

Mount Pleasant Church of England Voluntary Controlled Junior School

Inspection report

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| Unique Reference Number | 117982 |
| Local Authority | East Riding of Yorkshire |
| Inspection number | 339118 |
| Inspection dates | 12–13 July 2010 |
| Reporting inspector | Lesley Clark |

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

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| Type of school | Primary |
| School category | Voluntary controlled |
| Age range of pupils | 7–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 235 |
| Appropriate authority | The governing body |
| Chair | Mr John Bralant |
| Headteacher | Mrs Adrienne Palmer |
| Date of previous school inspection | 14 September 2006 |
| School address | Princess Road Market Weighton York YO43 3BY |
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited eight lessons and observed eight teachers teach. The inspectors held meetings with governors, staff and two groups of pupils, including members of the school council and eco committee. They observed the school's work and looked at a range of documentation, including paperwork and policies relating to safeguarding, pupils' work in English and mathematics, the school improvement plan, the school's tracking of pupils' progress and 58 completed questionnaires from parents and carers as well as completed questionnaires from pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the achievement of lower attaining pupils to determine whether teaching is sufficiently well matched to these pupils' needs
- the provision for pupils with special educational needs and/or disabilities and the extent to which their individual learning needs are met
- how well teachers involve pupils in assessment
- how effectively pupils learn life skills to equip them for the future.

Information about the school

This is a larger than average junior school. It serves a small rural market town. The proportion of pupils known to be eligible for free school meals is average. Most pupils are White British. Almost none speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is broadly average as is the proportion holding a statement of special educational needs. The school is part of a soft federation with the infant school which is on the same site. The schools share a business manager, site manager and caretaker but have separate governing bodies. The headteacher has been in post for just over a year. The school holds the Green Flag award, the Activemark, the ICT Award and has Healthy Schools status.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

This school gives pupils a satisfactory education. It is improving rapidly in several aspects of its work. This is largely because the imaginative curriculum, designed by staff and pupils, has boosted attainment in writing and helps the more able pupils to flourish. Using the re-vamped curriculum and detailed termly assessments as the main tools to drive improvement, the newly formed senior leadership team is beginning to have an impact on raising attainment, although there is still some way to go. The school's self-evaluation is honest and accurate, making clear what needs improving and why. Governors give good levels of support and challenge and fulfil their duties well. The school has satisfactory capacity to improve further at the present time because the roles and responsibilities of the senior leadership team and their involvement in driving the pace of change are at an early stage of development.

Pupils' achievement is satisfactory. From broadly average starting points pupils make satisfactory progress overall. Their attainment is average in English, mathematics and science by the end of Year 6. The school's sharper tracking systems have rightly identified that while all pupils achieve satisfactorily, the progress of higher attainers is faster than that of lower attainers. This is because teachers tend to challenge the more able and do not always adapt the work sufficiently well to meet the needs of lower attainers. The provision for pupils with special educational needs and/or disabilities is not always matched sufficiently closely to their individual needs so as to enable them to make the next small steps in their learning. As a result, their progress, although satisfactory, is sometimes slower than that of their classmates.

Pupils have a good understanding of how to keep themselves safe and why it is important to lead healthy lives. They enjoy the many sporting activities on offer and throw themselves into early morning dance routines with gusto. Their spiritual, moral, social and cultural development is good, underpinned by the school's innovative approach to community cohesion, especially in the wider world. Pupils make a good contribution to the parish and local community. Their attendance is above average and most arrive punctually to school.

What does the school need to do to improve further?

