

Mount CofE Primary and Nursery School

Kings Road, Newark, NG24 1EW

Inspection dates 11–12 December 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The headteacher and leaders at all levels are very effective. They have brought rapid improvement in the quality of teaching and in pupils' achievement.
- All groups of pupils make good and often rapid progress in English and mathematics. As a result, attainment has risen in almost all year groups.
- Pupils eligible for additional funding do very well, as do those pupils who speak English as an additional language. They often achieve even more than other pupils.
- Children make good progress in all areas of learning in the Early Years Foundation Stage.
- Teaching is good. Teachers are committed to improving pupils' achievement and give freely of their time to support pupils' learning.
- Pupils' progress is rigorously checked. Those who are not making the progress they should get help very quickly.
- Pupils behave well. They are respectful, courteous and kind to all adults and to each other. Attendance rates have improved since the previous inspection.

It is not yet an outstanding school because

- Not all teachers provide work that is pitched at the right level for everyone, and learning is not moved on fast enough, particularly for the more-able pupils.
- Sometimes, teachers do not plan for pupils to apply and extend their skills in activities where they work on their own.

Information about this inspection

- Inspectors observed 14 part lessons, of which four were jointly observed with the headteacher. In addition, the inspection team looked at pupils' work in their books and listened to pupils read from Key Stage 1 and Key Stage 2.
- There were meetings with groups of pupils, senior leaders and representatives of the governing body and the local authority.
- Inspectors talked to one parent and considered 36 views via the online questionnaire, Parent View, as well as 19 responses to a staff questionnaire.
- The inspection team examined the school's own data on pupils' recent and current progress; planning and monitoring documentation; records relating to behaviour and attendance; and documents relating to safeguarding.

Inspection team

Mary Hinds, Lead inspector

Additional Inspector

Andrew Beckett

Additional Inspector

Full report

Information about this school

- This is a smaller than the average-sized primary school.
- The proportion of pupils from minority ethnic backgrounds is well above the national average. Almost a third of pupils are of Gypsy, Roma and Traveller backgrounds, a quarter of pupils of White British heritage and the remaining pupils are of Other White backgrounds.
- The proportion of pupils who speak English as an additional language is well above the national average and represents a third of the school's population.
- The percentage of pupils who are eligible for the pupil premium (which provides additional funding for pupils in local authority care and those known to be eligible for free school meals) is above average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average. The proportion supported at school action plus or with a statement of special educational needs is also below average.
- The mobility of pupils is much higher than the national average. In the last year nearly a third of pupils in the school joined or left between Nursery and Year 6.
- The school meets the government's current floor standard, which sets the minimum expectations for attainment and progress.
- It has received national recognition for a project on raising the achievement of Roma, Gypsy and Traveller pupils.
- The school runs a programme of family learning initiatives off site as well as a breakfast and after-school club.

What does the school need to do to improve further?

- Increase the proportion of good and outstanding teaching, so that pupils make rapid progress, by making sure that all teachers:
 - set work in lessons that is neither too hard nor too easy, and move learning on at a brisker pace, particularly so that the more-able pupils are challenged
 - enable pupils to apply and extend their skills in reading, writing and mathematics when working on their own, especially for the younger pupils.

Inspection judgements

The achievement of pupils is good

- Children start in the Early Years Foundation Stage with knowledge, skills and understanding that are well below those typically expected in all areas of learning, but especially so in their speaking and listening and their early reading, writing and mathematical skills.
- The children who attend both the Nursery and Reception classes make at least good progress. Despite this, almost all pupils join Year 1 with below-average skills in reading, writing and mathematics. Progress has accelerated over the last three years and, although only a third of children attained a good level of development in 2013, this represents good progress from their very low starting points.
- Progress in Key Stage 1 is good, although there are too few pupils achieving the higher levels in all subjects, because pupils with the potential do so do not always make rapid progress. In 2013, attainment levels rose in reading, writing and mathematics, but remained below average. The changing school population impacts considerably on pupils' overall attainment, including the Year 1 phonics check, which, although much improved in 2013, was below the level expected nationally. Over the last few years, at least a third of pupils joined the school at the beginning of Year 1 with either no or little understanding of speaking English, and/or had not attended any formal education.
- Pupils' good progress in reading and in mathematics at Key Stage 2 has been sustained, and the proportion of pupils making and exceeding expected progress in these subjects has been above the national average for the last two years. The gap between the progress in reading and in mathematics made by pupils eligible for the pupil premium and other pupils has closed significantly in 2013.
- Progress in writing has improved and, in 2013, the proportion of pupils at Key Stage 2 making and exceeding expected progress rose from 2012 but not as rapidly as in other subjects. However, school information shows that all other year groups made good progress in writing. Furthermore, although overall attainment was broadly average in reading, writing and mathematics in Year 6, the attainment of those pupils who attended school from Year 2 to Year 6 (60% of all pupils), was above average in all three subjects; these pupils' attainment was average at the end of Year 2.
- The school's assessments show that all groups of pupils currently in school are also making good progress and, as a result the gap, is beginning to be closed. For example, in Year 5 and Year 6, pupils' attainment is already average in both English and mathematics.
- The achievement of those pupils who are eligible for the pupil premium compared to others varies significantly year on year. For example, in 2012, these pupils achieved less well than all other pupils, as they were as much as five terms behind in mathematics in their attainment, and three terms in English, because their starting points were much lower. Conversely, in 2013, these pupils were the highest achieving group, as they were at least four terms ahead of all other pupils in reading and mathematics and almost two terms ahead in writing.
- Disabled pupils and those who have special educational needs make similar good progress to all other pupils. Their progress is often outstanding in English and mathematics. Pupils benefit from good support, either on a one-to-one basis or in small groups.

