

Mugginton CofE Primary School

Inspection report

Unique Reference Number	112862
Local Authority	Derbyshire
Inspection number	357210
Inspection dates	6–7 April 2011
Reporting inspector	Clive Lewis

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	28
Appropriate authority	The governing body
Chair	Donald Walton
Headteacher	Jane Moore
Date of previous school inspection	14 February 2008
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Introduction

This inspection was carried out by one additional inspector. The inspector observed five lessons taught by three teachers and held meetings with groups of pupils, members of the governing body and staff. The inspector observed the school's work, and looked at a sample of pupils' books, teachers' planning documents, and tracking and assessment data. Responses to questionnaires from 20 parents and carers, 15 pupils and 5 staff were analysed.

The inspector reviewed many aspects of the school's work, looking in detail at a number of key areas.

- Is progress consistently good across the school?
- What is the quality and rigour of the school's tracking and assessment system?
- What impact are core subject leaders and foundation subject coordinators having on teaching and learning?

Information about the school

All the pupils in this very small school are from a White British background and none speaks English as an additional language. The proportion of pupils who are known to be eligible for free school meals is above average. The proportion identified as having special educational needs and/or disabilities is above average. None has a statement of special educational needs. There are two classes, one for the Early Years Foundation Stage and Key Stage 1, and the other for Key Stage 2. The school has achieved national Healthy Schools status, the Activemark, the International Schools award and the Basic Skills Quality Mark.

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

The headteacher provides a good sense of purpose and direction, clearly linked to school improvement. She has a good understanding of how well the school is doing and what needs to be done next. Strong teamwork between the headteacher, the governing body and the local authority has ensured that, since the last inspection, assessment and tracking systems have been strengthened, the curriculum has been enhanced and clear priorities have been set for further improvement. Parents are extremely supportive of the school. One parent, typical of many, commented, 'Mugginton Primary is a wonderful school. I'm very pleased with the all-round learning and the progress that my child is making at the school'. Staff want the best for each child and, through working closely with families, strive to achieve this goal.

Children get off to a good start in the Early Years Foundation Stage and make good progress. However, provision for the outdoor curriculum does not promote children's independent learning skills sufficiently. Although the very small numbers in each year group mean that standards can vary significantly from year to year, current standards at the end of Year 6 are above average. Pupils, including those with special educational needs and/or disabilities make good progress in their time in school. Arrangements for the evaluation and monitoring of teaching and learning are good. Consequently, the quality of teaching in most lessons is good. However, in a small minority of otherwise satisfactory lessons teachers do not always ensure a good pace of learning throughout the lesson. A strong moral code is implicit within the school's ethos. This is reflected in pupils' good behaviour and, in turn, has a very positive effect on the good progress pupils make in most lessons. In most cases, they work hard and conscientiously, without the need for constant adult intervention, both independently and cooperatively. Pupils have a wide range of responsibilities in the school and, through the work of the school council, make a good contribution to the school community. Parents say their children really enjoy coming to school and pupils agree enthusiastically. This is confirmed by their excellent attendance record. Pupils' spiritual, moral, social and cultural development is good. The curriculum ensures that pupils receive a good variety of exciting activities and experiences. There are regular visits to sites linked with current school topics and a good range of visitors to school. Good care, guidance and support ensure that all pupils are able to learn and develop confidence, regardless of their individual circumstances. The school promotes equality of opportunity for all its pupils well. The school's work to promote community cohesion is good, the school has visited and hosted pupils from a city-centre school in a contrasting locality and has links with schools in three overseas countries. The record of improvement since the last inspection, the school's ambition for continued improvement and the effectiveness of leadership and management all demonstrate that the school has good capacity to improve further.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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What does the school need to do to improve further?

- Improve the quality and consistency of teaching so that it is good across the school.
- Improve planning, resources and regular, child-initiated access to the outdoor curriculum in the Early Years Foundation Stage in order to further develop children's independent learning skills.

