

Inspection of Mount Pleasant Primary School

Mount Street, Lockwood, Huddersfield HD1 3QP

Inspection dates: 18 and 19 October 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Everyone feels welcome at Mount Pleasant Primary School. Leaders, including governors, have worked relentlessly to create an inclusive culture. Pupils are proud to sing the school anthem 'Think Big, Aim High, ACHIEVE'. Leaders have based this on the high expectations and values they want pupils to develop: Aspirational, Connected, Happy, Immersed, Energised, Valued, Empowered.

'Happy' is a word frequently used by parents and children alike. Pupils are very well behaved and respectful to one another in class. They enjoy learning a range of subjects. However, some pupils do not always demonstrate these positive behaviours during lunchtimes.

Pupils feel safe. They know that they can speak to an adult if they have a worry or concern. If they prefer, they can write a note and place it in the worry bin. Pupils say that bullying rarely happens. On the rare occasions that it does happen, staff deal with it swiftly and sensitively.

Pupils have an exceptional understanding of different religions. They can clearly describe the differences and similarities between a range of faiths. One pupil reflected that everyone is welcome regardless of background and that you can 'keep your own personality, don't let others change you'.

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

Leaders are knowledgeable and enthusiastic about what they want pupils to learn. Subject leaders identify the key knowledge that pupils need to know by the time they leave primary school. They have created an ambitious curriculum that starts in the early years to reflect this.

Staff are overwhelmingly positive about the support they receive. This support has improved their knowledge and delivery of subjects. They teach subjects in a logical way that builds on what pupils have previously learned. As a result, in most subjects, such as mathematics, computing and science, pupils can remember specific content. For example, in science, pupils can describe a simple and parallel circuit. They know that atoms consist of protons, neutrons and electrons.

Leaders are continuing to develop a small number of subjects, such as history. In these subjects, the exact knowledge that leaders want pupils to remember is not clear. Pupils struggle to explain concepts such as 'empire' because there is too much new information for them to recall. Checks on what pupils know, in some subjects, do not connect with the knowledge that leaders want them to learn.

Leaders prioritise reading from the moment children start school. They promote the love of reading through a variety of ways, such as reading competitions. All staff receive training to teach pupils how to read. Staff regularly check pupils' understanding. They identify pupils who struggle to read, who subsequently receive

support. Books match the sounds that pupils are learning. This results in pupils reading with accuracy and fluency.

Children in the early years get off to a great start. Leaders' plans ensure that children develop the necessary vocabulary and skills. Children enjoy learning about the natural world. They happily discuss the variety of autumnal colours of leaves when creating their 'natural photographs'. Children quickly develop strong and respectful relationships with their friends and adults.

There are clear systems in place for staff to quickly identify pupils with special educational needs and/or disabilities (SEND). Leaders plan support with clear strategies and outcomes they want pupils to achieve. However, some plans are more specific than others. Some pupils with SEND do not receive the right support to achieve as well as they could.

Strong relationships exist between pupils and staff. Pupils engage with their lessons. They contribute to class discussions and debates. However, during lunchtime, some pupils are not always respectful or kind to one another. Behaviour policies and practices are not consistently followed during these times.

Pupils enjoy the variety of extra-curricular activities on offer, such as boccia, gardening and art. Pupils enjoy taking on leadership roles through the school council or as sports leaders. Leaders plans ensure that pupils understand fundamental British values and the importance of treating everyone equally.

Governors and leaders have been on a significant journey. They know the strengths and areas for development. There have been significant improvements. Staff and governors are proud to be part of the school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have the appropriate safeguarding policies and procedures in place, including a visitors policy. They undertake all the recruitment checks they should, which ensures that they appoint appropriate adults to work with pupils. Leaders ensure that all staff receive regular training and updates. Staff have a clear understanding about their safeguarding responsibilities.

Leaders work closely with external agencies to ensure that all pupils get the help and support that they need. Pupils learn how to keep safe through well-planned lessons.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, such as history, the crucial knowledge that leaders want pupils to know and remember over time is not clearly defined. This makes it difficult for teachers to assess what pupils know and remember. End-of-unit assessments focus on a broad range of knowledge. As a result, some pupils do not remember the specific knowledge that they need to be successful in future learning. Leaders need to ensure that teachers focus on the most important knowledge pupils need to know and that checks on pupils' learning align with this.
- Plans for pupils with SEND are not consistent. Some plans do not clearly set out what leaders want pupils to achieve and how to achieve them. As a result, some pupils with SEND are not as successful as they could be. Leaders need to ensure that all plans for pupils with SEND clearly set out their targets and the strategies that will enable them to be successful.
- During lunchtimes, some pupils do not always demonstrate positive behaviours and conduct. They are sometimes disrespectful to one another. Leaders need to ensure that policies and practices are in place during these times. Staff should receive training on how to apply practices effectively so that they can support pupils to elicit the same positive behaviours towards one another as they do in class.

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](#)' 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	130925
Local authority	Kirklees
Inspection number	10227208
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	680
Appropriate authority	The governing body
Chair of governing body	Dr Andy Williams
Headteacher	Naeem Nazir
Website	www.mountpleasantschool.co.uk
Date of previous inspection	12 December 2018

Information about this school

- There have been changes to the leadership structure in recent years. This includes governance. There is currently a deputy headteacher and two assistant headteachers in post.
- The proportion of pupils who speak English as an additional language is much higher than the national average.
- The school does not make use of any alternative provision.
- Leaders provide breakfast care before the start of the school day.

Information about this inspection

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

- Inspectors met with the headteacher, senior leaders, a representative from the local authority and members of the governing body.

- Inspectors conducted deep dives in these subjects: reading, mathematics, computing, science and history. Inspectors met with subject leaders and staff, visited lessons, looked at pupils' work and talked to pupils about their work.
- Inspectors examined a range of school documentation, including leaders' self-evaluation, improvement plans and documentation relating to attendance and behaviour.
- Inspectors reviewed the school's safeguarding arrangements. They met with the school's designated safeguarding lead and scrutinised the school's safeguarding records and the single central register.
- Inspectors observed pupils' behaviour across school, including during lesson times, breaktimes and lunchtimes.
- Inspectors spoke with parents and carers at the beginning of the school day.
- Inspectors considered the responses to Ofsted's online survey, Ofsted Parent View, and the responses to Ofsted's free-text service. They also considered the responses to the staff survey and the pupil survey.

Inspection team

Jenny Thomas, lead inspector	His Majesty's Inspector
Lesley Sullivan	His Majesty's Inspector
Peter Heaton	Ofsted Inspector
Steve Kernan	Ofsted Inspector

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