

Mount Pleasant Primary School

Mount Pleasant Complex, BFPO 655

Inspection dates 4–5 March 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
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		Requires improvement	3

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress in a wide range of subjects. They frequently produce good quality and well presented work across a broad curriculum.
- Pupils' progress in reading is rapid. Irrespective of their starting points, they develop quickly into capable, confident readers. Many pupils enjoy getting 'lost' in a book.
- Pupils' good behaviour and positive attitudes play a large part in making the school a calm and purposeful place to learn.
- Good teaching across Key Stages 1 and 2 ensures that pupils achieve well in a wide range of subjects. Where teaching in the Foundation Stage 1 and 2 (FS1 and FS2) class is less consistent, it is improving rapidly.
- Pupils feel safe and are well supervised. They respond well to adults and show a good understanding of how to maintain their personal safety and well-being.
- The headteacher has shown determination in dealing with fluctuating levels of staffing. At all times she has maintained a clear direction and drive for improvement.
- Senior leaders have developed innovative partnerships that have helped to develop teaching and increase staff knowledge and skills.
- Senior and middle leaders set high expectations. Their more rigorous monitoring has resulted in raising the quality of teaching across the school.
- Members of the school governance committee use their professional knowledge and skills well to provide support and challenge for the school.
- The school's curriculum provides stimulating activities and develops pupils' understanding of life beyond the school.
- Wide-ranging trips, visits and activities add to pupils' experiences and play a significant part in developing pupils' spiritual, moral, social and cultural understanding.

It is not yet an outstanding school because

- Adults in the FS1 and FS2 class are not always given clear instructions on how to increase levels of challenge to move children on in their learning.
- Children in the FS1 and FS2 class have limited opportunities to develop their new skills and knowledge independently, especially in the outdoor environment.
- During staff illness and absence over the last term, pupils in Years 3 and 4 have not consistently been provided with mathematical activities that challenge them to produce their best work. However, a new member of staff is already raising pupils' mathematical achievement.

Information about this inspection

- The inspector visited 7 lessons and was accompanied by the headteacher on each occasion. Together with the headteacher, the inspector scrutinised pupils' work in a range of subjects and examined the school's assessments of children's learning and development in the FS1 and FS2 class.
- The inspector observed morning and lunch breaks and held meetings with a representative group of pupils. Many other pupils were spoken to informally during lessons and breaktimes.
- The inspector visited daily acts of collective worship and assemblies.
- The inspector observed the school's work and looked at a number of key documents. These included the school's own analysis of pupils' progress, from their starting points in the school, monitoring reports and senior leaders' evaluation of the school's performance.
- There were not enough parent responses to the online questionnaire (Parent View) to be included. The views of 13 staff who responded to Ofsted's staff questionnaire were considered.
- Meetings were held with the headteacher, senior leaders and eight governors including the Chair of the School Governance Committee.
- The inspector spoke by telephone with a representative from Service Children's Education (SCE) and looked at the inspector advisor's reports of the school's performance.
- The inspector listened to children read.
- During the inspection, all Key Stage 2 pupils spent a day visiting a local newspaper publisher and a broadcasting station. Pupils in Key Stage 1 spent an afternoon off-site conducting a scientific study of local plants and wildlife.

Inspection team

Mark Lindfield, Lead inspector

Her Majesty's Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school.
- It provides for the children of the British forces and attached civilians based at the Mount Pleasant Complex.
- The vast majority of pupils attending the school are of White heritage and speak English as their first language.
- Mobility is very high with typically over half of pupils staying at the school for 12 months. Few pupils stay at the school through an entire key stage.
- The percentage of disabled pupils and those who have special educational needs has risen over the last two years and is broadly average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- Since the last section 5 inspection, there have been a number of significant staff changes. Five members of staff left the school in the previous academic year including two class teachers: replacements have not been immediately available. The Chair of the School Governance Committee took up the role in the last month.
- The school provides Early Years provision for children aged 2 to 5 years on the school site. Nursery- and Reception-aged children (FS1 and FS2) are included in the school's Early Years class, which was inspected as part of the school's provision.
- The Early Years Unit based on the school site provides part-time provision for children aged 2 to 3 years. This provision is not inspected by Ofsted and was not, therefore, part of this inspection.

