

# Mount Wise Community Primary School

James Street, Devonport, Plymouth, PL1 4LA

**Inspection dates** 4–5 November 2014

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Teaching is rapidly improving, as a result of regular checks on pupils' progress and the quality of teaching.
- Pupils behave well. They enjoy their work and have positive attitudes to learning. As a result, they make good or better progress.
- Children make a positive start in the Nursery and Reception Years. They are well supported and as a result, make good progress.
- Pupils' achievement in reading, writing and mathematics has risen since the previous inspection. Progress is particularly good in reading and writing, but not so rapid in mathematics.
- Pupils say that they feel safe in school. They enjoy positive relationships with each other and adults. They know who to see if they have any concerns.
- Since the last inspection the size and capacity of the leadership team have been increased. As a result, leadership and management are good because teaching has improved and pupils now make good progress.
- A number of governors are new to their role. Nevertheless, they are now more confident in challenging leaders and holding them to account for the school's performance. They are rapidly developing a good understanding of the school's strengths and areas for development.

### It is not yet an outstanding school because

- Pupils do not have enough opportunities to practise their writing and mathematical skills in different subjects.
- Teachers do not always give clear advice in their marking on how pupils can improve their work.
- Middle leaders do not always have the time to use the information to plan the support for disabled pupils or those who have special educational needs.

## Information about this inspection

- Inspectors observed parts of 12 lessons, taught by 11 teachers, two of which were jointly observed with the headteacher. In addition, inspectors observed small groups of pupils taught by learning support assistants.
- Inspectors observed an assembly.
- Inspectors heard pupils from Years 2 and 6 read, and held meetings with two groups of pupils, including the school council.
- Inspectors were shown around the school by a group of pupils who spoke about their learning.
- Discussions were held with the local school improvement partner, a senior representative from the local authority and a representative from Plymouth Teaching School Alliance. Inspectors also spoke to parents and staff including senior and middle leaders. A telephone conversation was held with the Chair of the Governing Body.
- Inspectors looked at the school's information on pupils' current progress, monitoring documents and records relating to behaviour, attendance and the safeguarding of children. Inspectors scrutinised the school's arrangements for monitoring and evaluating the impact of additional government funding. They looked at the website and visited the breakfast club.
- Inspectors analysed questionnaires from 18 members of staff.
- There were only five responses to the online questionnaire Parent View and as such, did not provide a representative analysis of parents' views. However, inspectors used the start of the day to talk to parents.

## Inspection team

Sarah Jones , Lead inspector	Additional Inspector
Terence Payne	Additional Inspector

## Full report

### Information about this school

- This school is slightly smaller than the average-sized primary school.
- Since the last inspection there has been a high turnover of staff.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below the national average. The proportion of pupils supported through school action plus or who have a statement of special educational needs is above average.
- The proportion of disadvantaged pupils in this school, who are known to be eligible for free school meals, is well above average. Additional government funding, known as the pupil premium, supports these pupils.
- The large majority of pupils are from a White British heritage, with an increasing number from other ethnic backgrounds.
- The school met the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The Early Years Foundation Stage is made up of part-time Nursery provision for three- and four-year-olds, and a Reception class.
- The school is part of the South West Plymouth Education Trust, a group of six local schools supporting and working with each other to help raise standards.

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

- Improve teaching to outstanding levels to increase pupils' progress by:
  - providing pupils with opportunities to develop their writing and mathematical skills in different subjects
  - making sure marking consistently shows pupils how they can improve their work.
- Further improve the effectiveness and support for disabled pupils and those with special educational needs by providing more time to the leader to develop this role.

