

Melbourne Junior School

Inspection report

Unique Reference Number	112593
Local Authority	Derbyshire
Inspection number	363795
Inspection dates	29–30 March 2011
Reporting inspector	Sue Hall

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	217
Appropriate authority	The governing body
Chair	Ian Hussey
Headteacher	Jane Hinchliff
Date of previous school inspection	29 November 2007
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Introduction

This inspection was carried out by three additional inspectors, who observed 10 teachers and sampled 16 lessons. The headteacher joined inspectors for several lesson observations. Meetings were held with the school's leaders, members of the governing body and different groups of pupils. Inspectors observed the school's work and looked at a range of policies, planning documents, minutes of governing body meetings and data about pupils' performance. They examined documentation and arrangements associated with how the school keeps pupils safe. Inspectors scrutinised 130 completed questionnaires returned by parents and carers, 100 from pupils and 32 from 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 achieve, particularly the higher-attainers and those with special educational needs and/or disabilities, especially in writing?
- Do staff use assessment information to full effect to plan lessons that provide challenging activities for all groups of pupils?
- Do school leaders monitor and evaluate the quality of provision rigorously enough to identify and address areas for further improvement?

Information about the school

This is an average-sized primary school in a large village in South Derbyshire. The proportion of pupils known to be eligible for free school meals and the percentage from minority ethnic groups are well below the national average. A very small number of pupils speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is below the national average. These additional needs are mainly related to moderate learning difficulties. The school has achieved Artsmark Gold, an International Schools Award, National Healthy Schools status and gained recognition for its work on anti-bullying.

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?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school where pupils do well with their learning and make outstanding progress in some aspects of their personal development. They have an excellent understanding of how to lead a healthy lifestyle and make an outstanding contribution to the school and wider area. This is because they have many opportunities to take responsibilities and the school's promotion of community cohesion locally is excellent. Pupils' spiritual, moral, social and cultural development is outstanding and evident in the tangible enjoyment shown by the whole school in exceptionally high-quality, joyful singing in assemblies. The effectiveness of procedures to safeguard the pupils is excellent. A key driver to the school's improving effectiveness is the excellent work of the headteacher. She ensures that self-evaluation informs development planning and school improvement closely. Such strengths are noted by several parents and carers, who echo the thoughts of one that 'Leadership is wonderful. The headmistress is efficient, kind and very approachable.'

Pupils make good progress as they move through the school and attainment since the last inspection has been high at the end of Year 6. Their achievement is outstanding. Pupils perform particularly well in speaking and listening and reading. In 2010, there was a slight dip in attainment in Year 6, although it was still significantly above the national average. The school undertook a thorough analysis in response and put changes in place to ensure that all groups make good progress. Assessment information, samples of pupils' recent work and inspection observations confirm that, overall, attainment remains high, although a small number of more-able pupils do not always make the progress expected of them. This is partly because a few boys do not write with flair and technical accuracy and girls, occasionally, lack confidence in solving mathematical problems for themselves.

Teaching and learning are good. Teachers explain tasks carefully to pupils and provide them with plenty of encouragement and praise. The curriculum is good also and there are some excellent enrichment activities that ensure cross-curricular work, including in the arts, is of high quality. Pupils are organised in sets for English and mathematics, but, very occasionally, the work planned for all the pupils in the set is the same or very similar. While there are some extension activities, the main tasks do not challenge the most-able pupils well enough consistently. The care, guidance and support that pupils receive are outstanding.

The skilled headteacher is supported ably by a confident and enthusiastic group of staff, which ensures that the school is led and managed well. Senior leaders have a good grasp of their roles and there has been significant improvement in the way the school checks and tracks pupils' progress. Subject leaders help to monitor provision in key areas and, while this is good overall, there is scope to develop such work further, especially in literacy. Governance is good and there is a strong and shared commitment to ensuring

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that the school becomes even more effective. Self-evaluation is accurate and informs school development planning well, so capacity to sustain improvement is good. Because the school secures high-quality outcomes for pupils and manages its resources well, it provides outstanding value for money.

What does the school need to do to improve further?

- Raise the achievement of pupils, and especially that of more-able learners, by:
 - developing boys' skills in writing imaginatively, accurately and neatly
 - enabling girls to develop the skills to calculate speedily and accurately and therefore solve mathematical problems with greater confidence.
- Build on existing good practice in teaching by ensuring that teachers match the level of challenge in pupils' work consistently to the prior attainment of different groups.

