

Wakefield the Mount Junior and Infant School

Inspection report

Unique Reference Number	108215
Local Authority	Wakefield
Inspection number	356322
Inspection dates	6–7 October 2010
Reporting inspector	Nigel Cromey-Hawke

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	205
Appropriate authority	The governing body
Chair	Ms Amanda Machin
Headteacher	Ms Sarah Talbot
Date of previous school inspection	26 February 2008
School address	The Mount off Thornes Road, Wakefield West Yorkshire WF2 8QW
Telephone number	01924 303750
Fax number	01924 303751
Email address	stalbot@mount.wakefield.sch.uk

Age group	4–11
Inspection dates	6–7 October 2010
Inspection number	356322

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 1234 234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 1234 234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by three additional inspectors. They visited 11 lessons, observing seven teachers and all classes. They also held meetings with governors, groups of pupils, and parents and carers. They observed the school's work, and looked at a wide range of documentation, including development planning, self-evaluation records, policies and performance data. Questionnaires from 47 parents and carers, 110 pupils and 17 staff were scrutinised.

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

- Whether the dip in pupils' performance since the last inspection has been recovered across all areas of the school.
- How well academic guidance and target-setting are used to maximise pupils' achievement.
- How effectively self-evaluation is used by all leaders and managers to drive improvement forward.

Information about the school

Almost all pupils in this smaller-than-average primary school are of White British heritage, with very few who speak English as an additional language. The number of pupils with special educational needs and/or disabilities is below average but the proportion with a statement of special educational needs matches national levels. The number of pupils known to be eligible for free school meals is above average. The school has National Healthy School Status. The school has undergone significant staffing disruption since the last inspection.

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

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Wakefield the Mount Junior and Infants is a satisfactory school. It has some good features. The large majority of parents and carers who returned the inspection survey are supportive of most aspects of its work.

Recent challenges regarding staffing are being overcome and the school is moving forward under the leadership of the headteacher, staff and governors. In the Early Years Foundation Stage, children make a good start to their learning as a result of the good teaching, welfare support, curriculum and leadership and management there. Attainment has varied throughout the school since the last inspection but is now consistently broadly average. Previous weaknesses in the progress of pupils with special educational needs and/or disabilities have been overcome. Some weaknesses remain within standards in writing in some classes, but there is a programme in place to address this matter. Progress for all groups of pupils across the school is now at least satisfactory, and for pupils known to be eligible for free school meals and those who speak English as an additional language, progress is good.

Whilst teaching and learning is satisfactory overall, challenge for the more able, getting a good match of activities to pupils' needs, the promotion of speaking and listening skills and the use of recapping of learning by teachers in lessons remain underdeveloped. The developing curriculum is beginning to contribute to improved outcomes, especially pupils' good awareness of what it means to lead a healthy lifestyle. Most pupils say they enjoy their time in school, and say they feel safe and valued. Pastoral care is good but overall care, guidance and support is satisfactory, with support for persistent absentees only just beginning to have an impact. Safeguarding practices are satisfactory. Behaviour is satisfactory and attendance average. Pupils' spiritual, moral, social and cultural development is satisfactory, with their understanding of the wider world being limited. Together, this means that the development of skills for their future economic well-being is satisfactory.

Community cohesion is satisfactory. Governors are becoming increasingly effective in supporting and challenging the school as it gains a more accurate picture of its strengths and weaknesses through its satisfactory, but improving, self-evaluation. There are suitable plans in place to drive further improvement forward. The school has not yet developed sufficiently challenging targets for pupils across some areas of learning, however. As a result the school's capacity for sustained improvement is satisfactory.

What does the school need to do to improve further?

- Improve pupils' learning and progress across the school, by ensuring teachers:

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

Please turn to the glossary for a description of the grades and inspection terms

- achieve a better match of activities in lessons to the needs of pupils, especially the more able
- recap learning more effectively within lessons to make sure all pupils make the best progress possible
- develop pupils' speaking and listening skills further so that they are able to learn more effectively from adults and each other in lessons.
- Develop more effective target-setting practices for all pupils that challenge them to make at least good progress across all areas of learning.
- Broaden pupils' understanding of the richness of different cultures and faiths in the wider world and their contact with them.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Pupils' attainment on entry to Year 1 is broadly average. In lessons pupils acquire knowledge, develop understanding and learn and practise their skills satisfactorily. They are largely keen to succeed, apply themselves well in lessons, work at a good pace and enjoy their learning, when provided with appropriate tasks and guidance. Practical activities are included in the good lessons that pupils clearly enjoy. Learning is satisfactory overall, however, because of the large amount of satisfactory teaching. Attainment at the end of Year 6 is now broadly average and improving, following a dip in 2008, as greater staffing stability ensures better continuity of learning. Attainment in Year 6 last year was above average in mathematics. In English more pupils are starting to reach the higher levels but across the school the more able are still insufficiently challenged. Previous inadequate progress for pupils with special educational needs and/or disabilities has been successfully tackled. Weaknesses remain in attainment in writing in some year groups, but the school is taking steps to remedy these and progress in this area is good. School data and lesson observations show that the vast majority of pupils now make at least satisfactory progress. As a result achievement is now satisfactory across the school. Pupils with special educational needs and/or disabilities also make satisfactory progress, although the progress of pupils known to be eligible for free school meals and those who speak English as an additional language, is good.

