

Mount Street Primary School

Mount Street, Plymouth, PL4 8NZ

Inspection dates 18–19 March 2014

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 school has improved rapidly since its previous inspection. Pupils' achievement is now good and the school is very well placed to improve further.
- Teaching is consistently good, and sometimes outstanding. This ensures all pupils make good progress and achieve well.
- Pupils who speak English as an additional language, many of whom join the school at other than the usual times, make very good progress.
- The headteacher provides the school with committed and passionate leadership. The strong leadership team is bringing about rapid improvement throughout the school.
- The school is an exciting place to be and pupils love the work they do. This is reflected in their good behaviour and attitudes towards each other, their learning and their community.
- The school's work to keep pupils safe and secure is good. Pupils attend regularly, feel safe, are happy and are proud of their school.
- Pupils have good opportunities for spiritual, moral, social and cultural development through the wide range of enriched learning opportunities.
- Governors support leaders extremely well to make sure the school is continuing to improve. They are very knowledgeable about the school's work and hold leaders to account robustly for pupils' achievements.

It is not yet an outstanding school because

- The proportion of outstanding teaching is not yet high enough to ensure all pupils' progress is sufficiently rapid across the school.
- Pupils cannot always recognise when they have successfully completed the task they are working on so they can move on to harder work.

Information about this inspection

- Inspectors visited 20 lessons and observed nine teachers. This included looking at the teaching of phonics (linking letters and sounds) and lessons using the 'Success for All' research project (a programme of work based on cooperative learning to improve behaviour and attainment, particularly in literacy) being delivered by teachers and teaching assistants. The headteacher joined an inspector to observe two of the lessons.
- Inspectors held discussions with the headteacher, staff, pupils, parents, governors and a representative from the local authority.
- Inspectors observed pupils at play and looked at a range of documents, including the school improvement plans, priorities for development, achievement data and documents relating to safeguarding children.
- Inspectors took account of the 33 responses to the Parent View online questionnaire, the 26 responses to the staff questionnaire and a letter received from a parent during the inspection. An inspector also spoke to some parents at the start of the school day and looked at the responses to the school's own parents' survey undertaken in February 2014.

Inspection team

John Cavill, Lead Inspector

Additional Inspector

Mark Anderson

Additional Inspector

Howard Dodd

Additional Inspector

Full report

Information about this school

- Mount Street is smaller than the average-sized primary school and is a member of the Lipson Learning Cooperative Trust.
- Children in the Early Years Foundation Stage are taught in a Foundation Stage Unit that comprises Reception and Nursery classes. Not all children who enter the Nursery continue into Reception, and some children start at the school in Reception.
- Slightly above half of the pupils at the school are from a variety of minority ethnic backgrounds, a proportion that is well above the national average. All other pupils are from White British backgrounds. The proportion of pupils who speak English as an additional language is well above average.
- The proportion of pupils who join or leave the school at times other than would normally be expected is very much higher than the national average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is slightly above average, as is the proportion of pupils who are supported at school action plus or with a statement of special educational needs.
- The proportion of pupils at the school who are eligible for the additional pupil premium funding is much higher than the national average. The pupil premium is additional funding for children in the care of the local authority, pupils known to be eligible for free school meals and those with a parent or carer in the armed forces.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school manages a breakfast club, which was part of this inspection. The after-school club is privately managed and is inspected separately.
- A children's centre is located on the school grounds but is inspected separately.

What does the school need to do to improve further?

- Improve the quality of teaching from good to outstanding in order to raise pupils' achievement still further, by making sure that teachers help pupils to recognise when they have successfully completed the task they are working on so that they can move themselves on to harder work.