Outcomes for individuals and groups of pupils

2

Attainment on entry to the school varies considerably from year to year but is generally broadly average. The very small cohorts and the high proportion of pupils with special educational needs and/or disabilities in some cohorts makes comparisons between key stages and year groups less meaningful than in larger schools. However, standards achieved in the most recent national tests were above average at Year 6, and school data and pupils' work seen during the inspection confirm that, in the current Year 6, pupils achieve above average standards. The quality of learning in lessons and work in pupils' books seen during the inspection confirm their good progress throughout the school. In a good numeracy lesson, the teacher encouraged very high levels of motivation by her energy and enthusiasm for the subject, maintained a good pace throughout, and closely matched tasks to pupils' ability so that all pupils made good progress. However, in a small minority of lessons learning and progress were held back because teachers did not ensure that learning was maintained at a good pace throughout. Pupils with special educational needs and/or disabilities make good progress because of the good support provided by class teachers, teaching assistants and outside agencies. Pupils say they enjoy coming to school and pupils in Year 6 stated that they will be sorry to leave the school in the summer. This enjoyment is clearly reflected in the very high levels of attendance. Pupils have a good understanding of how to keep safe and are confident that any issues they raise will be dealt with promptly by the school. Their good behaviour makes a strong contribution to the good progress they make in lessons. They behave considerately towards each other and respond quickly to any additional guidance from staff about how to conduct themselves. Pupils are interested in the school's health-promotion strategies and understand the main threats to their health and how these can be avoided. They enthusiastically take on responsibilities and play a very constructive role in the school. Through the school council, they have had an influence on decisions about school life. For example, pupils decide on which charities the school will support (both local and international) and choose how to spend school equipment vouchers. Coupled with their well-developed basic skills, this prepares them well for the world of work.

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Please turn to the glossary for a description of the grades and inspection terms

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
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	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	2
Taking into account:	
Pupils' attendance ¹	1
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?

Teaching and learning are good. Teachers' good classroom management skills ensure that pupils work well together and there are no marked differences in the responses of boys and girls. Strategies for managing the behaviour of pupils are very effective so that lessons are calm and purposeful, and pupils work hard. In most lessons, carefully targeted questioning draws out pupils' ideas and develops their thinking and reasoning skills. However, in a number of satisfactory lessons, the pace of the lesson was not sufficiently brisk, leading to some loss of focus. Support by teaching assistants makes a significant contribution to the quality of learning. The whole-school assessment and tracking system provides the school with secure data on pupils' progress as they move through the school. This means teachers have a better understanding of how well their pupils are doing and the action they should take to support them effectively and help them reach their challenging targets. Pupils who need extra help are supported well and those who find learning easy are given more challenging tasks. This helps all pupils to learn successfully. The curriculum provides carefully adapted activities to ensure all groups of pupils experience success. Staff are skilled at making links with different subjects to make learning more meaningful. The school's good and well-organised arrangements for the care of all pupils, including those with special educational needs and/or disabilities, contribute to their good development and well-being and support their learning well. The small size of the school ensures that all pupils and families are known very well by staff.

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Please turn to the glossary for a description of the grades and inspection terms

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	2

How effective are leadership and management?

The headteacher provides strong leadership for a well-motivated staff team which demonstrates a shared sense of responsibility and commitment to continuing to improve provision. The headteacher has identified, and successfully tackled, areas requiring improvement. As a result, most aspects of the school are now good or better. Subject coordinators are steadily developing their skills and improving their role of overseeing their subjects across the school. The governing body is influential in determining the strategic direction of the school and is closely involved in evaluating its work. As a result of regular monitoring and support, teaching is good overall across the school. The school's very positive relationship with parents and carers and its good links with a wide range of partners contribute significantly to improvements in pupils' achievement and well-being. Equality of opportunity is promoted well in all the school's work and discrimination is tackled effectively. As a result, the school is a happy, harmonious community in which to work and learn. Through rigorous analysis of the school's regular and accurate data on pupils' progress, staff are constantly alert to any variation in achievement and are active in devising initiatives to overcome any weaknesses. Systems for the safeguarding of pupils are good and there is a comprehensive awareness of safeguarding issues among the governors and staff at all levels. The school promotes community cohesion within its own and the local community very effectively and has secured good links with schools in the United Kingdom and overseas in The Gambia, Italy and South Africa. These links have contributed much to pupils' good understanding of communities other than their own.