- Pupils from minority ethnic and Gypsy, Roma and Travelling backgrounds make at least good progress in English and mathematics and some make better progress. The school encourages parents to work in partnership to educate their children. It provides very effective support for these pupils and those who are at the early stages of learning English. Although their attainment is often lower than other groups, they make good progress given their starting points and this too is dependent on the length of time they have been in school. The school focuses well on developing these pupils' speaking and listening skills.

The quality of teaching

is good

- Teachers make learning interesting for pupils of all backgrounds and abilities through a wide range of activities which are designed to engage them fully in their learning. Every day, pupils learn through a series of activities which usually have either a literacy or mathematical focus. This includes a session where pupils are able to work in their own preferred learning style called 'Learning my way'. Pupils say they enjoy this time and it helps them to maintain their concentration and motivation.
- In the Early Years Foundation Stage, children learn through a wide range of exciting activities which are once again well planned to meet the diverse range of their abilities and needs. This is because adults know exactly where children are in their learning and check their progress rigorously. Adults have a good understanding of what children need to learn next and how best this can be achieved.
- In all year groups, adults make sure that pupils develop effective language skills, in both their home language and in English. Adults are adept at intervening in childrens' learning, either to model and extend children's skills and understanding, or to promote their speaking and listening. For example, in one lesson, pupils excitedly re-enacted *Snow White and the Seven Dwarfs*, after their recent visit to the theatre. Their vocabulary and pronunciation was extended very effectively by the adult support.
- In the best lessons, teachers make it crystal clear what different pupils will be learning. They make regular checks on how well pupils are doing, and they make sure that pupils have enough time to apply and extend their skills. For example, in a literacy lesson, pupils worked independently, using similes, metaphors and personification to successfully write their own poems.
- Pupils appreciate and enjoy the opportunity to reflect on their work, in response to the teachers' points for improvement. Their workbooks show that teachers ensure that pupils are given time to practise and improve key learning skills.
- The school regularly checks the accuracy of their assessments, both within school and with schools in the local area. Scrutiny of the pupils' workbooks, cross-referenced with the school information, confirms that teachers' assessments are accurate.
- Usually, teachers use this assessment information to plan their lessons well, sharing with pupils what is to be learned. They set work which is at the right level, both to build on what pupils are already able to do, and to make sure that they make good progress. However, occasionally, all pupils complete the same work and teachers do not check to see if pupils find this work too easy, especially for the more-able pupils. When this occurs, more-able pupils are not given harder work to speed up their progress.
- Younger pupils, in particular, are not given enough opportunities to apply, develop and extend

key skills, especially when working on their own.

- All pupils, particularly those whose circumstances could potentially make them vulnerable, are very well supported by all staff, including a strong and well-deployed team of teaching assistants. Teaching assistants also play a vital role in the teaching of daily phonics and mental mathematics, as well as making sure that all pupils are fully involved in their learning.
- Termly checks are made on the attainment of different groups, so that support to improve their achievement is swift. Regular reviews are undertaken to gauge the effectiveness of extra support. This includes for disabled pupils and those who have special educational needs, pupils for whom the school receives the pupil premium, those pupils with no prior formal education and pupils for whom English is not their home language.