Most pupils say they are well looked after. Behaviour is satisfactory across the school and often good in the better lessons. Pupils have a well developed sense of what it means to lead a healthy lifestyle, reflecting the school's award and helped by good links with sports partners. Pupils take some responsibility for the everyday running of the school, by acting as playground buddies and classroom monitors, and the school council is enthusiastic. Pupils' involvement in decisions relating to their learning and well-being are, however, underdeveloped. Community involvement is satisfactory. Attendance is average, but there are signs that previously above-average levels of persistent absence are reducing. As a result the promotion of pupils' future economic well-being is satisfactory. Pupils' spiritual, moral, social and cultural development is satisfactory, helped by the good focus upon pupils' emotional health and well-being, but opportunities to promote their spiritual

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

Please turn to the glossary for a description of the grades and inspection terms

development are more limited. Pupils' awareness of the diversity of the modern world and their wider cultural understanding is underdeveloped but improving.

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	3
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
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	3
The extent of pupils' spiritual, moral, social and cultural development	3

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

How effective is the provision?

Teaching is satisfactory across the school. There is some that is good, especially within Reception, in upper Key Stage 1 and upper Key Stage 2. In the better lessons, good planning ensures that varied activities are provided that meet the needs of pupils and a good pace and challenge provided by the teacher stimulates their interest. The school has developed detailed assessment and tracking procedures since the last inspection. In the good lessons, the results of these clearly inform teaching and help the many good teaching assistants target support sessions where appropriate. The majority of lessons lack this rigour however, for example, where activities are not as well matched to the needs of pupils, especially the more able. In some of the satisfactory lessons teachers do not take sufficient time to recap on the learning that is taking place. Speaking and listening skills are not well developed in some lessons, so that pupils miss opportunities to learn from each other and the adults in the classrooms.

The curriculum is satisfactory. It is undergoing a fundamental review. Cross-curricular and themed-topic approaches are being introduced and the role of information and communication technology to support learning is being boosted. There is a wide range of extra-curricular clubs and activities, especially involving sport, that are enthusiastically

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

Please turn to the glossary for a description of the grades and inspection terms

attended by pupils. Opportunities for pupils to explore and understand other cultures and faiths are limited. Provision for the more able and talented is being developed.

Considerable work has been undertaken in English, especially to improve writing in response to identified needs and the impact upon outcomes is beginning to be seen.

The pastoral aspects of the care, guidance and support provided by the school are good but overall they are satisfactory. Transition arrangements into and out of the school are good. The role of the learning mentor is valued as well as the use of the Nurture Room to support vulnerable pupils. Support for these pupils is an established part of the school's provision and plays a satisfactory role in fostering their learning and development.

Attendance is satisfactory. The majority of pupils attend school regularly and challenge for the small core of persistent absentees has recently become a school priority and is beginning to have a positive impact. Support for behaviour management is satisfactory. Communication over pupils' academic progress between parents and carers and with pupils is satisfactory. The school can point to examples of where its care has helped individual pupils overcome barriers to their learning.

These are the grades for the quality of provision

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	3
The effectiveness of care, guidance and support	3

How effective are leadership and management?

The headteacher has responded to the challenges of recent years, has begun to stabilise staffing and launched a drive to get greater consistency in the quality of teaching and learning across the school. This vision is shared by the staff and governors and there is a clear and well coordinated drive towards improvement. Better systems have been introduced to chart pupils' progress more accurately. A more detailed target-setting system has been introduced but, in some classes, the level of these targets is insufficiently challenging. As a result not all pupils are encouraged to make good progress and gain higher levels than might be expected given their starting points. Self-evaluation practices are satisfactory, being good at senior management level but still underdeveloped with some subject leaders. The promotion of equal opportunities is satisfactory, reflecting the variability in teaching quality, but the school is working appropriately towards narrowing the achievement gap between groups of pupils. Discrimination is rare and when encountered is dealt with well. The school communicates with parents and carers regularly but recognises that it does not always engage successfully with a small minority of them over the school's priorities for improvement. Safeguarding practices are satisfactory, with the integration of issues about safety into the curriculum becoming more effective. Partnerships with local schools are good, but are underdeveloped in any wider sense. The school knows its social, religious and ethnic context well through its recent analysis and there are plans in place to further develop its link with a school in Haiti. The school

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

Please turn to the glossary for a description of the grades and inspection terms

recognises that pupils' understanding of and contact with the richness and diversity of the wider world is otherwise underdeveloped. Governance is satisfactory. The governing body know the strengths and areas for development in the school, and are increasingly supporting and challenging its drive for improvement.

