

Mount Stewart Infant School

Carlisle Gardens, Mount Stewart Avenue, Harrow, HA3 0JX

Inspection dates 7–8 July 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		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The headteacher, staff and governors work together as an effective team to ensure teaching and pupils' achievement are at least good. Pupils' achievement has improved further since the last inspection.
- The majority of pupils make at least good and frequently rapid progress because of the systematic way leaders identify and address potential underperformance.
- The achievement of newly arrived pupils, those who speak English as an additional language and many of those who have special educational needs is outstanding.
- The strong support for disadvantaged and vulnerable pupils ensures they make rapid progress to catch up with their classmates in reading, writing and mathematics.
- Children in the early years provision achieve highly from their different starting points. They quickly develop strong social skills enabling them to work effectively together.
- The teaching of reading is outstanding. It has a high priority in school. Parents and carers are actively encouraged to help their children to read and enjoy books at home.
- Teachers have high expectations of what pupils can achieve. Because teaching is good, all pupils are well prepared for the next step in their education.
- Pupils feel happy and safe in school. They behave well and get on exceptionally well with one another.
- The school's provision for spiritual, moral, social and cultural awareness is outstanding. The school is a harmonious and tolerant place for pupils and their families to be respected and feel safe.
- Parents are highly supportive of the school. They speak very positively about how it helps their children achieve their best.
- The governing body has a good understanding of the school's strengths and areas for development. They check the school's work regularly, with particular attention to closing the attainment gaps between different pupil groups.

It is not yet an outstanding school because:

- The most able pupils are not given hard enough work, particularly in mathematics.
- Mathematical skills are not developed effectively in other subjects.
- Leaders and governors have not systematically reviewed all policies in a timely manner.
- The strategic plan is not precise enough to drive the school's improvement to become consistently outstanding.

Information about this inspection

- Inspectors observed teaching and learning in all classes, including joint observations with the headteacher and senior leaders. Inspectors also made short visits to lessons. Inspectors observed pupils during playtime and lunchtime.
- During visits to classrooms, inspectors reviewed pupils' work and spoke with them about their learning. They scrutinised pupils' books in a range of subjects. They listened to pupils read.
- Inspectors observed pupils during playtime and lunchtime. A visit was made to the school's breakfast club.
- Inspectors held discussions with the leadership team, subject leaders, members of the governing body, groups of children and the headteacher. A meeting was held with the member of staff with responsibility for child protection and safeguarding.
- School documents and records were scrutinised, including information about the quality of teaching, children's progress, behaviour and attendance, checks on staff suitability, school improvement planning and governors' records.
- Inspectors spoke informally to parents at the beginning of the school day. They took into account the 70 responses to the online questionnaire, Parent View.

Inspection team

Ann Debono, Lead inspector

Her Majesty's Inspector

Peter Lacey-Hastings

Additional Inspector

Kate Robertson

Additional Inspector

Full report

Information about this school

- The school is a larger than average-size infant and nursery school.
- The proportion of pupils who speak English as an additional language is well above average. The proportion of pupils from minority ethnic backgrounds is well above average.
- The proportion of disabled pupils and those who have special educational needs is below average.
- The proportion of disadvantaged pupils for whom the school receives the pupil premium funding is well below average. The pupil premium is additional government funding for pupils who are known to be eligible for free school meals and looked after children.
- The number of pupils who arrive and leave the school during term time is lower than average.
- The school provides part-time early years provision for children in one Nursery class and full-time provision for children in three Reception classes.
- The children's centre is not managed by the school and was not included in this inspection.

What does the school need to do to improve further?

- Ensure all pupils make outstanding progress by:
 - setting work that is more challenging, particularly for the most able pupils
 - giving pupils opportunities to apply their mathematical skills in other subjects.
- Senior leaders and governors should improve strategic planning to include the exact steps the school must take to become an outstanding organisation within an agreed timescale. In addition, governors should ensure that policy statements are reviewed and published according to defined timescales.

