

Mundy CofE Junior School

Inspection report

Unique Reference Number	112829
Local Authority	Derbyshire
Inspection number	357202
Inspection dates	11–12 January 2011
Reporting inspector	Sue Hall

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	157
Appropriate authority	The governing body
Chair	Karen Hutchinson
Headteacher	Kelvin Gibbs
Date of previous school inspection	31 October 2007
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Introduction

This inspection was carried out by three additional inspectors, who observed six teachers in a total of 12 lessons or parts of lessons. The headteacher joined inspectors for five lesson observations. Meetings were held with the school's leaders, members of the governing body and pupils. Inspectors observed the school's work and looked at a range of policies, planning, records, minutes of governing body meetings and data about pupils' performance. They examined documentation associated with the school's arrangements for keeping pupils safe. Inspectors scrutinised 67 completed questionnaires returned by parents and carers, 148 by pupils and 11 by staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How well do all groups of pupils, but particularly those who are most able, achieve in writing and mathematics?
- How effectively do staff use the full range of assessment information to ensure that lesson activities challenge all groups of pupils to make good progress, including the most able?
- How effective and rigorous are subject leaders and senior managers in monitoring the work of the school, judging the quality of provision and identifying further areas for improvement?

Information about the school

The school is slightly smaller than the average junior school, and is in the small town of Heanor in a former mining area almost 10 miles from Derby. The proportion of pupils known to be eligible for free school meals is below average. A very small number of pupils come from families where English is spoken as an additional language. The proportion of pupils with special educational needs and/or disabilities is above average, and many join partway through the school year or in different year groups. Their additional needs include emotional and behavioural difficulties and moderate learning difficulties. The school has a breakfast club that meets from 7.30 to 8.50am each morning and is managed by the school's governing body. The school holds health promoting and Eco-School awards, and recognition from the e-learning foundation.

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

The school provides a satisfactory quality of education. Parents and carers are pleased with the care and education provided for their children, as reflected in comments such as 'the school is an extremely supportive place' and 'our child is so happy here'. Pupils enjoy their time at school. They particularly like the large outdoor play area and say 'teachers are kind, funny, helpful and caring'. The pastoral care, guidance and support of the pupils are good, as is their personal development.

Most pupils make satisfactory progress from Year 3 to 6, but the most-able pupils do not always achieve as well as they could. National test results in 2010 were broadly average. Standards in mathematics were improving but those in writing were weaker. Relatively few pupils reached levels above those expected for their age. Lesson observations and recent work show a slightly different picture. Attainment is still average overall, but pupils are currently making better progress in English than in mathematics. Their mental mathematics skills are not secure, and gaps in their mathematical knowledge limit their confidence in solving more complex multi-stage questions. Pupils are familiar with their targets in literacy, but are often unsure of them in mathematics and do not always know what they need to do to improve. Pupils generally read well, but do not have enough opportunities to write at length and in depth in order to improve their higher-level writing skills. The school is most successful in catering for pupils with special educational needs and/or disabilities, who are supported well and make better progress than the most-able pupils.

The quality of teaching and learning is satisfactory, as is the curriculum. Teachers have good relationships with pupils and praise their efforts enthusiastically. This has a particularly positive impact on the learning and development of pupils with emotional and behavioural difficulties, and with good-quality help from teaching assistants this supports their learning well. However, staff do not always use assessment information effectively enough to plan work that challenges all groups, particularly the most-able pupils, and so at times work is too easy for them.

Leadership and management are satisfactory. The staff team work well together as a group with collective responsibility for bringing about improvement. Satisfactory self-evaluation processes ensure that the school has a broadly accurate awareness of its strengths and weaknesses. Senior staff use assessment information to identify trends in attainment, but analysis of assessment data and the factors limiting improvement lacks detail so areas for improvement are not fine-tuned. Teaching has improved as a result of regular lesson monitoring, but some of the observations lack rigour. The literacy leader demonstrates good leadership skills and the governing body has a growing influence in holding the school to account. The school has a satisfactory capacity for further improvement.

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Up to 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.

What does the school need to do to improve further?