These are the grades for leadership and management

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	3
The effectiveness of the school's engagement with parents and carers	3
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	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children enter the Reception class with knowledge, understanding and skills below those expected for their age, notably in language and number skills. They settle well and enjoy their time in the Early Years Foundation Stage because of the good care they receive and the warm, positive atmosphere. There is a strong emphasis on developing children's social, mathematical and language skills. Children's learning is well recorded by the teacher and talented teaching assistant. Concerns expressed at the last inspection over communication with parents and carers have been overcome and they are regularly consulted on their children's interests and skills and kept well informed about their progress. Overall, progress is good, as a result of the good teaching, in an environment that caters well for their needs. Those children with special educational needs and/or disabilities, and those who are learning English as an additional language, make good progress because of the support they receive. Teachers plan a good range of activities with a good balance between those they direct and ones children choose for themselves. As a result, by the time they leave, children's behaviour is good and they are able to play together and work well, having reached the broadly expected levels across all areas of learning. Leadership and management are good. Staff training is up-to-date, and safeguarding and welfare requirements are met. There are good plans in place for driving further improvement.

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

Please turn to the glossary for a description of the grades and inspection terms

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The very large majority of parents and carers who returned the questionnaires are happy with most aspects of the school. They consider it provides a safe and caring environment for their children and that it is largely well led and managed. Inspectors endorse these views. A very small minority feel that their views are not sufficiently taken into account by the school, that the school does not help them support their child's learning and that it does not prepare them well for the future. Inspection evidence shows that these areas of the school's work are satisfactory. A minority of parents feel that the school does not deal effectively with unacceptable behaviour. Inspection evidence showed that behaviour is satisfactory overall and sometimes good in lessons and that the school manages poor behaviour at least satisfactorily.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Wakefield the Mount Junior and Infant 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 47 completed questionnaires by the end of the on-site inspection. In total, there are 205 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	28	60	18	38	1	2	0	0
The school keeps my child safe	16	34	29	62	1	2	1	2
My school informs me about my child's progress	9	19	32	68	4	9	2	4
My child is making enough progress at this school	9	19	32	68	4	9	0	0
The teaching is good at this school	11	23	30	64	5	11	0	0
The school helps me to support my child's learning	10	21	28	60	7	15	0	0
The school helps my child to have a healthy lifestyle	10	21	36	77	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)	7	15	31	66	6	13	0	0
The school meets my child's particular needs	10	21	32	68	2	4	2	4
The school deals effectively with unacceptable behaviour	9	19	21	45	10	21	7	15
The school takes account of my suggestions and concerns	9	19	26	55	8	17	0	0
The school is led and managed effectively	11	23	30	64	4	9	1	2
Overall, I am happy with my child's experience at this school	17	36	26	55	4	9	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 all 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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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

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 pupils' 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.



9 October 2010

Dear Pupils

Inspection of Wakefield the Mount Junior and Infant School, Wakefield WF2 8QW

Thank you for the warm welcome you gave me and the team when we inspected your school recently. You were enthusiastic about what you do. You told us a lot of interesting things about your school and you are clearly proud of it.

Wakefield the Mount is a satisfactory school. The headteacher, staff and governors are helping the school to improve. You get a good start to your learning in the Reception class and make good progress there because of the good teaching and support you receive. Your progress throughout the rest of the school is satisfactory and improving, so that by the time you leave in Year 6 you reach broadly average standards. The progress of those who find learning more difficult is also satisfactory. Most of you say you enjoy school and feel safe and valued. Your behaviour is satisfactory and your attendance average. You have a good understanding of what it means to lead a healthy lifestyle. Teaching is satisfactory overall, with some that is good. The range of subjects that you take is satisfactory but being improved. The care, guidance and support that you receive are satisfactory. We have asked the school to consider the following things that will help it improve further.

- Make sure that all your lessons are at least good by setting work that suits all of you and that you are given more opportunities to discuss in lessons.
- Develop more effective learning targets to help you to reach higher standards in your work.
- Help you to understand the wider world and to increase your contact with it.

You can help by telling your teachers how best you learn, attending school regularly and telling your teachers if you have any difficulties. I wish you the best for the future.

Yours sincerely

Nigel Cromey-Hawke

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 1234 234, or email enquiries@ofsted.gov.uk.