Outcomes for individuals and groups of pupils

1

Pupils enter the school with skills levels that are above national expectations for their age. They continue to do well, especially in speaking and reading activities, which has a positive impact on their learning in all subjects. The school has tackled many of the issues following a slight dip in attainment recently. Pupils, including those with special educational needs and/or disabilities, make consistently good progress now. This is because of good teaching and carefully-targeted support, including for pupils with moderate learning difficulties and those with emotional and behavioural difficulties. The very small number of pupils speaking English as an additional language makes similar progress to their classmates. A good proportion of pupils, also, do well in writing, mathematics and especially in information and communication technology. Most are articulate and confident young people who communicate very well with others and their attitudes to learning are positive. Attendance is above average and reflects pupils' great enjoyment of school. These features mean that pupils are well prepared for secondary school. In lessons, learning and progress are good. For example, in Year 4, pupils of all abilities enjoyed the 'I'm a potato' game by making this statement in a variety of ways to illustrate adverbs including 'scarily', 'surprised', 'tunefully', 'anxiously' and 'frantically'. Then, they increased their learning by applying these adverbs and stage directions to play scripts in order to improve the initial text.

Pupils have a good understanding of how to keep themselves and others safe, including when using computers. Behaviour is good and many pupils behave very well. Pupils enjoy an excellent range of activities that promote an active lifestyle and respond very well to the above-average opportunities to have swimming tuition. The school also organises a range of lunchtime and after-school activities and has very successful sports teams, all of which encourage physical activity. School menus are discussed by the pupils and meals are healthy and appetising.

Pupils make a strong contribution to the school community through their roles and responsibilities, including as members of class and school councils and as monitors, mini-leaders and playground buddies. They play their part as young citizens very well through the numerous opportunities to work with local organisations. Pupils choose which charities they support and organise and run their own fundraising activities at local, national and international level. Their understanding of cultural diversity is outstanding. They have a

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well developed grasp of the impact of organisations, such as Fair Trade, and the importance of sustainability. The school places a lot of emphasis on social and cultural development and pupils' exceptional artwork illustrates their strong cultural awareness. Pupils enjoy also learning to play a wide range of musical instruments.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account: Pupils' attainment ¹	1
The quality of pupils' learning and their progress	2
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	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	1

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?

The quality of teaching and learning is good. Teachers and teaching assistants have effective relationships with pupils and have good expectations of what they can achieve and how they should behave. The marking of pupils' work is thorough and identifies what the pupils need to do to improve. Staff plan activities conscientiously and, in some of the best lessons, they include a practical element to interest the pupils. This was exemplified in the fun that pupils in Year 3 had when estimating the measurements for a Viking warrior's shield, helmet and sword and then measuring and making paper templates of their classmates, acting as warriors, to work out if their estimates were accurate. However, teachers do not always focus sufficiently on the needs of the highest attainers in their planning. The curriculum has some very strong elements, particularly in cross-curricular activities, which are often vibrant and memorable and motivate pupils well. These include activities that introduce themes involving visits and visitors and events such as a fashion show, art exhibition and dance performances as summary tasks. Pupils and

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staff speak with enjoyment of the 'Me and My World' focus week and science and mathematical discovery days.

The school provides outstanding care, guidance and support for pupils. Procedures to support the health and safety of pupils are excellent and extensive steps to encourage attendance have helped cut absences. The school provides an exceptionally welcoming and stimulating learning environment. Features include colourful, high-quality resources and well-displayed work that builds the self-esteem of all pupils, including those with additional needs. Links to support pupils transferring into Key Stage 3 are well established and valued by parents. This is a supportive place for pupils whose circumstances make them potentially vulnerable; effective links with a range of agencies strengthen what the school can provide itself. Teachers and teaching assistants work closely with pupils and their families to provide formal and informal support that is tailored very well to most individual needs. For example, help is provided for a short period of time for pupils encountering specific difficulties. Long-term support, coupled with behaviour targets, is effective in helping the small number exhibiting challenging behaviour to improve their behaviour and this underpins their good learning.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The leadership of the headteacher is excellent and focused very well on driving improvement by developing further what has been a good school for some time. A notable success has been the development of a much more detailed system to check and track the progress of every individual pupil. This information is used well by senior staff to highlight where further improvement is needed. The monitoring of the work of the school is thorough and accurate, although subject leaders, particularly in English, are not involved fully in such activities. The governing body is supportive and knowledgeable and its members are keen to develop their programme of focused visits further.