- Accelerate the progress of lower attaining pupils by:
 - – ensuring that teachers set pupils appropriate work that matches their needs
 - – ensuring that marking encourages pupils and identifies small, achievable steps for improvement
 - – adopting a consistent approach to target setting that involves pupils so they

understand what they need to do to improve their work

- – increasing the opportunities for pupils to work collaboratively, discuss ideas and ask questions.
- Improve the quality of provision for pupils with special educational needs and/or disabilities by:
 - – developing the roles of the special needs coordinator and support staff
 - – ensuring that staff set work that matches pupils' individual needs and helps them to make the next small steps in their learning
 - – using a wide range of appropriate resources to help pupils learn.
- Clarify and develop the roles and responsibilities of the senior leadership team so they make a full contribution to driving improvements and checking the effectiveness of agreed actions.
- About 40% of the schools whose overall effectiveness is judged to be satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

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|----------|
| 3 |
|----------|

Pupils learn satisfactorily in lessons. The more able listen attentively, are quick to answer questions and grasp new concepts well. Average attaining pupils keep up well and when teachers explain work fully these pupils can usually complete tasks competently. Lower attaining pupils struggle sometimes because they are expected to do the same work as everyone else at the same pace. Tasks are usually directed by the teacher, especially in literacy and numeracy lessons. The opportunities for different groups of pupils to ask questions and to say what they do not understand are often limited and this slows the progress of lower attainers in particular. For example, questioning at the end of one lesson established that some pupils were confused but did not identify precisely what they needed to revisit next time. Pupils agree that, 'The best lessons are when we do hands on.' Year 6 pupils talked excitedly about their work based on the theme 'It's not fair' explaining: 'We had to find out about things. There was a lot of planning. It made you think.' Similarly, they point out that the new mathematics scheme is helpful because, they said, 'You can work through it at your own speed and don't feel rushed or slow down so others can catch up.' Their achievement and enjoyment therefore are satisfactory, with some high points when the work is practical and imaginatively thought out. Pupils with special educational needs and/or disabilities make satisfactory progress in the majority of lessons because they are well supported. Their learning, although still satisfactory, slows when the work is not tailored to their individual needs. Results in national tests confirm inspection findings.

Pupils are alert to possible dangers affecting their personal safety. They are confident that staff will always help them. Despite pupils in general being polite and courteous to each other there is an element of restlessness in lessons where they are not totally immersed in their work. At times on the sports field, a slightly aggressive approach to team sports can result in arguments. Pupils are proud of the eco club and are strongly aware of environmental issues. They grow vegetables for school lunches and

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

wholeheartedly support the school's sustainable approach to life. Their good computer skills boost their average attainment in literacy and numeracy. Their good cultural and artistic development makes a good contribution to the school, parish and wider community.

These are the grades for pupils' outcomes

| | |
|---|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 3 |
| Taking into account: Pupils' attainment ¹ | 3 |
| The quality of pupils' learning and their progress | 3 |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress | 3 |
| The extent to which pupils feel safe | 2 |
| Pupils' behaviour | 3 |
| The extent to which pupils adopt healthy lifestyles | 2 |
| The extent to which pupils contribute to the school and wider community | 2 |
| The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being | 3 |
| Taking into account: Pupils' attendance ¹ | 2 |
| The extent of pupils' spiritual, moral, social and cultural development | 2 |

How effective is the provision?

Teaching is satisfactory overall but quality varies from class to class. In the best lessons lower attainers are given good support; pupils work together, discuss ideas and ask questions. They know what they are aiming for and are involved in assessing their learning. For example, Year 6 pupils wrote radio scripts in groups, the more able abandoning the optional outline plan which average attaining pupils found useful. In the less effective lessons teachers tend to ask questions to which they want a specific one-word answer and pitch the work over the heads of lower attaining pupils. In these lessons teachers miss opportunities to determine where pupils have gaps in their learning and rarely use the information to set suitable learning targets and accelerate progress. Similarly, the quality of marking varies, veering from over-critical to extremely

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

helpful.

The creative curriculum has led to pupils immersing themselves in cross-curricular themes which are having a positive impact on their writing and computer skills. This is because it supports all attainment groups, giving them fresh vocabulary and real things to write about. For example, lower attaining Year 6 pupils, inspired by the theme 'Titanic', took on character roles and created a Morse code apparatus. The content of their written work improved dramatically as a result. The lack of finely differentiated work for pupils with special educational needs and/or disabilities is a drawback but inspiring subject matter and increased practical learning opportunities add to pupils' enjoyment of learning. Teachers are skilled at displaying pupils' work and this gives pupils a strong sense of achievement. There is a good take-up of extra-curricular provision, especially the activities of the environmentally focused groups, sport and creative activities.