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Please turn to the glossary for a description of the grades and inspection terms

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	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

At the time of inspection, there were only a very small number of Reception-age children in the Early Years Foundation Stage/Key Stage 1 class. They had quickly settled into the classroom routines, clearly enjoying school and playing happily together and individually. Historic data shows that most children join the class with typical levels of skills for their age and make good progress in their first year in school. Children are working and playing with older children in Years 1 and 2 from the time they enter the school and this eases transition to the Key Stage 1 curriculum. Children behave well and are enthusiastic in all that they do. Staff work hard to achieve a strong partnership with parents and carers. Pastoral care and welfare arrangements are effective and help the children to be safe, well cared for and aware of how to be healthy. Adults provide a wide range of interesting learning activities, in the best cases allowing children to work on things that they choose themselves as well as by taking part in more formal group-work activities with adults. Since the last inspection, the school has developed a small but secure outdoor area which is directly accessible from the Early Years Foundation Stage classroom. However, planning and opportunities for children to explore their learning independently in this outdoor area are currently limited and this hampers the development of their independent learning skills. There is a good focus on helping children with their speaking skills and ensuring that they develop an ability to work with others in a friendly and purposeful way. Children with special educational needs and/or disabilities are identified quickly, well supported and integrated well into all activities.

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

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The response rate to the questionnaire was better than that found nationally in primary schools, as all families returned a completed questionnaire. The overwhelming majority of parents and carers have very positive views of the school. All who responded felt, for example, that their children enjoy school, that the school keeps them safe, that teaching is good, that it encourages them to have a healthy lifestyle and that it is led and managed effectively. All stated that they are happy with their child's experience. Only one parent indicated that he/she does not feel that the school is doing enough to meet their child's particular needs but did not give any reasons. The inspection investigated the issue but did not find any evidence to support this view.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Mugginton CofE Primary 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 inspector received 20 completed questionnaires by the end of the on-site inspection. In total, there are 28 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	14	70	6	30	0	0	0	0
The school keeps my child safe	18	90	2	10	0	0	0	0
My school informs me about my child's progress	15	75	4	20	1	5	0	0
My child is making enough progress at this school	15	75	5	25	0	0	0	0
The teaching is good at this school	13	65	7	35	0	0	0	0
The school helps me to support my child's learning	15	75	4	20	1	5	0	0
The school helps my child to have a healthy lifestyle	15	75	5	25	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)	12	60	7	35	0	0	0	0
The school meets my child's particular needs	12	60	7	35	1	5	0	0
The school deals effectively with unacceptable behaviour	14	70	4	20	1	5	0	0
The school takes account of my suggestions and concerns	12	60	7	35	1	5	0	0
The school is led and managed effectively	14	70	6	30	0	0	0	0
Overall, I am happy with my child's experience at this school	15	75	4	20	0	0	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.



8 April 2011

Dear Pupils

Inspection of Mugginton CofE Primary School, Ashbourne, DE6 4PL

I would like to thank you for your help during the recent inspection of your school. I very much enjoyed my visit. I enjoyed watching lessons and talking with some of you. You attend a good school that is a happy and friendly place. It is like this because your headteacher and staff are leading the school well. They give you good support to enable you to learn and enjoy your lessons. They make sure that you understand how to look after yourselves, keep healthy and stay safe. It was good to hear from the school councillors about how you are helping to improve the school. You told me that you really like your school - you show this by your exceptionally high levels of attendance - and that there are lots of things to do and enjoy. I agree with you. Your behaviour is good and you work hard and try to succeed in all that you do.

I have asked the staff and governors to do two things that I feel will help to improve your school.

Ensure all lessons are at least good so that you make even better progress.

Improve opportunities for outdoor activities for Reception children so that they become more confident in finding things out for themselves.

I wish you well in your future education. You can all help raise standards even further by always doing your best and making sure you always know your targets.

Yours sincerely

Clive Lewis

Lead Inspector

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