

Mount Street Primary School

Inspection report - amended

Unique Reference Number	113281
Local Authority	Plymouth
Inspection number	311188
Inspection dates	30 September –1 October 2008
Reporting inspector	Chris Nye HMI

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	178
Government funded early education provision for children aged 3 to the end of the EYFS	38
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Ruth Smith
Headteacher	Sandra Roberts
Date of previous school inspection	7 February 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Mount Street Greenbank Plymouth PL4 8NZ
Telephone number	01752 205091
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Age group	4–11
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Amended Report Addendum

Report amended due to Ofsted notification

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Introduction

The inspection was carried out by one of Her Majesty's inspectors and an Additional Inspector.

Description of the school

Mount Street Primary School serves an inner city area of Plymouth that has much higher levels of deprivation than average. The school is housed in buildings which, while not a risk to occupants, have features awaiting repairs and redecoration. It is of average size and has a higher than average number of pupils who speak English as an additional language. The percentage of pupils with learning difficulties and/or disabilities is below average, although those with statements of special educational need have complex learning difficulties. The number of pupils who arrive at or leave the school part-way through is much higher than usual. The Early Years Foundation Stage (EYFS) provision includes a maintained nursery and assessment centre. The school has attained a number of quality marks including Healthy Schools, Arts Mark, Basic Skills Quality Mark and the Inclusion Kite mark.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school. It faces a number of challenging circumstances, but because there is a strong commitment to improving the provision, it is becoming increasingly successful. It already has some outstanding features.

The school works extremely well with its community and parents value the school highly. One expressed the views of many with the comment that 'Parents are openly encouraged to be part of the school's decisions. The children are stimulated and listened to. We feel very lucky to be under the umbrella of Mount Street.' The school also works very effectively with local support services to ensure that the needs of pupils are well met.

Pupils enter the school with exceptionally low levels of ability for their age. However, because they are well taught and exceptionally well cared for during their time in the EYFS, they make good progress. In Key Stages 1 and 2 this good progress is maintained and most pupils achieve at least the expected standards in English, mathematics and science by the time they leave. Last year many more than in the past exceeded expected levels. This is because teaching and learning are good overall and some is outstanding, especially in older classes where teaching is often inspirational. Pupils are set clear and achievable targets and are enthusiastic learners as a result. Where teaching is less effective, there is a lack of pace and standards are consequentially not as high in English and mathematics.

Pupils' personal development and well-being are outstanding, with particular strengths in spiritual, moral, social and cultural development. They behave very well and greatly enjoy school. They have an excellent awareness of how to keep safe and healthy, and they make an outstanding contribution to their community. Another strength is the very well designed curriculum which meets the wide-ranging needs of pupils and helps to ensure that they are excited by their learning.

Throughout the school, pupils are extremely well cared for, guided and supported. Pupils who speak English as an additional language, those who are vulnerable or join the school late and those who have gifts or talents are all identified and well supported. Most make good, and a few outstanding, progress as a result.

Effective steps have been taken to ensure that the issues raised at the last inspection have been resolved. The leadership and management of the school are good with a particular strength being the inclusive ethos and effective contribution made to community cohesion. Challenging targets are set and leaders and managers at all levels are committed to ensuring that the school provides high quality care and education. Recent improvements suggest that they are well on the way to achieving this. They evaluate their performance accurately and the school's capacity to make further improvements is good.

Effectiveness of the Early Years Foundation Stage

Grade: 2

The provision for the children in the Nursery and Reception classes is good with some outstanding features. Most enter the school with standards well below expected levels in all areas. By the time they transfer to Key Stage 1, their attainment is still below average but this represents good progress, given their exceptionally low starting points. Communication, language and literacy are particularly weak when children start school but the good teaching and strong emphasis on phonics, reading and writing help children to achieve well in these areas. The

children settle in quickly and, because of their excellent personal development and well-being, they develop high levels of confidence, independence and self-esteem. Social development is a strength of the provision. The support that children with learning difficulties and/or disabilities and those who speak English as an additional language receive is excellent. This is because of the outstanding care of teachers and specialist teaching assistants and the very good use that is made of specialist support services, such as the ethnic minority achievement service and speech and language therapist. Teaching is good and children behave well and are keen to do well. They very much enjoy coming to school and quickly make friends. They have got used to routines and know how to work in groups and regularly help to tidy up. Parents are made to feel welcome and appreciate the good start that children have in the school.

The EYFS is well led and managed and there is a clear sense of direction with well established plans for the future. Although building work has disrupted outdoor learning, plans are in place to develop this more fully.

What the school should do to improve further

- Raise standards in English and mathematics further by ensuring that the very good pace of teaching is a consistent feature of lessons throughout the school.

Achievement and standards

Grade: 2

From exceptionally low starting points in the EYFS, children enter Year 1 at below average levels in all areas. During Key Stage 1 they achieve well and by the time they leave Year 2 they attain broadly average standards in reading, writing and mathematics.

During Key Stage 2, pupils continue to achieve well because of the good quality teaching and high levels of support. Towards the end of Key Stage 2 they benefit from excellent teaching and here this is resulting in high achievement and standards that, although average in the past, have recently begun to rise in English, mathematics and science. For example, though national results are not yet available, the school's data, confirmed by inspection evidence, indicate that last year's Year 6 pupils made particularly good progress relative to their starting points and many attained higher levels than those expected nationally in English, mathematics and science. Throughout the school, vulnerable pupils and those who speak English as an additional language make good, and occasionally excellent, progress relative to their starting points because they are very well supported.