Inspection judgements

The achievement of pupils

is good

- Pupils are making good progress in reading, writing and mathematics in all classes across the school. The school's own detailed tracking data confirm that pupils achieve well from their individual starting points, many of which are significantly lower than expected. Achievement is not yet outstanding because standards in reading, writing and mathematics are not yet consistently high, partly due to the high proportion of pupils who join or leave the school at times other than would normally be expected. However, the school ensures that these pupils are welcomed, quickly integrated and supported where necessary to make good progress and reflect the high standards that the school expects.
- When children join the Early Years Foundation Stage, either in Nursery or Reception, their skills and understanding are typically much lower than expected. This is particularly noticeable in children's personal, social and emotional development and in literacy and numeracy. Good leadership and planning within the Foundation Stage Unit and highly effective provision ensure that all children make at least good progress, with outstanding progress in their personal, social and emotional skills making them better prepared to enter Key Stage 1.
- Good progress continues in both Key Stages 1 and 2. The proportion of Year 6 pupils who made the expected and better progress from Year 3 was similar to the national average in 2013, and information on current pupils indicates that this is likely to continue. The proportion of the most able pupils who made more progress than expected was higher than average. In all classes, the proportion of pupils of all abilities making more progress than expected is high.
- A high proportion of children arrive speaking very little or no English. Highly effective work with children from minority ethnic groups ensures that these children and those speaking English as an additional language are supported well and make progress that is at least as good as their peers, both in the Early Years Foundation Stage and across the school.
- The outcomes of the phonics screening check for pupils in Year 1 have been below the national average, partly due to the substantially high proportion of pupils who join or leave the school during the year. However, the school has successfully addressed this with additional support and training for teachers. An above-average proportion of current Year 1 pupils are expected to pass the check this year.
- The additional pupil premium funding is used well to support eligible pupils, raising their achievement, and to include them in school activities. This effectively targeted support ensured that, in 2012/13, the gap in attainment between eligible Year 6 pupils and their peers was substantially reduced in both English and mathematics to approximately six months. All pupils, regardless of ability or additional need, are making good progress.
- Disabled pupils and those who have special educational needs are supported very well by teaching assistants and make good progress throughout the school. This is an inclusive school where all pupils are known as individuals and all are encouraged to do their best.

The quality of teaching

is good

- Teaching throughout the school is consistently good, and at times outstanding. Previous weaknesses have been successfully eradicated and, consequently, this has secured the good, and rapidly improved, achievement.
- Pupils are clear about what skills, knowledge and understanding it is intended that they learn because of teachers' careful planning. Teachers place a strong emphasis on helping pupils to enjoy their work and love their learning. In the Years 5/6 literacy lesson, pupils were routinely checked on how well they had grasped the aims of the lesson as it progressed. However, pupils are not always able to recognise when they have been successful in completing their work in order to move on to harder tasks, extending their learning.
- In the Foundation Stage Unit, teachers and teaching assistants know the children well and

intervene particularly effectively to support their communication and language development. The well-resourced learning areas ensure that children are able to experience creative learning opportunities, such as the exciting 'bug hunt' they undertook during the inspection.

- All pupils make good progress in lessons because teachers have high expectations and check pupils' learning during lessons, questioning them effectively to judge the extent of their understanding. They adjust their teaching when necessary, tackling any misconceptions.
- Marking is very effective and pupils know how their work can be improved. This results in good relationships as they are encouraged to evaluate each other's work using check lists and progress sheets. Teachers use this information well to target their future planning. Pupils are given time to act on the advice given in their books. Pupils say it provides them with a good idea of how they can achieve better.
- Pupils have a secure understanding of mathematical skills and concepts because mathematics is taught well. Reading is a regular activity at the school and pupils report that they enjoy reading both fiction and non-fiction texts.
- Teaching assistants are very skilful in supporting teaching and learning. They work closely with teachers to provide good support for pupils, especially those whose circumstances render them vulnerable. This results in all pupils, including disabled pupils, those who have special educational needs and those supported by the pupil premium, achieving well.
- Pupils and most parents agree that teaching is good at the school and pupils say that they enjoy school. This is reflected in their positive attitudes towards learning and ability to work together.