## Inspection judgements

### The leadership and management are good

- The strengthening and expansion of the leadership team have helped to improve teaching and raise pupils' achievement.
- The school's planning documents clearly outline the priorities for the school to continue to improve.
- Effective systems are in place to monitor the quality of the school's work. Leaders regularly check the quality of teaching through observations, and leadership meetings always include opportunities to check the quality of work and marking in pupils' books.
- Teachers are set challenging targets to improve. There are now clear links between teachers' pay and pupils' progress. They are also offered opportunities for training and development, both within the school and with teachers from the South West Plymouth Education Trust.
- Good routines to check pupils' progress provide teachers with information to help them with planning stimulating activities. Senior leaders and subject coordinators regularly check to see how well pupils are doing and provide additional support for those who could be falling behind. However, as the leader for special educational needs does not at present attend these meetings, information is not always used effectively to plan activities for these pupils.
- The school has made good preparations for implementing the new curriculum. The school offers a broad range of subjects. Nevertheless, pupils are not given enough opportunities to develop their writing and mathematical skills in different subject areas, such as history and science.
- The school's commitment to equal opportunities is particularly evident in the high priority it places on the pupils' spiritual, moral, social and cultural development. Through assemblies, local visits and residential trips, they are able to gain a better understanding of themselves and the local community. For example, pupils spoke with great enthusiasm about their recent visit to Bude, and the team-building events that took place.
- The school engages well with parents, including a well-attended parents' evening during the inspection. Parents are generally happy with the school. However, some would appreciate better communication, for example additional information on their child's progress and about events taking place within the school and as joint school–community events.
- The school is making effective use of the additional primary sports funding. Sports specialists are used to work alongside teachers and develop their skills in teaching a range of different sporting activities. Pupils thoroughly enjoy attending a range of after-school clubs which include multi-skills, cooking and art. There are also further opportunities to engage in local festivals with neighbouring schools.
- The local authority, in partnership with the Plymouth Teaching School Alliance, has provided very effective support to bring about improvements in both teaching and pupils' achievement. Support includes planning and reviewing the priorities of the school, observation of teaching and learning, subject support and training for members of the governing body.
- Arrangements to safeguard pupils meet current statutory requirements.
- Leadership and management are not outstanding because leaders have not secured enough good or better teaching so that all pupils achieve as well as they should.

### ■ The governance of the school:

- The governing body has undergone a significant change since the last inspection. Many of the governors are new to role and have welcomed the training and support to ensure they are well prepared to both challenge and support the school. The Chair has made sure that all those new to their role have received training and has welcomed the external support to create a far more effective team. Governors regularly visit the school, spending time in classrooms talking to pupils, observing teaching and meeting with staff. They have a good understanding of the information on pupils' performance and how it compares with similar schools nationally. They are also aware of the school's priorities to make further improvements in both teaching and pupils' achievement. Governors set challenging targets for the headteacher and understand the process for setting targets for teachers and the link between teachers' pay and their performance. They manage the school's finances well. For example, they monitor and evaluate the impact of additional government funding to improve sports provision and the achievement of disadvantaged pupils. They ensure that all policies including safeguarding are kept up to date.

**The behaviour and safety of pupils are good****Behaviour**

- The behaviour of pupils is good. They say they enjoy classroom activities and if they experience difficulties they know the teacher is there to help. This is having a positive effect on their progress and their attitudes to learning.
- Pupils like the new system for monitoring behaviour in class, and say there has been an improvement in behaviour. However, they also report that on occasions, some pupils can be silly.
- Pupils attend regularly and are very proud of their school. Their pride is evident in their work in classrooms and in their books. Pupils from a very early age are encouraged to produce neat and tidy work, and this was evident in all year groups.
- Pupils enjoy taking on responsibilities. During the inspection a group of pupils took an inspector on a tour of the school to talk about their learning and achievements. They spoke with enthusiasm and confidence about their achievements. For example, this included the work of the school council that contributed to the design of the new Early Years Foundation Stage playground area.

**Safety**

- The school's work to keep pupils safe and secure is good.
- Pupils have a good understanding of different types of bullying and the different forms that it can take. Pupils admit sometimes they fall out and have arguments with each other. However, they are aware of the differences between bullying and disagreements. The school's behaviour logs confirm this and how any incidents are dealt with. Key Stage 2 pupils have a good understanding of internet safety and how to keep themselves safe when online.
- The attendance of pupils has improved over the last year and continues to rise since pupils returned to school in September. Nevertheless, attendance remains slightly below national expectations.
- There have been very few fixed-term exclusions and no permanent exclusions for the last three years.