Safeguarding procedures are exemplary. The school goes above and beyond current requirements to ensure that all checks of those who work with the pupils are made. The school has undertaken effective anti-bullying work and the governing body and staff are very active in response to parental questionnaires. Safeguarding is a weekly item for staff meetings and posters and displays ensure it has a high profile within the whole school community. Staff are trained extensively in child protection matters and other appropriate areas and risk assessments are conducted rigorously.

The links with parents and carers are good, as are those with other schools and external agencies. There are improving partnerships with the adjoining infant school in joint

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activities for moderating assessments and curriculum developments that ensure staff are more aware of pupils' learning needs from the day they arrive.

The school has good procedures to ensure that all pupils have equal opportunities, and it does exceptionally well by those pupils whose circumstances make them potentially vulnerable. Pupils with particular talents or gifts are catered for well through a range of additional opportunities provided in partnership with a local secondary school. Senior staff identified the causes of the slight dip in attainment in 2010 successfully and put into place a range of good initiatives that are beginning to have a positive effect.

The effectiveness with which the school promotes community cohesion is good, although there is excellent practice in the local community. There are good links with national and international groups, including in the arts, which have a very positive impact on extending pupils' understanding of other cultures. Through its self-evaluation, the school recognises that further work is needed to embed current practice.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
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	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Views of parents and carers

A good proportion of parents and carers responded to the inspection questionnaire. Most replies were very positive and there was only a relatively small proportion with areas of disagreement about what the school provides. All of those who responded think that their children are kept safe, which echoes inspectors' finding that safeguarding is outstanding. Virtually all agreed that the leadership and management of the school is effective, with a number noting the work and impact of the headteacher. Most also believe the school takes account of their ideas and concerns and keeps them well informed about their children's progress. Where parents and carers disagree with what the school does, this is largely because they do not think their children make enough progress and they feel that

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the school does not always meet their children's needs. Inspectors found that pupils make good progress, but that a few of the higher-attaining pupils could do even better.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Melbourne 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 130 completed questionnaires by the end of the on-site inspection. In total, there are 217 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	78	60	47	36	5	4	0	0
The school keeps my child safe	98	75	32	25	0	0	0	0
My school informs me about my child's progress	66	51	58	45	2	2	0	0
My child is making enough progress at this school	69	53	52	40	8	6	0	0
The teaching is good at this school	79	61	46	35	3	2	0	0
The school helps me to support my child's learning	63	48	61	47	3	2	1	1
The school helps my child to have a healthy lifestyle	61	47	64	49	5	4	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)	59	45	65	50	2	2	0	0
The school meets my child's particular needs	62	48	60	46	8	6	0	0
The school deals effectively with unacceptable behaviour	58	45	63	48	4	3	3	2
The school takes account of my suggestions and concerns	51	39	72	55	2	2	0	0
The school is led and managed effectively	91	70	36	28	1	1	0	0
Overall, I am happy with my child's experience at this school	80	62	43	33	5	4	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.



31 March 2011

Dear Pupils

Inspection of Melbourne Junior School, Derby, DE73 8JE

Thank you very much for making the inspectors welcome when we visited your school recently. My colleagues and I enjoyed meeting you, especially the groups we talked to who told us about the things you all do. I particularly enjoyed listening to you sing in assembly - that was lovely - and clearly you enjoyed it as much as I did. Thank you also for the questionnaires that many of you filled in for the inspection.

We found that your school provides you with a good quality of education and there are some things that are outstanding. You make good progress as you move through the school and reach high attainment, so your achievement is outstanding. Attendance is above average and shows how much you enjoy school. Your artwork is very attractive and the links between subjects in topic work make the activities particularly interesting. The way everyone makes sure you are kept safe is outstanding, as is your understanding of how to lead a healthy lifestyle. You have lots of opportunities to take on jobs in school and to work with others in the local area. This helps you understand a great deal about your local community and different cultures in the United Kingdom.

The headteacher, governing body (who are the people who check on the work of the school) and staff have agreed to work on some main areas to improve the school. We have asked them to:

- improve the progress you make, especially those who find learning easy, by helping some of the boys to improve their writing and the girls to become more confident in solving mathematical problems
- ensure that teachers plan activities that challenge every one of you.

You could also help by making sure that you continue to attend well and your work is always neatly presented.

Yours sincerely

Sue Hall

Lead inspector (on behalf of the inspection team)

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