subject. One of the reasons for this is that teachers assess pupils' learning on a daily basis and arrange extra support for those pupils who find work difficult. An example of this was seen in a Year 6 lesson when three pupils failed to understand the idea of using present tense in sentences. The following day they had additional work prepared all about past, present and future tenses and were supported in their learning by a teaching assistant. By the end of this session, the pupils had a good understanding of how to use tenses accurately.
- Reading has a high priority across school. Almost all pupils make significantly more than the expected level of progress in reading by the time they leave school at the end of Year 6. Pupils read fluently and with confidence across many areas and genres.
- Excellent progress can be seen in pupils' workbooks. Outstanding teaching and pupils' exemplary attitudes to learning are major factors contributing to the impressive progress that all pupils make.

The quality of teaching

is outstanding

- Almost all of the teaching seen during the inspection was outstanding. None of the teaching observed was less than good. The impact of this inspirational teaching has resulted in outstanding achievement for pupils, in all subjects, over a number of years and developed pupils' enthusiasm for learning. This love of learning is reflected in the pupils' typical comments. They describe the school as 'amazing' 'perfect' and 'incredible.' Pupils particularly enjoy trips out of school to places like the Buddhist Centre and museums. Clubs are very popular and add to the enjoyment of coming to school. These include drama, choir, dance and a range of sports such as netball, tag rugby and football.
- All staff work exceptionally hard and have established a positive learning culture. Pupils' classrooms are stimulating, vibrant learning environments where they are encouraged to work

independently and collaboratively.

- Pupils say that learning is fun and this is because teachers deliver imaginative lessons which totally enthuse and engage pupils in their learning. For example, in a Year 6 lesson, pupils had to recognise persuasive text and use it when creating their own radio adverts. These adverts were performed to others verbally before being recorded. This high-quality teaching is typified by high expectations and challenge, excellent subject knowledge, skilful and well-targeted questioning and a wide range of information and communication technology resources.
- The pupils are proud of their fourth ECO Flag award which has involved pupils caring for their environment through various projects. This work also raises concern for the local community and the wider world.
- Relationships are excellent between teachers and pupils. In a discussion with pupils, a typical comment from one pupil was, 'The way teachers treat us and the way that they teach us is lovely.' Pupils feel valued by their teachers.
- Teachers' marking of pupils' work is thorough. Although good work is acknowledged and praised, sometimes pupils are not always given the opportunity to respond to teachers' comments.
- The school recognises that the outdoor environment is not always used effectively to enhance pupils' learning.

The behaviour and safety of pupils are outstanding

- Behaviour in and around school is exemplary. The pupils are well mannered in the dining room and show appropriate respect and reverence in assemblies. They are courteous towards adults and complimented on their impeccable behaviour during visits out of school.
- If, on a rare occasion, there is an incident of poor behaviour, the staff manage this very well by using the Chill Out room and one-to-one adult support.
- Pupils say that they feel safe and secure in school and parents and staff strongly support this view. Bullying of any kind is extremely rare as are exclusions. Pupils had a thorough understanding of the different types of bullying including, cyber, physical, verbal and emotional. Pupils' sense of right and wrong and their awareness of what constitute bullying and unacceptable behaviour is excellent.
- Pupils' above average attendance, and excellent punctuality are a measure of how much they enjoy school.
- Pupils are eager to learn and demonstrate exemplary attitudes towards learning.
- The pupils respond exceedingly well to the spiritual, moral and social guidance they receive. Relationships between teachers and pupils and between pupils are excellent. Pupils care and support each other very well.
- Pupils contribute a great deal to the everyday life of the school. Pupils carry out various jobs conscientiously. The pupils have a strong voice in school through the school council.

The leadership and management are outstanding

- Leadership and management at all levels are outstanding and make a very significant contribution to the school's effectiveness.
- An overwhelmingly majority of parents agree that the school is well led and managed.
- At the last inspection, the overall effectiveness of the school was judged to be satisfactory. Since then, the school has improved rapidly and results place the school in the top 20% of all schools nationally.
- The headteacher has driven school improvement forward rapidly in a sensitive way and provided the best learning experiences she can for all pupils. She has created a welcoming and inclusive school, where pupils feel well cared for. Equal opportunities for all are outstanding.

- Current unvalidated information about the test results for 2013 confirm that all groups of children are continuing to achieve results significantly above the expected standards in all subjects. Some of the results are even higher than those in 2012.
- The significant improvements since the last inspection in all areas of the school's work testify to the strong capacity of the senior leaders to maintain its outstanding effectiveness.
- Senior and middle leaders are very clear about their roles and responsibilities and work productively as a team. There is a well-developed and extremely thorough programme of monitoring teaching in place. Areas for improvement are fed back to teachers and checks are made to see if these areas have been implemented. This has had a significant impact on raising achievement and improving the quality of teaching.
- Pupil progress information is analysed across the school by leaders and as a result of this, pupils can be identified quickly if their progress slows. These individual pupils benefit from actions to improve their achievement as a result.
- The curriculum is very well managed and its impact regularly reviewed. Literacy and numeracy are clear priorities and are greatly enhanced through the teaching of topics and themes across the other subjects.
- The school accesses support from the local authority and other educational consultants when necessary.
- **The governance of the school:**
 - The governing body makes a strong contribution to school improvement and are highly effective in supporting and challenging the headteacher in all aspects of her leadership of the school. Several of the governors visit the school regularly and this helps them have an excellent understanding of all aspects of the quality of teaching and progress of pupils in school. They have been instrumental in bringing about rapid improvements in these key areas.
 - Governors, along with senior staff, have a clear overview of systems for performance management of teaching quality and salary progression. They are aware of how the pupil premium funding is spent and check on its impact on the achievement of different groups of pupils.
 - Statutory duties are carried out efficiently including the school's safeguarding arrangements.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	117982
Local authority	East Riding of Yorkshire
Inspection number	401714

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	248
Appropriate authority	The governing body
Chair	David Needham
Headteacher	Adrienne Palmer
Date of previous school inspection	12 July 2010
Telephone number	01430 873338
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