What does the school need to do to improve further?

- Develop the quality of Early Years provision in the Foundation Stage 1 and 2 class, by:
 - ensuring adults know children's next steps and use the information to rapidly build and develop children's learning
 - increase opportunities for children to apply their skills and knowledge in the outdoor environment.
- Ensure that the recent improvement in pupils' progress in mathematics in Years 3 and 4 is maintained and that the impact of any future staff illness and absence is minimised for this group of pupils.

Inspection judgements

The leadership and management are good

- Leadership and management are good. The headteacher has worked with determination and an unrelenting focus on pupils' well-being and achievement to maintain predominantly good teaching and learning across the school during a period of staffing instability.
- Middle and senior leaders are making good gains in developing their roles and responsibilities. They have brought improvements to the quality of marking across different subject areas and increased opportunities to develop pupils' writing skills across the curriculum. Both were identified as areas of weakness at the time of the previous inspection.
- Staff new to the school have received timely and appropriate training and support. The headteacher has developed innovative links with a local school and with training providers that have had a discernible impact on driving rapid improvement, especially in the quality of Early Years provision.
- The headteacher sets clear expectations and checks the quality of teaching accurately. Together with subject leaders, she regularly monitors the quality of pupils' work and acts to maintain high standards.
- The school's arrangements to transfer pupils in and out of the school are good. Governors have provided workshops for parents to help ease their child's transition and ensure they settle quickly into their new school.
- Procedures to monitor pupils' achievement are used effectively to identify slower rates of progress and to instigate improvement. Adults have been deployed effectively to support pupils' personal development and secure rapid gains in reading. However, due to factors outside of their control, leaders have been less successful in providing effective support to develop all pupils' mathematical achievement.
- Leaders and managers have ensured that the school's safeguarding arrangements meet statutory requirements. They maintain a careful watch on pupils' well-being and involve external agencies where appropriate. Staff training is up to date and staff know and use the school's procedures and share any concerns. Recruitment of staff is rigorous and includes thorough vetting of all adults working with children.
- Senior leaders monitor attendance closely. They share any concerns with parents, especially in following up on unauthorised holiday absence taken on top of any authorised leave that is granted because of operational activities.
- The curriculum provides a good breadth of learning experiences. Close links within the Mount Pleasant Complex and developing links with local schools and the community help to develop pupils' appreciation of the world outside of their school. Regular trips and visits are a feature of the school's curriculum. Good use is made of these, and visitors, to develop pupils' understanding of the local environment and to promote pupils' spiritual, moral, social and cultural development.
- **The governance of the school:**
 - Members of the school governance committee make good use of their professional roles and responsibilities in the level of challenge and the support they provide to senior staff.
 - Individual members play an active role in fostering pupils' spiritual development, monitoring the school's financial expenditure, and maintaining pupils' safety and well-being. They have been directly responsible for several improvements to the school's playgrounds and environment.
 - Minutes of meetings confirm that members know the school's strengths and weaknesses. They have recently completed training to increase their understanding of information on pupils' progress. As a result, they are in a better position to ask questions about pupils' achievement in different subjects and in different year groups, to provide further challenge.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good.
- Pupils are attentive in lessons and respond positively to demands placed upon them. Interesting activities, a broad curriculum and the availability of good quality resources fully stimulate pupils' interests and promote their good attendance overall. They consistently apply themselves to their work in a wide range of subjects.
- Pupils enjoy learning and appreciate the frequent trips, visiting speakers and activities that help them develop a good understanding of the unique and special qualities of the islands. Talks from a pole-to-pole explorer, a day trip aboard a ship returning from Antarctica, the arrival of the Commonwealth baton, all

serve to develop pupils' understanding of the world beyond their classrooms.