**The quality of teaching is good**

- The quality of teaching is typically good. The school's records show that weaknesses in teaching are tackled and support is given to teachers to help them improve. Teachers and teaching assistants have good subject knowledge, which promotes pupils' knowledge and understanding. Improvements to teaching have had a positive impact on pupils' reading, writing and mathematics so that achievement has risen since the previous inspection.
- As a result of the improvements in teaching, pupils' progress has speeded up, particularly in Year 6. For example, when pupils make slower progress than they should, a change in teaching is made.
- The relationships between pupils and adults are good. Pupils are both respectful and polite. Teachers and teaching assistants work effectively together and this in turn encourages pupils to work co-operatively together and promotes their moral and social development.
- Teachers use information on pupils' progress to plan stimulating activities that enable pupils to make good progress.
- Teachers have the ability to question pupils well to probe and assess their understanding. Teachers have high expectations of pupils' work.
- Disabled pupils and those who have special educational needs are taught well, either in the class or, occasionally, in small groups with teaching assistants who support pupils well.
- Pupils rate their teachers highly and say they enjoy their lessons, especially when they are made fun and involve a challenge.
- The checking and marking of pupils' work is variable with some inconsistency across the school. Teachers do not always give clear advice in their marking on how pupils can improve their work. At times, pupils do not have the chance to improve their work.

**The achievement of pupils** is good

- Pupils' achievement is good. They make good progress and reach average standards by the time they leave in Year 6.
- The attainment of Year 1 pupils in the national screening check for reading has continued to improve, with the results in 2014 showing a further improvement from 2013. Teachers and teaching assistants use the sounds letters make (phonics) well, to accurately support pupils' understanding.
- When pupils read, they use their knowledge of the sounds letters make to help them read new words. However, some pupils say they do not always read at home which hinders their progress.
- Pupils made good progress in Year 2. In 2013 progress was good in reading, writing and mathematics. The improvement continued in 2014; however, the progress in mathematics was not so rapid.
- The achievement of Year 6 pupils in reading, writing and mathematics has improved year-on-year. In 2014, pupils made rapid improvement in their English, grammar, punctuation and spelling assessment. Pupils' attainment is in line with pupils nationally for mathematics and the gap is rapidly closing in reading and writing.
- Disabled pupils and those with special educational needs receive good support so they make good progress and achieve well. However, information on the progress of pupils with special educational needs is not always used effectively to increase their progress to the highest levels.
- The most-able pupils generally make good progress from their starting points, as teachers and teaching assistants make sure that the work is matched to their ability. Pupils say they look forward to the challenges they are given.
- The attainment of pupils who are eligible for the additional government funding is rapidly improving at a faster rate than their peers in the school. In 2014, the gap continued to close: Year 6 pupils were in line with other pupils in mathematics, less than a term behind in reading and two terms behind in writing. However, comparing Year 6 nationally they were behind by less than one term in reading and mathematics and two terms behind for writing.
- In 2014, some pupils did not make reasonable progress in writing and mathematics. However, as a result of targeted support in Year 4 mathematics and Year 5 writing, there is clear evidence of improvement both in classrooms and in pupils' books.

**The early years provision** is good

- The leadership and management of the early years provision is good.
- Most children start in the Nursery or the Reception class with a range of different skills, abilities and understanding. Children learn extremely well as a result of the consistently good teaching and caring environment, and by the end of Reception the progress children make is good.
- The school's records indicate that most children reach a good level of development by the time they leave the Reception Year. This prepares them well for the next stage of their education.
- The progress children make is shown in detailed 'learning journeys'. These are illustrated with photographs, commentaries, children's work and checks to show the progress made.
- The quality of teaching is good. Teachers have high expectations of children and what they can achieve. The plans reflect the importance of social and personal development which in turn promotes self-esteem and confidence.
- There are clear routines and children settle quickly and with confidence.
- Teachers and teaching assistants provide a good level of care and support. Safeguarding is effective and the procedures in place ensure children are safe at all times.
- Parents say staff are very approachable and supportive.

## 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

<b>Unique reference number</b>	113300
<b>Local authority</b>	Plymouth
<b>Inspection number</b>	448995

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

<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>	210
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Peter Wicketts
<b>Headteacher</b>	Chris West
<b>Date of previous school inspection</b>	4–5 December 2012
<b>Telephone number</b>	01752 567602
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