The school has good links with the infant and high schools which help pupils to transfer happily from one setting to another. The large majority of pupils are given good support and guidance. However, provision, support and guidance for lower attainers and for those with special educational needs and/or disabilities is not sufficiently tightly organised to ensure that these groups of pupils make the best possible progress. Individual education plans do not identify sufficiently small steps in learning. Extra support, including learning resources, are not always fine-tuned to the exact needs of individual pupils experiencing difficulties and so much of the guided work they do is repetitive in nature. This has been exacerbated by the interim management of special educational needs provision. The school has identified the shortcomings and has suitable plans to remediate the provision.

These are the grades for the quality of provision

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| The quality of teaching | 3 |
| Taking into account: The use of assessment to support learning | 3 |
| The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships | 2 |
| The effectiveness of care, guidance and support | 3 |

How effective are leadership and management?

The new senior leadership team has accurately identified the weaknesses and set about tackling them constructively, based on close analysis of pupils' progress. By focusing on the curriculum initially, the headteacher has created an ambitious staff team and freshened teaching approaches. Staff are more accountable for the progress pupils make, although there is some way to go to ensure that all pupils have the best opportunities to learn. This is why equality of opportunity is satisfactory, despite the successful ways in which the school tackles discrimination and redresses the balance

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

between boys' and girls' achievement through its innovative curriculum. The headteacher currently takes the lead on most issues. The other members of the leadership team are beginning to help check the work of the school and their roles are evolving. Governors know the right questions to ask and fully support the headteacher in driving improvement. They have identified the need for additional training of staff to support provision for pupils with special educational needs and/or disabilities. The school demonstrates its commitment to community cohesion well. This is evident in the positive outcomes in pupils' social and cultural development, and is underpinned by links with international communities. As a result, pupils have a good understanding of themselves as European and global citizens. The governing body fully meets its statutory duties with regard to safeguarding. It ensures that adults working with pupils are appropriately recruited and vetted and takes reasonable steps to make sure that pupils are safe on the school site. The systems to record information relevant to safeguarding concerns are not especially rigorous and senior leaders miss opportunities to monitor outcomes, such as checking patterns of behaviour. The school's good partnerships with parents and carers are reflected in their confidence in the way the school is developing.

These are the grades for leadership and management

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|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 3 |
| Taking into account: The leadership and management of teaching and learning | 3 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 2 |
| The effectiveness of the school's engagement with parents and carers | 2 |
| The effectiveness of partnerships in promoting learning and well-being | 3 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 3 |
| The effectiveness of safeguarding procedures | 3 |
| The effectiveness with which the school promotes community cohesion | 2 |
| The effectiveness with which the school deploys resources to achieve value for money | 3 |

Views of parents and carers

A minority of parents and carers returned the questionnaires. Most expressed positive views and agree their children enjoy school. A few parents and carers would like a bit more information to help them support their children's learning. The inspection team finds that the school gives parents and carers a good level of information and provides

suitable opportunities for them to be involved in their children's learning. Several parents and cares raised concerns about safeguarding, behavioural issues and provision for pupils with special educational needs and/or disabilities. The inspection team agrees that, although satisfactory, aspects of these could be improved as detailed in this report.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Mount Pleasant Church of England Voluntary Controlled Junior School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 58 completed questionnaires by the end of the on-site inspection. In total, there are 235 pupils registered at the school.

