

Inspection of a good school: Mount Primary School

Mount Pleasant Road, Wirral, Merseyside CH45 5HU

Inspection dates: 12 and 13 July 2022

Outcome

Mount Primary School continues to be a good school.

What is it like to attend this school?

Pupils love attending Mount Primary School. They enjoy learning. Pupils said that their teachers make lessons fun and are always happy to help them.

Pupils play happily together at breaktimes and lunchtimes. They know the qualities required to be a good friend. Pupils are unfailingly polite. They listen to what their friends have to say and do not talk over them. Friendship ambassadors keep a close eye on their peers to check that they are happy.

Leaders have high expectations of pupils' behaviour and achievement. Pupils try their best to live up to these expectations. They work hard. Pupils are motivated by the house points that they receive for their good behaviour. They also know that their positive attitudes may see them selected as the secret student on any given day.

Pupils explained that if any name-calling or bullying occurs, it is quickly dealt with by teachers. Pupils said that if they are upset or worried, they can speak to any adults in school. This helps pupils feel safe.

Pupils enjoy the different clubs that are available to them. They get to further develop their talents through the performing arts club and choir. Pupils get to take on extra responsibilities such as school councillors. Older pupils spoke proudly of their recent enterprise project. They have used the profit from this activity to support a number of charities and to help pay for their upcoming school prom.

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

Leaders have designed an ambitious curriculum for all pupils, including those with special educational needs and/or disabilities (SEND). Subject leaders have ensured that the curriculum begins in the early years. Children are well prepared for their next stage of learning because of this.

Leaders support teachers to deliver the curriculum successfully. Teachers have good subject knowledge. This is helping pupils to achieve well. In many subjects, pupils' previous learning is built on effectively. This is because teachers have a clear understanding of what pupils know and remember. For example, in mathematics, pupils in Year 4 explained how their learning about two dimensional and three dimensional shapes in previous years has helped them better understand their current work on geometry.

In some subjects, leaders' assessment procedures to check on what pupils know and remember are not effective enough. This means that teachers are less clear about the next steps that pupils need to take in their learning. At times, this prevents some teachers from building on pupils' prior knowledge as effectively as they could.

Leaders have remained focused on reading as a school priority. Pupils enjoy reading a range of different books. Leaders have carefully chosen books that give pupils a greater understanding of issues such as diversity and the importance of looking after the environment. Staff have been well trained to deliver the phonics curriculum. Children learn phonics as soon as they enter the Reception class. Staff ensure that the books pupils read closely match the sounds that they are learning. Any pupils who find reading more difficult are supported to catch up quickly. Consequently, pupils develop into confident, fluent readers.

Leaders have established systems to help them quickly identify the needs of pupils with SEND. Teachers are skilled in adapting their delivery of the curriculum where required. This enables pupils with SEND to access the same curriculum as their peers. Leaders also work with a range of external professionals to ensure that pupils with SEND receive the help that they need.

Pupils display positive learning behaviours. They listen to their teachers carefully. Children in the Reception classes maintain focus on the tasks that they need to complete. Pupils across the school are motivated and productive. Pupils can work without interruption because low level disruption is not tolerated.

Leaders have used the curriculum and a range of visitors to help pupils learn how to keep themselves mentally healthy. Pupils know a range of strategies to maintain their confidence and resilience. They understand the importance of not giving up when they find tasks difficult. Pupils are tolerant of others in society. They know the importance of equality.

Governors have a well informed and accurate view of the school's performance. They support and challenge school leaders to ensure that the needs of all pupils are being met. Leaders and governors are mindful of the workload and well-being of school staff. Staff appreciate the actions that leaders have taken to help maintain their work life balance.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have ensured that staff are well trained. This training enables staff to identify any pupils who may be at risk. Teachers are clear about the importance of reporting any concerns quickly. Leaders and the family support worker liaise with a range of external agencies to access additional support for vulnerable pupils and their families.

Pupils are taught how to keep themselves safe. Teachers use the curriculum to help pupils understand the dangers that can be present online. Pupils have been taught an age-appropriate understanding of healthy relationships.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, assessment procedures are not as effective as they could be. Teachers are less well informed about the knowledge that pupils know and remember. This sometimes stops teachers from building on pupils' prior knowledge. Leaders should ensure that assessment procedures are further refined to enable teachers to better identify pupils' prior knowledge so that pupils build on what they know and can do.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in February 2017.

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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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	104993
Local authority	Wirral
Inspection number	10226081
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	336
Appropriate authority	The governing body
Chair of governing body	Kathryn Yates
Headteacher	Kate Yates
Website	www.mount.wirral.sch.uk
Date of previous inspection	14 February 2017, under section 8 of the Education Act 2005

Information about this school

- Since the previous inspection a new headteacher, deputy headteacher and chair of governors have been appointed.
- The governing body manage the before- and after-school provision.
- School leaders do not make any use of any alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact with leaders and has taken that into account in his evaluation of the school.
- The inspector held meetings with the headteacher, senior leaders and a group of governors, including the chair of governors. He also spoke with a representative of the local authority.
- The inspector observed pupils' behaviour at playtimes, lunchtimes and during lessons. Pupils also talked to the inspector about their views of their school.

- The inspector spoke to parents and carers at the start of the school day and considered the responses to Ofsted Parent View. The inspector also reviewed the responses to Ofsted's pupil and staff questionnaire.
- The inspector carried out deep dives in early reading, mathematics and art and design. This involved visiting lessons with subject leaders, discussing the subject curriculums, talking to pupils and teachers and looking at pupils' work. An inspector observed pupils reading to a familiar adult.
- The inspector also held discussions with the leaders of other subjects.
- The inspector checked leaders' safeguarding procedures. He viewed a range of safeguarding documentation and discussed how incidents are managed and recorded.

Inspection team

John Tomlinson, lead inspector

Her Majesty's Inspector

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