- Raise standards and improve progress in mathematics and writing by:
 - teaching pupils the skills and strategies to develop the effective application of mental mathematics
 - ensuring that gaps in mathematical knowledge are filled so that pupils can solve increasingly complex mathematical problems
 - widening the range of opportunities for pupils to write at length and in depth in order to develop higher level writing skills.
- Ensure that the quality of teaching and learning is good by:
 - improving the planning of lessons by ensuring all staff make effective use of assessment information to provide tasks that challenge pupils of different abilities
 - checking that all pupils know their targets in mathematics and how to achieve them.
- Improve the quality of leadership and management by:
 - extending the roles of senior staff in collecting and using assessment information to track the progress of individuals and groups of pupils in order to identify and address pockets of underachievement
 - ensuring that the monitoring of planning, teaching and learning is conducted more systematically and rigorously in order to identify the next steps for improvement.

Outcomes for individuals and groups of pupils

3

Pupils enter the school with skills that are broadly average for their age, but those who join the school during Key Stage 2 often have additional needs. Pupils with emotional and behavioural difficulties, including the small number in public care, settle well and the standards reached by those with special educational needs and/or disabilities are often above those of similar pupils nationally.

The school has been very proud of the increasing proportion of pupils attaining Level 4+ in national tests, but has not done enough to ensure that more pupils achieve the higher levels in their work. During the inspection pupils made the best progress in Year 5/6 classes, for example when they had to describe some evocative artwork and the teachers prompted them and insisted that they could not use the same words again in their responses. However, progress in some mathematics lessons was no more than satisfactory because staff explanations to pupils were not clear enough for all of them to understand, and staff praised work that showed limited effort. The very small number of pupils who speak English as an additional language make similar progress to their peers. The staff make effective use of a good number of netbook computers to boost everyone's confidence and skills in using information and communication technology (ICT), although

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the school's ICT suite is underused. Pupils develop a satisfactory range of basic skills that contribute to their future economic well-being.

Pupils have a good understanding of how to keep themselves safe in school and when at play. Many particularly enjoy active playtimes and like using the range of play equipment available. They understand how to lead a healthy lifestyle and the school holds several awards for such work, although pupils recognise that they do not always follow their own advice in packed-lunch choices. Behaviour is good and something the staff, pupils and their parents and carers are proud of. This was shown in a whole-school assembly through their very good attention to what the vicar told them about biographies and stories from the Bible. The school has worked successfully since the last inspection to extend pupils' understanding of cultures other than their own. Pupils contribute to the school and wider community well. They are keen to be involved in the school council, as school buddies and with ECO CAT activities, some of which have led to the Green Flag award for environmental work. However, just occasionally some pupils are too passive in class and do not try hard enough to offer their ideas in discussion or to present their work in mathematics neatly and carefully. Pupils' attendance is above the national average.

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

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?

Several examples of good teaching were seen during the inspection. These were epitomised by teachers' enthusiastic approach and use of questions to deepen pupils'

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thinking, and the effective use of interactive whiteboards in the teaching of literacy. This, for instance, helped pupils become more familiar with the work of the artist Harris Burdick, and helped them to record ideas to develop narrative texts. The planning of lessons is carried out in lower- and upper-school teams and meets the needs of the parallel mixed-age classes in a broadly satisfactory manner. However, planning is not always specific enough for different groups of pupils, and does not make good enough use of assessment information to ensure that tasks are just hard enough for each group. There are curriculum strengths in the additional ways in which staff enrich pupils' learning through visits and visitors. Pupils' good involvement in environmental activities includes growing vegetables, although this is on a relatively small scale as yet. Not enough emphasis has been placed by senior leaders on ensuring that the day-to-day curriculum meets the needs of the most-able pupils.

The pastoral care of pupils is a particular strength of the school. Almost universally, pupils say they feel safe and know there is always someone available to talk to should they have concerns. The school works successfully with a wide range of external agencies to ensure that where extra support is needed, this is provided for the pupils and their families including through the role of a family worker and the school's nurture group. The provision for pupils in the breakfast club is satisfactory. At times staff do not display full awareness of the varied needs of different pupils and on some days there is little opportunity for quiet or relaxing activities. Nonetheless, staff are keen to improve provision and as the breakfast club is free to users it is a valuable addition to what the school does to support its community. The procedures to improve attendance are good, and the school makes clear to parents and carers the negative effects of taking holidays in term time.

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	2

How effective are leadership and management?

Parents and carers feel well informed and several commented that the staff go out of their way to support their families. Good partnerships with other schools include growing links with local infant schools, which are starting to ensure Key Stage 2 staff have a greater awareness of the use of assessment information to support pupils' progress from their first day in the school. The staff use effective systems to support safeguarding that follow good practice. They include rigorous checks on everyone who works in school and of the school site, and regular focused training for staff in child protection matters.