Inspection judgements

The leadership and management are good

- The headteacher and her senior leaders are committed to doing the best they can for all pupils in school. They work together effectively as a strong team to make sure all pupils feel safe, are respected and achieve highly. Discrimination in any form is not tolerated.
- Spiritual, moral, social and cultural development is outstanding. Staff and governors actively celebrate the richness and diversity of the local community through many exciting and stimulating learning opportunities. The curriculum is broad and balanced. Pupils have access to a very wide range of clubs and activities out of school. Art and reading are exceptionally strong areas enabling pupils to develop excellent skills. These attitudes are central to the school's ethos: 'A place to learn; a place to grow'.
- Leaders ensure pupils' tolerance and understanding of different beliefs are highly developed and meaningful. This was movingly demonstrated during inspection when one minute's silence was observed to remember the London bombing in July 2007. During circle time, pupils spontaneously gave blessings, chanted and expressed insightful thoughts about the tragic event.
- Pupils learn about democracy by electing representatives for the school council. They raise funds for charities of their choice and for playground developments. These core elements of the school's work ensure that pupils are prepared for life in modern Britain.
- In September, leaders introduced a system to track pupils' performance. Teachers use this information to challenge pupils' abilities more accurately. Consequently in 2015, attainment in mathematics increased to reflect the significantly higher than average standards in reading and writing. Similarly a greater proportion of most able pupils now attain higher levels in year-end assessments.
- The gaps between disadvantaged pupils and others in the school and nationally have been too wide for too long. This year leaders and governors prioritised closing the attainment gap. This rigour and accountability focused the school's work more sharply on better outcomes. As a result, there is no longer a gap in pupils' attainment within school or nationally.
- Subject leaders are effective. They take responsibility for improving standards in their curriculum areas. They check teaching frequently and help one another to develop their skills by supportive yet challenging work scrutiny, shared lesson planning and observations.
- The sports premium funding is used to encourage pupils to develop positive attitudes to keeping themselves fit and healthy. Specialist sports coaches help pupils to develop their confidence, participation and skills in different activities.
- Leaders' self-evaluation and strategic planning are accurate and appropriate. Leaders have ensured sustained and above average outcomes since the last inspection. This is not yet an outstanding school because the ambition for it to be so is not pronounced in the improvement plan, which does not indicate the agreed timescale when the school will become an outstanding organisation.
- Arrangements for safeguarding pupils meet requirements. Leaders, staff and governors implement the school's systems for keeping children safe. If any concerns arise about pupils' welfare and safety, these are dealt with immediately. Support for vulnerable children and their families is a very strong aspect of the school's work.
- Parents are highly positive about the school. An overwhelming majority wholeheartedly recommend the school. Leaders have worked exceptionally hard to harness parents' energies and enthusiasm to help their children. To this end, a wide range of workshops help confident and less confident parents support their children's learning and skills at home. Feedback from one such event summarises parents' views: 'A revelation! I never knew that maths could be taught in so many different ways.'
- The local authority provides light touch support for the school. This helps governors and leaders confirm that it is a good school and doing well. Feedback has not been sufficiently demanding, however, to challenge the school to become outstanding.
- **The governance of the school:**
 - Governors have a good understanding about the school's strengths and its areas for development. They acknowledge that at times they rely too much on the information provided by senior leaders to assess the school's overall effectiveness. They attend required training and visit frequently to check how well the school is doing. They have rightly focused attention on closing the gap between disadvantaged pupils and others. They scrutinise the impact of additional funds on raising the achievement for these pupils and understand school systems to manage staff performance. Governors ensure the spiritual, moral, social and cultural richness of the local community is strongly reflected in the school's work.
 - Systems to check and review policies are not scheduled in a timely fashion; some policies on the

website have not been updated within the stated timescale.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Pupils spoke confidently to inspectors about their work and the good things school has to offer. They are polite and friendly and keen to do well.
- Pupils' behaviour in lessons and around the school is good. Sometimes, however, when tasks are unclear or not challenging enough, pupils can become noisy or off task. Pupils' behaviour in the dinner hall is sociable and well supervised. At playtime, pupils enjoy games and activities using a wide range of equipment.
- Pupils are encouraged to show strong responsibility and care for each other in school and further afield. For example, newly arrived pupils settle quickly with nominated friendship buddies, the school council assists in playground design and elected 'Eco-warriors' lead recycling projects.

Safety

- The school's work to keep pupils safe and secure is good. Pupils feel safe at school.
- Pupils are very aware that bullying is not tolerated; rare incidents are recorded and followed up swiftly. Pupils' views displayed on posters and pictures reflect a strong anti-bullying standpoint. Posters state messages such as: 'Friends do not let friends bully others' and 'Stop bullying and keep a happy smile on someone's face.'
- Pupils' understand how to keep themselves safe and they are aware of potential dangers. They know risks associated with internet. One pupil told an inspector, 'If you can't see the person, be careful, they could pretend to be anyone and that is not right.'
- Leaders deploy a range of strategies to improve attendance, which is broadly average. The headteacher takes a robust approach to any request for absence. No extended leave is allowed for personal or religious reasons. Leaders are vigilant to potential radicalisation to which pupils could be exposed. Supported by the governing body, additional visits to places of worship are not allowed in school time.

