

Mount Pleasant Primary

Address: Whitemere Road, Mount Pleasant, Shrewsbury, Shrewsbury, Shropshire, SY1 3BY

Unique reference number (URN): 144434

Inspection report: 6 January 2026

Exceptional	
Strong standard	●
Expected standard	● ● ● ●
Needs attention	● ●
Urgent improvement	

✓ Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Personal development and wellbeing

Strong standard ●

Leaders have established a clear and coherent approach that ensures that pupils are well prepared for life in modern Britain. The 'Darwin growth curriculum' begins in the early years and is well sequenced, age-appropriate and well adjusted to meet the needs of all pupils.

Pupils learn about healthy relationships, online safety, mental and physical wellbeing and how to keep themselves safe. These themes are linked to other subjects in the curriculum. They are reinforced through assemblies and events, such as mental health workshops for pupils and families. Consequently, pupils have the knowledge to discuss issues confidently. Pupils develop high levels of emotional intelligence and self-control. They understand their needs and the needs of others very well. This enables them to be both resilient and reflective. For example, from a young age, pupils 'check-in' with teachers at least daily and discuss how they are feeling.

Pupils who need it benefit from the 'nurture' provision. This is tailored to pupils' individual needs, so it has a sustained impact on their emotions and wellbeing. Leaders empower pupils to make a positive change to their lives and the lives of others. For example, the pupil-led safeguarding board identifies where improvements should be made, which leads to change in a meaningful way.

The school provides a wide range of clubs and opportunities that broaden pupils' experiences. Leaders ensure that all pupils benefit from these experiences.

Leaders place a distinct emphasis on the importance of all pupils being included in everything that the school has to offer. Pupils understand the characteristics that make everyone unique and the fundamental British values that apply to society. This helps them to respect difference and show tolerance and understanding towards others.

Expected standard ●

Attendance and behaviour

Expected standard ●

Pupils typically attend well. The school monitors attendance carefully and takes timely action when needed to improve pupils' attendance. Leaders work closely with families and external agencies to support pupils who are at risk of missing school frequently. This includes regular communication, well-matched support and establishing clear expectations. As a result, most pupils attend regularly and understand the importance of coming to school every day and on time.

Behaviour across the school is calm, orderly and respectful. Pupils demonstrate positive attitudes to learning and show consideration for others, both in lessons and during social times. Classrooms are purposeful environments where pupils listen carefully, follow instructions promptly and engage well with their learning. The school has clear and consistently-applied behaviour expectations, which pupils understand well. This is because

staff regularly share these expectations with pupils. Staff make suitable adaptations for pupils who may struggle with their behaviour, which means that this improves over time. Staff deal effectively with what are rare incidents of low-level disruption. Bullying and any form of discrimination and harassment is uncommon. Pupils are confident that staff will respond to any concerns quickly and effectively.

Early years

Expected standard 

Children make a positive start in the early years. The curriculum teaches children how to communicate, understand their emotions and develop physically. This underpins all other areas of learning. Typically, children learn well across the curriculum because they get regular opportunities to practise learning that staff have previously taught. Staff ensure that children who need a little extra support in their learning receive it during this time. This helps children to be well prepared for learning in Year 1.

From the start, staff focus on developing children's communication and language skills. For example, staff make sure 2-year-old children learn important vocabulary, such as the names of colours when painting. By the time children are in Reception, they participate fully in conversations about their work and play at snack time.

Staff teach the school's new phonics programme as intended. Staff use resources effectively and give children regular opportunities to practice the sounds they learn in lessons and when reading well-chosen books. As a result, children in Reception become increasingly confident and fluent readers.

Staff ensure that parents and carers of children in early years are informed and involved in their child's learning.

Inclusion

Expected standard 

Leaders have established effective ways to ensure that staff get to know pupils' specific needs early. Often this is during home visits before children start school.

Recently, there has been a significant increase in the proportion of pupils with special educational needs and/or disabilities at the school. Leaders use a range of information about pupils' needs to reduce barriers to pupils' engagement and learning.

Leaders provide teachers with suitable professional learning. This enables them to adjust their teaching to support pupils who have additional vulnerabilities. Leaders check the progress of such pupils closely to gauge whether the support provided is working. Staff are well trained to provide additional support out of class where necessary. The school works alongside external partners to do this. For example, staff benefit from the training they receive from local authority specialists to use technology to support pupils' needs.

