Inspection of Mount Nod Primary School

Greenleaf Close, Coventry, West Midlands CV5 7BG

Inspection dates:	25 and 26 March 2025
The quality of education	**Good**
Behaviour and attitudes	**Good**
Personal development	**Good**
Leadership and management	**Good**
Early years provision	**Requires improvement**
Previous inspection grade	Good

What is it like to attend this school?

Mount Nod primary school is a warm and inclusive school which pupils enjoy attending. The school's motto, 'ad vitam paramus' (preparing for life), is at the heart of everything it does. The school has high expectations for its pupils. As a result, most pupils achieve well by the time they leave the school at the end of key stage 2.

The caring relationships between staff and pupils are built on mutual respect. Pupils say that there is always someone to talk to if they have a concern. Pupils also value spending time with Wookie, the school dog, who they say encourages prompt attendance and provides a listening ear.

Pupils enjoy a variety of opportunities inside and outside the classroom. The wide range of clubs and extra-curricular activities ensure that there is something for everyone to explore and enjoy. Educational trips, such as a recent Year 3 and 4 trip to Coventry, deepen pupils' understanding of their learning, for example about local mediaeval history.

The school celebrates pupils' achievements in many ways, including the popular 'star of the week' assemblies, which recognise successes from kindness to excellent handwriting. Older pupils take on the role of 'buddies' to support younger children, and the school council shares school news through the school's podcast.

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

The school has ensured that, in key stages 1 and 2, the curriculum identifies what pupils are to learn, and when. This helps pupils to build on their learning over time. For example, in art and design, pupils draw on previous skills when producing impressive artwork inspired by famous artists. However, in some subjects, the curriculum does not begin in the early years and build up gradually as pupils get older. There is a disconnect between the curriculum in the early years and the rest of the school.

In the Reception Year, pupils delight in learning about life cycles through hatching chicks. They work co-operatively together outdoors to make 'mud soup'. Children in the Nursery learn important social skills as they eat lunch together and independently put their lunchboxes away. However, the curriculum in the early years does not identify the skills, knowledge and vocabulary that children will learn. The school has not identified how children will make progress through the curriculum in the Nursery and Reception Years. Therefore, some pupils are not as well prepared for their future learning as possible.

Subject leaders know their curriculum subjects well. They want the very best for all pupils, including pupils with special educational needs and/or disabilities (SEND). However, the school does not check how the curriculum is being implemented in some subjects. This means that the school sometimes cannot evaluate strengths and areas for improvement.

In some subjects, there are effective checks on pupils' learning. For example, in mathematics, teachers revisit previous learning using quizzes. This helps teachers to identify gaps in learning and to adapt subsequent teaching. In some subjects, checks on pupils' learning are not as effective. This means that, sometimes, the school does not check that pupils have remembered important curriculum content.

The school has ensured that learning to read is a priority. Staff are well trained to deliver the phonics programme. Pupils, including those with SEND, delight in applying their growing knowledge of letters and the sounds they make, for example to read exciting facts about sharks. Regular checks identify pupils who have fallen behind. Effective support is put in place to them catch up.

The school identifies the needs of pupils with SEND quickly. Families are kept informed about the support that the school has put in place. The school works closely with external specialists to ensure that provision accurately meets pupils' needs. In classrooms, the teaching of the curriculum is adapted, when needed. This means that pupils with SEND receive the right support to succeed.

The school's work to promote attendance means that pupils do not miss out on their learning. Pupils behave well in lessons and around school. They are polite and keen to share their pride in their school with visitors.

The school has carefully considered pupils' personal development. Pupils benefit from leadership roles and other opportunities on offer. For example, they learn about democracy by voting for school councillors. Pupils are proud of the money they have raised for charities. These opportunities, and others, prepare pupils well for their future lives in modern Britain. Pupils feel safe and learn how to keep themselves safe and healthy.

Governors know the school well. They work closely with the school and share the vision for all pupils to succeed. Staff are committed to the school and appreciate that their well-being is carefully considered.

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 subjects, oversight of curriculum implementation is not as effective as it could be. This means that the school does not know what is working well and cannot effectively identify areas for development in these subjects. The school should ensure that the implementation and impact of each subject is checked so that any necessary

changes can be made to ensure ongoing improvements to the quality of education for all.

- The school is in the early stages of introducing assessment processes in some foundation subjects. Sometimes, the school does not use assessment information effectively to strengthen the content and teaching in its curriculum. This affects how well that some pupils remember important curriculum content. The school should make sure that assessment in these subjects helps teachers to check and improve how well pupils learn the intended curriculum.
- In the early years, the curriculum does not identify and order the precise knowledge, skills and vocabulary that children need to know. In addition, in some national curriculum subjects, the school has not coherently organised what pupils will learn from the early years up. This means that pupils in the early years are not being as well prepared for their later learning as they could be and that there is a gap between early years and key stage 1. The school should ensure that the curriculum in early years identifies the key learning. The school should also ensure that knowledge and skills development in all subjects is organised logically from the early years so that children are well prepared for their next stage.

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	131239
Local authority	Coventry
Inspection number	10343920
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	308
Appropriate authority	The governing body
Chair of governing body	Tracy Sarjeant
Headteacher	Isobel Rose
Website	www.mountnod.coventry.sch.uk
Date of previous inspection	4 and 5 December 2019, under section 8 of the Education Act 2005

Information about this school

- The school has provision for three-year-olds.
- The school does not make use of any alternative provision.
- The school provides on-site before- and after-school care.

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. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors spoke with the headteacher, the special educational needs coordinator and other leaders in school. The lead inspector met with the chair of governors and other representatives from the governing body. The lead inspector also spoke on the telephone with a representative from the local authority.
- 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.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, art and design and geography. 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. The inspectors also discussed the curriculum and looked at pupils' work in some other subjects.
- The inspectors considered responses to Ofsted Parent View, including parent free-text responses. The inspectors also took account of responses to Ofsted's staff and pupil surveys.
- An inspector talked to parents and families at the school gate.

Inspection team

Rachel Henrick, lead inspector	His Majesty's Inspector
Katy Kent	Ofsted Inspector
Louise Minter	Ofsted Inspector

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