The behaviour and safety of pupils are good

- Pupils' behaviour is good. In lessons, pupils demonstrate positive attitudes to their learning and are keen to participate in all subjects. They cooperate well with adults and with each other. The way pupils settle and work together in mixed-age classes during the daily 'Success for All' lessons was a good measure of their high levels of confidence and respect for others.
- Pupils enjoy school, attend regularly and arrive at lessons promptly. Relationships are strong and pupils are highly respectful and courteous. In lessons they organise themselves quickly and quietly showing their readiness to learn.
- The school is welcoming and pupils respect their surroundings. Pupils' behaviour is good around the school and pupils all mix together well. This was best exemplified when small groups of pupils were allowed to handle the newly born chickens at the school; they clearly understood the need to be quiet and handle them with care. Behaviour in the breakfast club is good.
- Pupils are proud of their school and value the opportunities it offers them. Pupils talk with enthusiasm about their involvement in the school, such as being a member of the school council or questioning candidates attending interviews for teaching posts.
- Pupils understand what constitutes acceptable behaviour. On the rare occasion when there is some low-level inappropriate behaviour, such as pupils chatting to each other rather than carrying on with their work, teachers quickly intervene to make sure they are learning.
- The school's work to keep pupils safe and secure is good. All pupils, including those in the Early Years Foundation Stage, are positive about what the school does to keep them safe, secure and well looked after. This is a view shared by almost all parents who responded to the online questionnaire, Parent View.
- Pupils have a good understanding of what constitutes bullying and understand the different forms of bullying, including cyber bullying. They understand what they need to do if they encounter bullying, and say that the adults in the school always deal with any problems that they may have quickly and effectively.

The leadership and management are good

- The headteacher, together with her highly effective leadership team, has led this school

exceptionally well since the previous inspection. The school continues to improve. The key strength of the school's leadership and management is the way in which all members of staff and governors operate as an effective team, with a common ambition to drive improvement, raise standards and lead the school through a period of rapid improvement.

- School self-assessment is accurate and involves all staff and governors in evaluating the school's performance. This leads to improvement planning that is highly effective, with suitable actions taken to tackle weaknesses. Leaders effectively promote equality of opportunity for all members of the school's community and are active in tackling discrimination.
- Leaders' checks on pupils' progress and on teaching are rigorous. They link closely to the management of teachers' performance and ensure that further training for teachers has a clear link to improving the quality of provision and the outcomes for pupils.
- Other leaders and managers, who are phase or subject leaders, are well supported by senior leaders and are highly effective in their roles. The school's involvement in the 'Success for All' project is having an excellent effect on pupils' progress in reading and writing.
- The learning in the Early Years Foundation Stage is well planned and focused on children's needs and interests, so the children are enthused and motivated by all that is on offer to them.
- The pupils describe the subjects that are taught as 'good fun'. This wide range of subjects and activities contributes very strongly to pupils' spiritual, moral, social and cultural development. Lessons are enriched well through a range of after-school activities and by opportunities to learn a foreign language, play musical instruments and to sing. A visit by professional opera singers to run music workshops for all pupils demonstrates the school's commitment to widen pupils' experiences.
- The school is making good use of the primary sports funding, using specialist coaches to provide additional activities while supporting the training of staff. This is increasing participation in sport and promoting well-being.
- The school develops effective relationships with parents and carers and the parent support adviser provides additional support for children and families. Many parents speak about how approachable the staff are.
- The local authority provides light touch support to the school. Specific training, provided through Plymouth Teaching School Alliance, has made a positive contribution to the school's drive to improve.

■ **The governance of the school:**

- Governance is outstanding. The governing body is knowledgeable, well led and organised efficiently. Governors challenge leaders with clear purpose and with an accurate understanding of how well the school, and its pupils, are performing when compared with schools nationally. Working in partnership with leaders, governors use their excellent understanding of the school's strengths and weaknesses to support and challenge leaders well. They work with the school to see that improvement plans are fully implemented, holding the school's leadership to account effectively by regularly checking on pupils' progress. Governors regularly carry out an evaluation of their own performance; they check the balance of skills they have and use training to increase their understanding and effectiveness. Governors have developed improved procedures to check how the quality of teaching and teachers' performance is linked to pay. Governors have a very clear understanding of how the school uses its resources, including the effective use and impact of the pupil premium funding on improving levels of pupils' attainment. They have worked carefully and consistently to ensure that safeguarding policies and practices are rigorous and meet statutory 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	113281
Local authority	Plymouth
Inspection number	431192

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

Type of school	Primary
School category	Foundation
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	219
Appropriate authority	The governing body
Chair	James Redfearn
Headteacher	Sandie Roberts
Date of previous school inspection	21–22 March 2012
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