Leaders make sure that additional funding for disadvantaged and looked-after children is used effectively. They check that the support provided is focused on pupils' individual needs and is having an impact on them educationally, personally and socially.

Leadership and governance

Expected standard 

Leaders have an accurate understanding of the school and the community it serves. They are deeply committed to ensuring that the school remedies the weaknesses that exist within the curriculum, teaching and achievement. Leaders have set the right priorities for the school and are taking suitable and prompt action to achieve these. For example, leaders have been bold in making a change to the school's chosen phonics programme. Leaders act with the best interests of all pupils at heart. This is evidenced by the support that an increasing proportion of pupils with special educational needs and/or disabilities (SEND) receive.

Trust leaders support the school to fulfil statutory duties and also provide appropriate support and challenge. Trustees and members of the local governing body review the information they receive so that they know the school's strengths and what it needs to improve further. In this way, they support the school's improvement.

Staff benefit from a professional learning programme that is focused on the right areas for improvement. Leaders regularly review the impact of this work and provide further support if necessary. The work with the local English specialist hub is reaping rewards in relation to how well pupils learn phonics.

Staff almost unanimously agree that leaders support them well with pupil behaviour, workload and wellbeing. Many parents and carers appreciate the support provided for pupils with SEND and the inclusive nature of the school.

Needs attention

Achievement

Needs attention 

Although many pupils achieve well, there is variability in how successfully pupils make progress through the curriculum. For example, although leaders have made positive changes to the phonics programme, pupils have not reached the milestones expected of them. In addition, there is more work to do to ensure that all pupils are confident in the basic skills they need in writing and mathematics.

Despite this variability, pupils achieve above national averages in the multiplication tables check at the end of Year 4. Leaders use what has been successful here to make changes to the curriculum to further improve outcomes at the end of key stage 2 in mathematics.

Disadvantaged pupils and pupils with special educational needs and/or disabilities make positive progress from their starting points. Older pupils are generally well prepared for their next stages of education.

Curriculum and teaching

Needs attention 

Leaders have an accurate understanding of the school's curriculum. However, there remain disparities in the quality of teaching, which have not been fully addressed. The trust and

school leaders have worked with subject leaders to help them to better equip pupils with the essential knowledge they need to know. However, this work is at an early stage of development in phonics and writing. Therefore, many pupils struggle with spelling and handwriting. In addition, some pupils do not form numerals or organise their work in mathematics carefully enough. Often staff are not adept in rectifying this early. This impacts on pupils' subsequent learning.

The curriculum is broad and well sequenced. Leaders have made changes to the curriculum to better prepare pupils for their next stage of education. For example, a new phonics scheme has been put in to place. Where teaching is most effective, pupils learn the curriculum successfully. Pupils with special educational needs and/or disabilities are well catered for. Staff make sure that learning is matched to their needs and, where necessary, is broken down into manageable steps. This supports pupils to build their knowledge over time.

What it's like to be a pupil at this school

Mount Pleasant Primary School is a school that welcomes everyone. Pupils are happy and safe. Relationships across the school are warm and positive. Staff get to know pupils well. Any issues with safety, behaviour or bullying are quickly resolved. Staff have high expectations for pupils' behaviour. As a result, pupils behave well in lessons and around school. The school is a nurturing space where pupils are well cared for. Those who struggle with their emotions are well supported. For example, pupils look forward to 'Winnie Wednesdays' when they get to take care of the school's dog. Pupils attend well because leaders are rigorous in identifying pupils and families who need support at an early stage.

Leaders have established high expectations of pupils. The school's motto of 'inspiring children, being our best' reinforces these high aspirations. Many pupils rise to these. However, some inconsistencies and weaknesses in teaching impacts on how well pupils learn and achieve. Despite this, pupils enjoy learning and develop positive attitudes to education.

The school's Darwin values underpin all of its work. For example, pupils talk about the importance of 'changeability', 'stickability' and 'selfhelpability'. These values help to prepare pupils for their next steps in learning. Pupils benefit from a wide range of opportunities that broaden their experiences of life. These are then celebrated through the school's 'Darwin awards'.