The quality of teaching is good

- The quality of teaching is consistently good because all adults welcome and act on feedback from leaders to improve their practice. Teaching competencies are further enhanced through shared planning sessions, peer observations and modelled exemplar 'lesson studies'.
- The teaching of reading and writing is highly effective so pupils make rapid progress in developing their literacy skills. However, challenges for the most able pupils and in mathematics are less prominent.
- Pupils' writing skills and confidence are promoted in lessons, in group sessions and when adults mark pupils' work. Pupils show positive attitudes in lessons. They know their personal targets and they try to remember these when completing their work.
- Teachers' marking comments are useful and recognise what pupils can do well but next steps or 'moving on' questions are not routinely acknowledged by pupils, especially in mathematics, which limits the impact marking has on the gains pupils make in their learning.
- Teaching assistants are confident practitioners and skilfully lead interventions for underachieving pupils. They use questioning skills effectively and provide information for planning and assessments to make a valuable contribution to pupils' learning.
- Generally the most able pupils achieve well in both key stages. Gifted and talented mathematicians receive additional support in a special challenge group. Although extra challenges are provided for pupils who finish their work early or those who find it easy, teachers' expectations are not consistently high enough to motivate the highest levels of achievement for all pupils.

The achievement of pupils is good

- Pupils' attainment at the end of Key Stage 1 has been consistently higher than average in reading, writing and mathematics since the last inspection in 2010. In the Year 1 phonics screening check in 2014, more pupils than average reached the expected standard. In 2015, this increased further to well above the national average.

- Work in pupils' books shows consistent challenge in English. Pupils apply their literacy skills in subjects across the curriculum, therefore enhancing their progress. Pupils' opportunities to use their mathematics skills and problem solving in different subjects are not as strong.
- Pupils' achievement in reading is outstanding. A highly effective programme to promote pupils' literacy is embedded into the heart of the school. Pupils read frequently to an adult at school and at home. Interesting workshops enable parents to feel more confident to read with their children. Exciting and informative displays reflect pupils' detailed studies of different authors and genre. Pupils are highly motivated to read widely and with great enjoyment from the youngest age.
- Pupils from minority ethnic groups and those who speak English as an additional language make at least good and frequently outstanding progress because of the specialist help they receive. This excellent achievement is also evident for vulnerable pupils or those who join the school during the year. Inspectors assessed pupils' work and scrutinised performance information which confirms that many pupils in receipt of this targeted support make outstanding progress.
- Disabled pupils and those who have special educational needs make excellent progress from their starting points. They benefit from tailored support in class or in specialist withdrawal sessions. This ensures that most pupils make at least good and sometimes outstanding progress, sometimes at a faster rate than their peers.

The early years provision

is good

- Children start in the Nursery with skills and abilities typical for their age. From different starting points they make good progress, particularly in their social skills, so they transfer confidently into the Reception where they are joined by more children to form three classes.
- In the Reception, teaching by all adults continues to be very effective; as a result, the vast majority of children sustain good progress. In 2014, the number of children meeting expectations was above average in most areas but disadvantaged children did not attain as highly. In 2015, a larger proportion of children than found nationally met and also exceeded expectations. Although numbers are small, disadvantaged children now exceed their peers in reading, writing and mathematics.
- Teaching is typically good. Adults know children very well because they accurately assess their individual needs and abilities. Learning is interesting and stimulates children to produce work of a high standard in their phonics and numbers. For example, many children use cursive handwriting. Children were observed working cooperatively to explore the meaning of friendship and sharing, using the story, *The Rainbow Fish*.
- Children behave well and they are keen to do their best. Trusting and secure relationships are evident between adults and children. Children know and understand class rules and follow instructions immediately.
- Leadership of the Early Years Foundation Stage is strong. Children develop their basic literacy and numeracy skills quickly. Performance information is analysed and used to plan additional group work. This is very effective for children who are not fully fluent in English. A group was observed using a wonderful collection of resources from a story sack which helped them to understand and use prepositional language such as 'in-between', 'above' and 'beside'.

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	101501
Local authority	Brent
Inspection number	448222

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

Type of school	Primary
School category	Community
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	323
Appropriate authority	The governing body
Chair	John Daly
Headteacher	Naomi Ninvalle
Date of previous school inspection	17–18 June 2010
Telephone number	020 8907 5113
Email address	head@msi.brent.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 and 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 2014