The behaviour and safety of pupils are good

- All adults have high expectations and manage pupils' behaviour very effectively. There are marked improvements in those pupils who have challenging behaviour when they start school. As a result, the school is a calm and purposeful learning community.
- Pupils are polite, friendly and considerate, to each other and to all adults. They have a good understanding of right and wrong, as well as injustice and discrimination. They show great respect for one another and have a genuine interest and appreciation of the different cultural and religious backgrounds of their friends. One pupil said, 'We like to listen to our friends' experiences in the country where they were born and how Muslims, Christians and Jews lived happily together.'
- Pupils usually have positive attitudes about their learning and enjoy the varied and relevant activities, including the 'Learning My Way' approach. This is clearly having an encouraging impact on their positive learning attitudes and good learning and progress.
- Pupils feel safe and they trust the adults in school to sort out any worries they may have. Their views are supported by the school's parents' and carers' questionnaire, where all felt that the school cares for their children very well.
- Pupils are honest about occasional misbehaviour or bullying, but say it is well dealt with if it occurs. They have a good awareness of how to keep themselves safe and of different types of bullying, such as through the use of computers or mobile phones.
- While overall attendance remains below average, the school works hard to encourage full attendance, and attendance rates are consistently improving year-on-year. This term attendance is average.

The leadership and management are good

- The headteacher has created a committed team of staff who share her drive to ensure that all pupils achieve their full potential, academically and personally, irrespective of their background, culture and ability. She has secured equality of opportunity and created a highly inclusive school where all pupils are welcome and thrive.
- These high expectations are translated clearly into well-focused improvement plans, which are based on a good understanding of what the school does well and what it needs to do next to improve still further.

- Leaders at all levels, contribute fully to this improvement planning for their specific areas of responsibility. All are fully involved in monitoring and evaluating the impact of their work, including the quality of teaching and raising pupils' achievement.
- Teachers' performance is managed well through specific targets. These are linked to the school's priorities, to the individual teacher's area and level of responsibility, and to their professional needs. Regular checks are made by leaders on the quality of teaching. More recently, governors have undertaken joint observations with the headteacher, linked to specific year groups. This has brought about improvements in teaching.
- Teachers' skills are developed through in-house coaching and mentoring, and sharing good practice in staff meetings. More recently, teachers and teaching assistants have videoed their work, to encourage reflection on their own and each others' practice. Governors have taken part in these observations.
- The headteacher has focused sharply on pupil progress across Key Stage 2, making sure that smaller classes benefit from either an additional teacher or senior teaching assistants. As a result, there is a rapid upward trend of improvement. From September, the younger pupils are also benefiting from smaller classes. One of the two assistant headteachers now teaches in one of the classes and models outstanding practice to boost pupils' progress further.
- Sports funding is currently being used to pay for a sports leader at lunchtimes. Pupils have many opportunities to take part in a range of sporting and other activities through the provision of clubs, run both at lunchtime and after school. Pupils appreciate these opportunities, and take-up is good.
- The curriculum is highly creative and responsive to the diverse needs of the school community. Specific school themes use the pupils' and parents' cultural heritage. Likewise, cultural and religious education themes enable older pupils to learn with younger pupils. Parents are invited to share their experiences with the pupils. Music is also used to enhance pupils' learning and spiritual and cultural development, for example, all Year 5 and 6 pupils learn to play the Ukulele and Year 3 and 4 learn to play the African drums. There are a wide variety of visits and visitors, as well as close links with the local church.
- The school has strong partnerships, including with parents, particularly those who may find school daunting. From the very start, home visits are undertaken prior to admission to the Nursery. Parents are encouraged to share their child's achievements through 'Wow' moments and they are invited into school to look at their child's work on a regular basis. The school provides many family support programmes, from 'play and stay' sessions to supporting newly arrived parents to develop their English.
- The local authority has an appropriately light-touch approach to this school, since the upward trend in achievement. The school is part of a network of schools and accesses training when required. This is led by an officer from the local authority.
- **The governance of the school:**
 - Governors know the strengths and weaknesses of the school well. They provide a good balance of support and challenge, and hold it to account for pupils' achievement and personal development.
 - They are very well informed by leaders, and they complement this by actively gathering their own information which they use to check the accuracy of the leaders' information. They are able to interpret performance data confidently, and therefore have a good understanding of the school's performance and the challenges it faces. They are instrumental in breaking down

some of the significant barriers to learning; for example, by approving additional funding for extra teachers.

- Governors know what the quality of teaching is. They link rates of pay to teachers' performance, and they have adopted appropriate policies to ensure this applies to staff across school.
- Governors have attended external training. They are keen to sharpen their skills still further and are planning to organise their own training in the near future.
- Governors know how the pupil premium funds are spent, and how well pupils do as a result of the additional teaching that is provided.
- The governing body ensures that arrangements for safeguarding pupils meet the current requirements.

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	122747
Local authority	Nottinghamshire
Inspection number	425034

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	225
Appropriate authority	The governing body
Chair	Richard Bridgford
Headteacher	Sandra Bunnell
Date of previous school inspection	1 March 2012
Telephone number	01636 688166
Fax number	01636 688155
Email address	office@mount.notts.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: 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.



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 and as part of the inspection.

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, or look for the link on the main Ofsted website: 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.

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
W: www.ofsted.gov.uk

© Crown copyright 2013