- Pupils make a strong contribution to the school. They willingly contribute their ideas and suggestions because their views are listened to and often acted upon. Pupils can point to examples of pupil awards, playground improvements and regular changes to their menu that have resulted from their input.
- Pupils share close and supportive relationships with adults across the school. Pupils working cooperatively in small groups is a common sight, as they share their ideas well and listen carefully to each other's thoughts and suggestions.
- School records show that pupils' behaviour has been good over time. There have been no exclusions.

Safety

- The school's work to keep pupils safe and secure is good.
- Staff are vigilant and maintain close supervision of pupils at all times. As a result, pupils report that they feel safe in and around school.
- Pupils know that bullying may take several forms and show a clear understanding of staying safe. They report that there is 'only a little bit' of bullying. The vast majority of pupils express a high degree of confidence that staff will intervene and resolve any issues.
- Pupils show a good understanding of their personal safety. They have produced road safety posters that are on display around the complex. They understand about e-safety and know how to keep themselves safe when using the internet.

The quality of teaching

is good

- Teaching across a range of subjects is consistently good and has promoted pupils' good achievement across a broad curriculum. In both Key Stages 1 and 2, teachers set interesting and demanding activities in different subjects. Consistently good teaching in reading, writing, science, history, geography, design technology and art ensures pupils produce high quality work that is carefully presented.
- The teaching of mathematics has been variable over the last term. Consequently, a minority of pupils have not made as rapid progress as other pupils. Reduced staffing levels have resulted in pupils in Years 3 and 4 being taught by several different adults over the course of the term. However, pupils are already responding well to increasingly challenging activities set by a new member of staff.
- The use of assessment across the school is particularly effective in capturing pupils' starting points and providing activities closely matched to pupils' abilities immediately they arrive.
- Teachers regularly set different activities that challenge pupils of different abilities to do their best. Staff consistently give clear guidance about what a good piece of work should contain. As a result, pupils are clear what to do to achieve well and respond positively to the high expectations.
- Teachers use questions well to check pupils' understanding and to develop their thoughts and ideas. A witness to a typical lesson is struck by the way that teachers tease out contributions from several different pupils, demand pupils use technical language in their replies and expect pupils to explain their reasoning clearly to others.
- Teachers have improved the quality of their marking across the school as a result of rigorous checks by senior leaders. Staff regularly use praise in their marking to encourage and develop pupils' confidence. However, marking now goes beyond congratulating pupils for their effort and regularly provides valuable pointers that help pupils to improve their work.
- Teaching of writing has improved since the last inspection. Teachers regularly seize on opportunities in other subject areas to develop pupils' writing skills. Key Stage 2 pupils produced thoughtful and well constructed poems in history that displayed a good command of English, including well chosen adverbial phrases and powerful adjectives.
- Adults ensure that pupils learn well by giving them encouragement and close support. As a result, pupils make good gains, especially in their personal development and in their reading. Where support is particularly effective, adults are careful not to provide too much direction and instead help and encourage pupils to complete tasks themselves. Staff in the F1 and F2 class are improving the quality of their interactions with children and increasingly encouraging children to develop their communication skills.

The achievement of pupils

is good

- Small year groups and very high numbers of pupils staying for only short periods of time are particular features of Mount Pleasant Primary School. Despite fluctuating pupil numbers, the vast majority of pupils make good progress, from the time they arrive to the moment they leave, in a broad range of subjects.