| Statements | Strongly Agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|----|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 33 | 57 | 23 | 40 | 1 | 2 | 0 | 0 |
| The school keeps my child safe | 34 | 59 | 21 | 36 | 2 | 3 | 0 | 0 |
| The school informs me about my child's progress | 26 | 45 | 26 | 45 | 5 | 9 | 1 | 2 |
| My child is making enough progress at this school | 31 | 53 | 23 | 40 | 4 | 7 | 0 | 0 |
| The teaching is good at this school | 30 | 52 | 23 | 40 | 4 | 7 | 0 | 0 |
| The school helps me to support my child's learning | 23 | 40 | 29 | 50 | 4 | 7 | 1 | 2 |
| The school helps my child to have a healthy lifestyle | 23 | 40 | 32 | 55 | 1 | 2 | 0 | 0 |
| The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment) | 30 | 52 | 24 | 41 | 2 | 3 | 0 | 0 |
| The school meets my child's particular needs | 27 | 47 | 26 | 45 | 5 | 9 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 21 | 36 | 25 | 43 | 9 | 16 | 1 | 2 |
| The school takes account of my suggestions and concerns | 21 | 36 | 28 | 48 | 4 | 7 | 0 | 0 |
| The school is led and managed effectively | 26 | 45 | 26 | 45 | 4 | 7 | 0 | 0 |
| Overall, I am happy with my child's experience at this school | 33 | 57 | 22 | 38 | 2 | 3 | 0 | 0 |

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

| Grade | Judgement | Description |
|---------|--------------|--|
| Grade 1 | Outstanding | These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs. |
| Grade 2 | Good | These are very positive features of a school. A school that is good is serving its pupils well. |
| Grade 3 | Satisfactory | These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. |
| Grade 4 | Inadequate | These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. |

Overall effectiveness of schools

| Type of school | Overall effectiveness judgement (percentage of schools) | | | |
|----------------------|---|------|--------------|------------|
| | Outstanding | Good | Satisfactory | Inadequate |
| Nursery schools | 51 | 45 | 0 | 4 |
| Primary schools | 6 | 41 | 42 | 10 |
| Secondary schools | 8 | 34 | 44 | 14 |
| Sixth forms | 10 | 37 | 50 | 3 |
| Special schools | 32 | 38 | 25 | 5 |
| Pupil referral units | 12 | 43 | 31 | 14 |
| All schools | 9 | 40 | 40 | 10 |

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

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| Achievement: | the progress and success of a pupil in their learning, development or training. |
| Attainment: | the standard of the pupils' work shown by test and examination results and in lessons. |
| Capacity to improve: | the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement. |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school. |
| Learning: | how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners. |
| Overall effectiveness: | <p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support. |
| Progress: | the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started. |

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



14 July 2010

Dear Pupils

Inspection of Mount Pleasant Church of England Voluntary Controlled Junior School,
York, YO43 3BY

Thank you for your friendly welcome. A special 'thank you' goes to the two groups of pupils who spent time showing me their work and talking to me and my colleagues about what it is like to be a pupil at this school. Your school gives you a satisfactory education. This means that it does some things well and there are some things it could improve on. Like you, I think the new way of working on themes such as 'It's not fair' make your lessons fun and interesting. It is also helping you to write better, especially those of you find learning easy. Your headteacher knows just what to do to improve your school. You attend regularly and know how to keep yourselves safe and healthy. It's great to see that boys and girls enjoy dancing, music, art and sports activities equally well. The work you do to help the environment and to link up with people in different countries are also good features of your school. This is what I have asked your school to do next so that everyone makes good progress.

- I have asked teachers to help those of you who find learning a bit hard at times to give you suitably different work so you have a chance to catch up, ask lots of questions and know exactly what to do next to improve your work.
- I have asked your teachers to make sure that pupils who really struggle with their work have well-organised extra-special support and resources to help them learn.
- Your headteacher knows how to improve your school and I have asked that she and the senior leaders sort out quickly what they can all do to help achieve this.

You can help by making sure you listen attentively in lessons and ask when you find things difficult. That way your teachers will know what to do to help you.

With my very best wishes to you all.

Yours sincerely

Mrs Lesley Clark

Lead inspector

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