

Inspection of The Mount Junior Infant & Nursery School

The Mount, Thornes Road, Wakefield, West Yorkshire WF2 8QW

Inspection dates: 29 and 30 November 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

This is a school built on positivity and strong relationships. Pupils show care and respect to others because adults model it to them. Pupils know they are cared for and that they can talk to adults if they need help or have any worries. They value the ethos and environment of the school. Calmness and kindness pervade the school.

Pupils are taught how to recognise bullying. When bullying happens, leaders deal with it quickly and effectively. This underlies pupils' confidence and trust that adults in the school will look out for them and help them at every opportunity. Pupils move calmly and purposefully around school. Strong routines are embedded. Pupils relish this consistency. They begin their learning with enthusiasm and are keen to share their achievements. Pupils actively look for opportunities to be of service to others in their class and school.

Leaders have made significant changes to the curriculum recently. These changes are making a difference. Pupils benefit from a curriculum which is carefully designed.

What does the school do well and what does it need to do better?

Pupils have regular opportunities to revisit what they have been previously taught. Subject leaders have worked with staff in the early years to build solid foundations for learning in Year 1 and beyond. Subject leaders have regular opportunities to check on their subjects. However, these checks do not always give leaders the clear information they need about how they can develop the quality of teaching in their subjects and how they impact the experience of pupils.

Throughout the curriculum, there is an ambition for pupils with special educational needs and/or disabilities (SEND) to access the same curriculum as their peers. There are clear systems for identifying pupils with SEND. The small-step targets for pupils with SEND are carefully considered. When pupils require a more bespoke curriculum or approach, leaders put this in place. Staff who work with pupils with SEND build strong relationships with them and understand their needs well.

There is a clear phonics curriculum. Phonics teaching begins as soon as pupils enter Reception. Pupils are given books which match the sounds they are taught. Pupils who need more help with reading are quickly identified and supported. This support is closely matched to the sounds they are finding difficult. There is a clear lesson structure in phonics which allows pupils to revisit previously taught sounds and to put these into words. However, there are some inconsistencies in some parts of the teaching of early reading and in how lower-attaining readers in key stage 2 are identified and quickly supported. Throughout school, a love of reading is promoted. Pupils are encouraged to read as regularly as possible. Pupils enjoy the books they read at school. They value story time and enjoy listening to teachers read.

Pupils develop a clear understanding of issues such as racism and bullying. They are aware of the protected characteristics. They know how to identify and challenge discrimination. Pupils benefit from a wider range of extra-curricular clubs and activities. They know how to stay safe online. Pupils have opportunities to take on responsibilities and contribute to the school community. For example, pupils who take the role of 'Mount Mates' are well respected and valued by other pupils because of how they care and look out for others. Sports leaders have made a positive contribution to the range of activities on offer at lunchtimes for other pupils.

Children in the early years get off to a positive start. Leaders have carefully thought about the skills and knowledge they want children to have by the time they leave Reception. Staff interact positively with children. They support children to develop their independence and emotional regulation. Children are in clear routines and follow these well. Children show positive attitudes to learning and each other. They show care, respect and understanding to other children in their class. They have trusting and safe relationships with staff in the provision. Staff use assessment to identify pupils who need support to be ready for Year 1. They put this support in place promptly. Children in Nursery and Reception enjoy regular story times. Adults read stories with enthusiasm and enjoyment.

There have been a number of changes to the governing body recently. Governors are aware of their responsibilities. Governors are beginning to consider how they can more strategically hold leaders to account for the quality of education on offer to pupils. However, the challenge they offer to leaders is not as thorough as it could be. The systems governors have in place for checking on the quality of education and challenging leaders are not as rigorous or strategic as they could be. Staff report feeling well supported by leaders at all levels in relation to their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

There is a culture of safeguarding in the school. Staff receive regular updates and training on safeguarding issues. Leaders ensure that staff are aware of recent safeguarding legislation updates and how this relates to their role in school working with pupils. Staff have a clear awareness of local safeguarding risks. There are clear systems for reporting concerns. These concerns are acted upon quickly and effectively. If external agencies do not give the support that school leaders feel is needed, leaders do not take 'no' for an answer. Leaders are tenacious in making sure that external agencies support families and pupils.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- There are some inconsistencies in the teaching of early reading, including how lower-attaining readers with phonics gaps in key stage 2 are identified and

assessed. As a result, some pupils, including pupils in key stage 2 who still have gaps in their phonic knowledge, do not learn to read quickly and fluently enough. Leaders should ensure that staff receive the most up-to-date training in the school's phonics curriculum and that the approach is regularly informed by assessment for pupils in key stage 2 still accessing phonics teaching.

- The systems and processes for leaders to strategically analyse and refine their school improvement actions are not consistently precise or rigorous. As a result, some opportunities are missed to refine teaching practice or adapt school approaches so that they have the greatest impact on pupils' learning. Leaders should ensure that their monitoring systems are further developed so that they have a detailed and clear view of the precise impact of the school development actions they are taking.
- Those responsible for governance do not have formalised systems and approaches for quality assuring the curriculum and holding school leaders to account. As a result, the challenge governors are able to offer to school leaders is sometimes limited and lacks some focus. Those responsible for governance should ensure that they formalise and strategically consider their governance activities and systems to allow them to hold leaders to account and assure themselves of the quality of curriculum available to pupils.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	108215
Local authority	Wakefield
Inspection number	10242119
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	230
Appropriate authority	The governing body
Chair of governing body	Sine Curley
Headteacher	Kate Eastwood
Website	www.mountjschool.co.uk/
Date of previous inspection	10 October 2017, under section 8 of the Education Act 2005

Information about this school

- The school uses alternative provision for a small number of pupils.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- During this inspection, inspectors met with senior leaders from across school.
- Inspectors spoke with members of the governing body, including the chair.
- Inspectors carried out deep dives in reading, mathematics, history and physical education. For each deep dive, the inspectors met with the subject leaders and reviewed curriculum plans, looked at pupils' work, visited lessons, spoke to teachers and spoke to pupils about their learning.

- Inspectors listened to pupils reading to a familiar adult and met with pupils formally in both same-sex and separate groups.
- Inspectors considered the views of parents through informal discussions at the beginning and end of the day and Ofsted's online survey, Ofsted Parent View.
- The inspection team spoke to representatives from the local authority.

Inspection team

Liam Colclough, lead inspector

His Majesty's Inspector

Jonathan Glazzard

Ofsted Inspector

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