

Inspection of Mount Stewart Junior School

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

Inspection dates: 12 and 13 March 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Previous inspection grade	Outstanding

This school was last inspected under section 5 of the Education Act 2005 11 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between graded inspections under section 5 of the Act. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection.

What is it like to attend this school?

Pupils flourish in this nurturing and supportive school. They feel proud to be a member of the Mount Stewart 'family'. Staff work in very close partnership with parents and carers and the community to deliver a positive experience for pupils.

The school develops pupils' knowledge and confidence through a broad and balanced curriculum. Pupils achieve well in their learning. This is because the school has high expectations for all pupils, including pupils with special educational needs and/or disabilities (SEND). Pupils are well prepared for the next stage of their education.

Pupils have exemplary attitudes to learning. They listen attentively, are highly motivated and show respect and kindness towards adults and each other. They feel safe and that there is always an adult to talk to if they need advice.

The school develops pupils' independence and character. Leaders want pupils to be resilient and reflective. The school's motto of 'Inspire, Achieve, Learn' is central to this. All pupils are offered an extensive range of leadership responsibilities, for example by being on the student council or becoming a reading champion or subject ambassador. Pupils also appreciate the many clubs they can choose to attend. These include chess, choir, robotics and football. Leaders ensure that all pupils can take part in these activities.

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

Leaders have designed an ambitious curriculum for all pupils, including pupils with SEND. Leaders have thought carefully about the subject content that they want pupils to learn. The curriculum is carefully sequenced so that pupils' knowledge builds up step by step, through the years. For example, in Year 3 science, pupils start learning about the topic of electricity. By Year 6, they can talk confidently about more challenging aspects, such as 'areas of resistance'.

Pupils with additional needs are identified and supported well. This means that they are able to access the same curriculum as their peers. For example, staff create resources that allow pupils to structure their writing more effectively. In addition, there is a strong focus on the teaching of specialist vocabulary in all subjects. Pupils use words and definitions from well-designed glossaries to make their responses more detailed.

Teachers have good subject knowledge. This is because leaders have put in place effective training and guidance. Teachers explain ideas clearly. They design activities that help pupils to remember and practise what they have learned. For example, in mathematics, older pupils can explain what they have studied previously, such as bar charts, and connect this to new learning. Sometimes, however, checks on pupils' understanding do not identify pupils who have not fully grasped the knowledge

being taught. Where this is the case, pupils do not consistently develop a deeper understanding and apply their learning in different contexts.

Leaders prioritise reading all the way through the school. It is at the heart of the curriculum. The teaching of phonics is structured so that any pupils who may be struggling or who have arrived new to the country are able to read books that are carefully matched to the sounds they are learning. This means any gaps in their knowledge are rapidly addressed. The school exposes all pupils to texts with a rich range of vocabulary, which they can then use in their own writing. Reading for pleasure is promoted across all year groups. Diversity is celebrated through a wide range of fiction and non-fiction texts.

The school has established an age-appropriate and exceptional programme to support pupils' personal development. Teachers explain sensitive topics, such as body image and healthy relationships, with care. Pupils are taught how to keep safe, including online. Staff encourage pupils to debate a wide range of topics and to consider other points of view. Leaders ensure that pupils can visit places that enrich their understanding of the curriculum. In older years, pupils get the opportunity to experience an exceptional residential programme with the opportunity to go to outdoor activity centres and France.

Leaders have robust systems for ensuring that pupils attend school regularly and on time. They work with families and other agencies to ensure that pupils' welfare is carefully monitored. As a result, pupils have high attendance.

Staff are exceptionally positive about working at Mount Stewart. They appreciate the many professional development opportunities on offer. Governors care deeply for the school and fulfil their statutory responsibilities well. They hold leaders to account for the quality of education at the school but also consider staff welfare. Parents are very positive about their child's experiences at school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Sometimes, the implementation of the curriculum does not enable pupils to deepen their learning and secure their understanding as well as it could. This means that pupils' knowledge of important subject content is not as developed and embedded as it could be. The school should ensure that it builds on its current offer to ensure staff have the training and expertise required to deliver the ambitious curriculum consistently and effectively.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	101500
Local authority	Brent
Inspection number	10296590
Type of school	Junior
School category	Community
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	330
Appropriate authority	The governing body
Chair of governing body	Kishan Parshotam (co-chair) Gillan Barnard (co-chair)
Headteacher	Sally Newing
Website	www.tmss.org.uk
Dates of previous inspection	10 and 11 October 2012, under section 5 of the Education Act 2005

Information about this school

- The school does not use any alternative provision for pupils.
- The Mount Stewart Junior School is federated with the Mount Stewart Infant School.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- 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 the inspection, inspectors held meetings with the headteacher and other senior leaders. Inspectors met with members of the governing body and spoke with a representative from the local authority.

- Inspectors carried out deep dives in early reading, mathematics, history, science and physical education. They met with subject leaders to discuss the curriculum, visited lessons, and spoke with teachers and pupils. Inspectors looked at samples of pupils' work. The curriculum in other subjects was also considered as part of the inspection.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors gathered the views of pupils, parents and staff through both discussion and responses to Ofsted's online surveys.

Inspection team

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