- With around half of all pupils staying for less than 12 months, the school carefully tracks pupils' achievement, practically from the moment the wheels touch the runway. This prevents pupils losing any time so that they are able quickly to pick up from where they left off in their previous school.
- Progress in reading is a particular strength of the school. Pupils benefit from teaching that builds quickly on their skills and knowledge. They make rapid progress in Years 1 and 2, as is evident from the consistently high proportions of pupils attaining the expected standards in the Year 1 phonics screening checks and reaching higher levels of attainment in Year 2.
- Pupils arriving in Key Stage 2 receive good encouragement to read different genres and to develop their comprehension skills. Pupils read frequently and are often asked to refer back to the text in response to questions from adults. As a result, pupils are confident, capable readers by the time they leave and many develop a real pleasure in burying themselves in a book.
- Progress in mathematics is not as consistently strong as in other subjects. Disruptions in staffing have slowed pupils' mathematical development in Years 3 and 4. The school has responded well and this small group of pupils receives specific support from the new teacher that is well matched to their needs.
- Pupils' progress in mathematics is better across Key Stage 1 and in Years 5 and 6, where teaching has been consistently stronger. Pupils in all classes are regularly provided with problem-solving activities that provide good opportunities for pupils to use a range of mathematical operations and develop their fluency of calculation.
- The school has developed the quality of pupils' writing since the last inspection. Work in a range of books confirms that pupils write confidently and at length in other subjects. More pupils in Year 2 are set to reach the higher Level 3 this year than in previous years. Pupils in Key Stage 2 produce thoughtful poems on life in the Falkland Islands; they show a good command of English and include adverbial phrases, similes and powerful adjectives that capture the reader's attention.
- Children start school in FS1 with varying levels of skill and knowledge that overall are broadly typical for their age. Children in the FS1 and 2 class are making better progress this term in response to improved teaching and adult support.
- More-able pupils make good progress because teachers regularly set challenging activities. Over time, and in a range of subjects, teachers use questions and set additional tasks that stretch pupils' knowledge and deepen their understanding.
- Pupils with special educational needs benefit from senior leaders' careful tracking of their progress. Their needs are identified quickly and extra assistance from staff helps to boost their progress, particularly in their personal development and in their reading.
- Pupils have regular opportunities to complete science investigations. Younger Key Stage 1 pupils show a good understanding of their local habitat and accurately classify local flora and fauna. Key Stage 2 pupils produced imaginative design drawings in a design and technology lesson, using tools carefully to construct a mobile.

The early years provision

requires improvement

- The Early Years provision requires improvement because planning does not provide sufficient detail to enable all adults to move children on rapidly in their learning and help them achieve well across the seven areas of learning.
- Governors have transformed the outdoor learning area around the FS1 and FS2 class, providing attractive and spacious new facilities. However, even in fine weather, opportunities to further advance children's learning and development indoors and outdoors are missed.
- The quality of the provision is developing rapidly. Previous gaps in the recording of children's progress, especially in their writing and mathematical development, have been filled. Evidence of children's progress is more comprehensive and confirms that children are increasingly well prepared for Year 1.
- Staff are quick to note and photograph individual children's work using a new software program. Landmark moments are captured and used well to provide recognition and praise, as children show obvious pride in their individual achievements and grow in confidence.
- The headteacher's leadership and management of the Early Years is effective and has addressed areas of weakness. The new teacher and members of staff in the class benefit from her support. Additional monitoring and guidance from a neighbouring school have helped to improve the quality of teaching and raise the level of adults' interactions with children.
- Teaching sessions to develop children's early reading skills are better organised. Children benefit from lively and engaging adult-led sessions that cover a good range of letters and sounds and help the majority

of children to gain secure foundations.

- An innovative approach has secured a professional assessment of children’s speaking and listening skills. However, regular specialist support for individual children to further develop their language and pronunciation is difficult to obtain.
- Children are well supervised and are carefully safeguarded by caring adults. A friendly and welcoming environment helps children to settle quickly and make good gains in their personal skills. As a result, children are well behaved, respond well to adults, are confident learners and socially and emotionally ready to transfer into Year 1.
- Regular trips, visits and visitors help children to make good gains in their spiritual, moral and cultural development.

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	132691
Local authority	Service Children's Education
Inspection number	454183

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

Type of school	Primary
School category	Ministry of Defence
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	36
Appropriate authority	Service Children's Education
Chair	Wing Commander David Collinson
Headteacher	Mrs Ceri Tacey
Date of previous school inspection	28–29 February 2012
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