Pupils take many opportunities to lead across school. These include sports leaders, school council, and head boy and girl. Pupils make real and meaningful contributions to school life, such as helping to design the school playground or supporting pupils to use sign language to communicate with others.

Next steps

- Leaders should ensure that highly effective teaching is evident across all key stages, so all pupils learn the school's curriculum as well as intended.
 - Leaders should ensure that staff have the expertise to help pupils who fall behind in phonics to catch up quickly and become fluent readers.
 - Leaders should ensure that teaching supports pupils to develop the knowledge and skills they will need for future learning in handwriting, spelling and mathematics.
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About this inspection

This school is part of Severn Bridges 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), Andrew Morris, and overseen by a board of trustees, chaired by Pat Wilcox.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

Inspectors spoke with school leaders, including the headteacher, the deputy headteacher and other leaders during the inspection. The lead inspector spoke with trustees and members of the local governing board, including the co-chair of the board. They also held meetings with the CEO and the deputy CEO of the trust.

Inspectors were aware during this inspection that an alleged serious incident that occurred at the school since the previous inspection is under investigation by the appropriate authorities. While Ofsted does not have the power to investigate incidents of this kind, actions taken by the school in response to the incident were considered alongside the other evidence available at the time of the inspection to inform inspectors' evaluations.

The inspectors confirmed the following information about the school:

The school makes use of one registered alternative provision.

The school runs a nursery provision, which includes provision for 2-year-olds.

Headteacher: Alison Bengé

Lead inspector:

Barry Yeardsley, His Majesty's Inspector

Team inspectors:

Luke Bridges, Ofsted Inspector

Darryl Asbury Asbury, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 6 January 2026

School and pupil context

Total pupils

363

Above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

238

Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

22.19%

Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

6.06%

Above average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

9.37%

Below average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Well above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	55%	61%	Close to average
2024/25 (revised)	55%	62%	Close to average
2023/24 (final)	69%	61%	Above
2022/23 (final)	43%	60%	Below

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	68%	74%	Below
2024/25 (revised)	68%	75%	Below
2023/24 (final)	86%	74%	Above
2022/23 (final)	50%	73%	Below

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	70%	72%	Close to average
2024/25 (revised)	75%	72%	Close to average
2023/24 (final)	76%	72%	Close to average
2022/23 (final)	59%	71%	Below

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	68%	73%	Close to average
2024/25 (revised)	61%	74%	Below
2023/24 (final)	83%	73%	Above
2022/23 (final)	59%	73%	Below

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	37%	46%	Below
2024/25 (revised)	45%	47%	Close to average

Year	This school	National average	Compared with national average
2023/24 (final)	45%	46%	Close to average
2022/23 (final)	23%	44%	Below

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	57%	62%	Close to average
2024/25 (revised)	64%	63%	Close to average
2023/24 (final)	73%	62%	Close to average
2022/23 (final)	38%	60%	Below

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	49%	59%	Below
2024/25 (revised)	64%	59%	Close to average
2023/24 (final)	45%	58%	Below
2022/23 (final)	38%	58%	Below

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	49%	60%	Below
2024/25 (revised)	45%	61%	Below
2023/24 (final)	73%	59%	Above
2022/23 (final)	31%	59%	Below

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	37%	68%	-30 pp
2024/25 (revised)	45%	69%	-24 pp
2023/24 (final)	45%	67%	-22 pp
2022/23 (final)	23%	66%	-43 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	57%	80%	-22 pp
2024/25 (revised)	64%	81%	-17 pp
2023/24 (final)	73%	80%	-7 pp
2022/23 (final)	38%	78%	-40 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	49%	78%	-29 pp
2024/25 (revised)	64%	78%	-15 pp
2023/24 (final)	45%	78%	-32 pp
2022/23 (final)	38%	77%	-39 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	49%	80%	-31 pp
2024/25 (revised)	45%	81%	-35 pp
2023/24 (final)	73%	79%	-7 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	31%	79%	-48 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	4.9%	5.2%	Close to average
2023/24 (3 term)	4.9%	5.5%	Close to average
2022/23 (3 term)	4.4%	5.9%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	11.5%	13.3%	Close to average
2023/24 (3 term)	10.8%	14.6%	Below
2022/23 (3 term)	10.1%	16.2%	Below

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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