Personal development and well-being

Grade: 1

Pupils' personal development and well-being are outstanding. Pupils behave exceptionally well, demonstrating extremely caring and responsible attitudes towards each other. They work hard, play very well together, and say that they really enjoy school. Attendance is improving because of rigorous action taken by the school and this is now good. Pupils have a strong sense of right and wrong. They have an outstanding understanding of life in multicultural Britain and have very positive attitudes towards learning about cultures different from their own; as one pupil said, 'The nice thing about this school is all the children from different countries.' Because of the strong and effective focus on health and safety, pupils lead exceptionally healthy lifestyles and are very aware of how to keep themselves safe. They understand the importance of keeping fit and enthusiastically take part in a very wide range of well run sporting activities. Pupils make

an outstanding contribution to the local community. For example, the school has an excellent reputation for high quality public music and drama performances. Basic skills such as literacy, numeracy, information and communication technology (ICT) and team working are encouraged so that pupils are well prepared for their future economic well-being.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good overall and some teaching, especially in older classes, is outstanding. Relationships between staff and pupils are excellent. In the best lessons, teaching is inspirational because of the enthusiasm and skill of the teachers, the way in which teaching effectively meets the wide-ranging needs of pupils, the pace of the lessons and the excellent support provided by teaching assistants. In these lessons, pupils are excited by their learning and brim with enthusiasm, making very good progress. Where teaching is less effective, the pace of lessons is too slow and some pupils lose interest in what they are learning and so progress is slower. In spite of the very poor state of the building, classrooms are bright and exciting places for learning. Pupils from an early age are well aware of their targets and teaching is well planned to help them achieve these.

Curriculum and other activities

Grade: 1

The quality of the curriculum is outstanding because it has been very skilfully designed to meet the wide-ranging needs of pupils. A particular strength is the way in which topics effectively link numerous subject areas, often including mathematics and science. A strong emphasis on creativity and the very good use of local resources such as the library, museum and university mean that pupils are enthused by what they are learning. The curriculum is very well planned to ensure that pupils of all abilities are suitably challenged. For example, a 'reading conversation' group provides very good support for higher achieving readers. ICT supports the curriculum very well and the provision for sport, art and music is excellent. An excellent range of well planned activity weeks, visits, visitors and clubs greatly enriches the curriculum.

Care, guidance and support

Grade: 1

The pastoral care and support is an excellent aspect of the provision. A warm and purposeful atmosphere fully reflects the positive and inclusive ethos of the school. Pupils are exceptionally well cared for throughout the day. For example, a team of highly committed and well trained play leaders ensure that lunchtimes are purposeful and enjoyable. Vulnerable pupils are particularly well cared for and the pupils themselves demonstrate high levels of responsibility towards each other. Pupils who speak English as an additional language are very well supported both in class and on the playground, for example by using pictorial flash cards to help them understand instructions in organised games. The high number of pupils who join the school part-way through settle well and make good progress because of the high standard of care and guidance and the excellent support provided by staff and other pupils. Bullying and racism are very rare and incidents are responded to appropriately. All safeguarding procedures meet current requirements. In lessons, teachers provide clear feedback to pupils on their progress and work is well marked with good guidance on how to improve. Detailed assessment analysis

and tracking systems help to set challenging targets, which pupils are fully aware of because they are increasingly involved in assessing their own progress.

Leadership and management

Grade: 2

Leadership and management are good with some outstanding features. Under the effective leadership of the headteacher, who is well supported by a cohesive and committed senior leadership team, there is a clear sense of common purpose, and well planned improvements are beginning to have a positive impact on progress and standards. As a result, the quality of education is good and the quality of inclusion and care is outstanding. The school is well aware of its strengths and areas for improvement and this is because it efficiently monitors and evaluates all aspects of its work well. It uses the outcomes of monitoring to identify suitable priorities and set very clear and suitably challenging targets. Staff at all levels are well trained, led and managed. This is supporting the drive to raise standards. Strategic planning is good and governors are well trained and know the school well. Following an audit of their skills, they are rightly in the process of evaluating how to develop their roles further. The school makes an outstanding contribution to community cohesion within the school itself, with the local community and further afield. Pupils' understanding of other communities within Britain is excellent. They are developing a very good awareness of the global community, for example through their links with a village community in India.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

¹Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

2 October 2008

Dear Children

Inspection of Mount Street Primary School, Plymouth PL4 8NZ

Thank you for making us so welcome when we visited your school this week. We really enjoyed chatting to you and the grown-ups, looking at your work and sharing your lessons. We could see how much you enjoy coming to school and we were very impressed with how polite and friendly you were. Well done!

I am sure that you will be keen to hear what we thought of your school. We think that it is a good school and these are some of the things that are real strengths.

- You work hard and are well taught, so you make good progress in English, mathematics and science. Last year's Year 6 did really well, and we hope this continues!
- You are really well cared for, guided and supported by the grown-ups and you are very happy, fit and healthy and know how to keep yourselves safe. We really like how you care for each other and how well those of you who find learning hard are supported.
- The youngest children get a great start at Mount Street!
- There are a lot of 'magic moments' in your learning because you are given really exciting and interesting things to learn and do.
- The people who run the school do a good job and everyone works hard to raise standards.

Even a good school can be better and we have asked your teachers to make sure that they help you do even better in English and mathematics by making sure that more of your lessons are as good as the best ones. You can help by trying extra hard in these subjects.

Yours sincerely

Chris Nye HMI