

Inspection of Mount CofE Primary School

Kings Road, Newark, Nottinghamshire NG24 1EW

Inspection dates:	1 and 2 April 2025
The quality of education	Requires improvement
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of the school is Christine Turner. This school is part of the Diocese of Southwell and Nottingham Multi-Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Chris Moodie, and overseen by a board of trustees, chaired by John Hunter.

What is it like to attend this school?

Pupils feel safe and joyful in this school. They trust their teachers. They know that staff want the absolute best for them. Special care is taken to make sure that everyone is encouraged, welcomed and included. Pupils say that the school helps them to see the best side of themselves. It is their happy place.

Behaviour is good. The school has high expectations of all pupils. Pupils live up to these high expectations. Rules are clear. Routines are well understood. Learning takes place in a calm and nurturing atmosphere. Pupils show excitement and eagerness to learn. They are a credit to the school and to the community.

The quality of education is inconsistently designed and taught. Some pupils do not achieve as well as they should.

Pupils receive positive experiences beyond the curriculum. They enjoy trips and residential. Pupils learn new skills in clubs such as football, baking and gardening. The choir is a wonderful school asset. Many children are involved.

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

There has been lots of positive change at the school in recent times. An ambitious curriculum is in place. Mostly, there is a clear order of learning that begins in the early years. However, the quality of the curriculum is better in some subjects than in others. In some subjects, there is not a clear enough focus on the knowledge that pupils need to know and when they need to learn it. The key knowledge that pupils need is not identified precisely enough. Some of staff's checks on pupils' level of understanding are inconsistent in quality. These weaknesses mean that some important learning is missed. Some pupils continue to have gaps in their learning. Some pupils do not gain the knowledge and understanding that they need in some of the subjects that they study.

Children begin to learn to read as soon as they enter the early years. It is a top priority. However, not enough checks are made to ensure that pupils gain an accurate understanding of the sounds that letters make. Some pupils who struggle with their reading do not receive the precise help that they need from staff to help them catch up.

The school identifies the needs of pupils with special educational needs and/or disabilities (SEND) quickly. Every effort is made to ensure that pupils with SEND receive the support that they require. Additional provisions in school, such as the support provided within 'nurture', are effective. The achievement of pupils with SEND is beginning to improve.

Children get off to a flying start to their learning in the early years. Leaders and staff are ambitious for children's education. There are no limits placed on what children can achieve. The curriculum is thought out in logical order. It prepares children well for their next steps in learning. The school has built strong relationships with families. Parents and carers are treated as genuine partners in their child's education. Many more children

attend school and engage in their learning because of these exceptionally trusting relationships.

Dedicated staff do all that is possible to ensure that pupils are in school. Pupils' attendance has improved tremendously. Most pupils arrive promptly at school. However, there are some pupils who do not attend school regularly enough.

The school provides many opportunities to prepare pupils for life in modern Britain. Pupils act as 'courageous advocates'. These special roles ensure that pupils learn about democracy, voting and the importance of taking everyone's views into consideration.

Pupils relish their learning about the different faiths and cultures of others. They take great pride in the fact that pupils in the school originate from many different countries and backgrounds. They view their school as one big, happy family.

Pupils are taught how to keep healthy and safe. They have a strong understanding of the risks of being online and what to do if they have any concerns or worries. Pupils particularly appreciate the learning they receive from external visitors such as the mini police. They said that this helps them to understand the wider world.

Governance from trustees is strong. Local governors show great commitment. They are determined to ensure that pupils receive the best education possible. The trust provides effective guidance and support.

Leaders and staff show great determination and commitment to get things right for the pupils that they serve. Staff recognise, and appreciate, the high levels of support that they receive to manage their workload. Leaders and staff are rightly proud of their school community.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some of the curriculum the school does not identify and order, teach and check pupils' understanding of essential subject knowledge. This means that some pupils have gaps in their curriculum understanding. The school should ensure that the curriculum is equally well thought out and implemented in different subjects and that as a result, pupils achieve well.
- The school does not ensure that some pupils receive the precise help that they need if they struggle to read well. Sometimes, teaching does not check the accuracy of pupils' phonics knowledge carefully enough. This means that some pupils struggle to learn to read for longer than they should. The school should ensure that the phonics curriculum

is consistently well implemented and that weaker readers receive the expert support that they need.

- Some pupils do not attend school regularly enough. This means that they miss important learning. The school should continue its work to ensure that pupils' attendance improves further.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	148715
Local authority	Nottinghamshire County Council
Inspection number	10347704
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	198
Appropriate authority	Board of trustees
Chair of trust	John Hunter
CEO of the trust	Chris Moodie
Headteacher	Christine Turner
Website	www.mountcofeprimary.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school converted to become an academy in November 2021. When its predecessor school, Mount CoE Primary and Nursery School, was last inspected by Ofsted, it was judged to be good for overall effectiveness.
- The headteacher has been in post since January 2023.
- No pupils are currently educated in alternative provision.
- The school received its most recent Statutory Inspection of Anglican and Methodist Schools inspection in March 2025.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form

provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors met with leaders to discuss pupils' attendance and behaviour.
- The inspectors met with the headteacher and a range of school staff.
- The inspectors met with representatives of the trust and the diocese. They met with members of the local governing body.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. They also reviewed pupils' learning in science and computing.
- Inspectors observed pupils' behaviour at various times in the school day, including the start and end of the day and at lunchtime and breaktime.
- Inspectors considered the responses to Ofsted Parent View and to the surveys of pupils and staff.

Inspection team

Jayne Ashman, lead inspector

His Majesty's Inspector

Kate Rouse

Ofsted Inspector

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