Senior leaders are clearly committed to the school and local community, and ambitious in their approach to what is provided for the pupils. The leadership of literacy is strong. The subject leader has returned after a period working with other schools, and Mundy is

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benefiting from this wider expertise. However, at times there is not enough focus on checking that procedures across the school are consistently effective. The school does well in ensuring that no pupils are subject to discrimination, but does not collate and interrogate assessment information well enough to ensure that any pupils who may be falling behind are rapidly identified, so that all have equal opportunities to succeed. The school has sound procedures to monitor the quality of planning, teaching and learning, but these checks do not always identify to staff the exact quality of work and so areas for improvement are sometimes too vague. The governing body are well informed but recognise that some checks and their determination to hold the school to account are at a relatively early stage. The school promotes community cohesion satisfactorily. There are strengths in links with local community groups and the school has appropriate plans to extend pupils' involvement with the wider global community. The school manages its budget carefully, but the value for money it achieves is satisfactory, reflecting the quality of the outcomes for pupils.

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	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Views of parents and carers

The proportion of parents and carers who responded to the inspection questionnaire was above average, and almost all are pleased with the quality of care and education provided for their children. Several speak glowingly of how happy their children are at school and that they enjoy the extra activities that enrich learning. The main area of agreement noted is that they feel their children are kept safe and that the school helps them understand how to lead a healthy lifestyle. A very small number do not feel that the school takes sufficient account of their views and opinions. Comments on the questionnaires also show that a small number think their children do not make all the progress they could because work is a little easy. Inspectors judged that pupils are happy in school and are kept safe,

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and that at times work could be more challenging. The school does, however, actively seek the views of parents and carers, and links with parents and carers overall are good.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Mundy CofE Junior 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 67 completed questionnaires by the end of the on-site inspection. In total, there are 157 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	48	72	18	27	1	1	0	0
The school keeps my child safe	53	79	14	21	0	0	0	0
My school informs me about my child's progress	37	55	29	43	1	1	0	0
My child is making enough progress at this school	39	58	26	39	1	1	1	1
The teaching is good at this school	45	67	21	31	0	0	1	1
The school helps me to support my child's learning	36	54	29	43	2	3	0	0
The school helps my child to have a healthy lifestyle	45	67	22	33	0	0	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)	39	58	25	37	1	1	0	0
The school meets my child's particular needs	41	61	25	37	1	1	0	0
The school deals effectively with unacceptable behaviour	34	51	28	42	1	1	0	0
The school takes account of my suggestions and concerns	32	48	32	48	2	3	0	0
The school is led and managed effectively	43	64	22	33	0	0	0	0
Overall, I am happy with my child's experience at this school	49	73	17	25	1	1	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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.



13 January 2011

Dear Pupils

Inspection of Mundy CofE Junior School, Heanor, DE75 7EQ

Thank you very much for making the inspectors welcome when we visited your school recently. My colleagues and I really enjoyed meeting you, including the groups we talked to who were particularly good at explaining what you all do. We were very impressed by the sensible opinions and ideas of many of you, and what nice young people you are. We also liked meeting you in lessons, at lunch and break times and when we attended assemblies. I particularly enjoyed seeing how some of you in Year 5 and 6 had lots of ideas to describe the artwork of Harris Burdick and I hope these ideas led you to producing some high-quality and detailed writing. Thank you also for the questionnaires that you filled in for the inspection.

Your school is providing you with a satisfactory quality of education, which ensures that you make satisfactory progress in your learning. We were impressed by the extra help and support available for those of you who find life a bit hard, and the way the school helps you become polite and responsible young citizens. We were pleased to see you know how to keep yourselves and others safe.

The headteacher, governing body and staff have agreed to work on three main things to improve the school. These are to:

- help you all make more progress, particularly those who find learning easy, by showing you how to solve mathematical problems and improve your writing
- ensure that staff use information about the progress you are making to provide work and targets that are just a little bit harder for most of you
- ensure that the school leaders check a bit more carefully how things are working, and that they know exactly what has to be improved and how to do this.

You can also help by making sure that you try a bit harder to join in discussions. Also, please try and improve your mental mathematics skills and the presentation of your work in mathematics.

Yours sincerely

Sue Hall

Lead inspector

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