

Mickleton Primary School

Off Broadmarston Lane, Mickleton, Gloucestershire, GL55 6SJ

Inspection dates 17–18 October 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school

- Determined and resolute leadership by the new headteacher has been crucial in moving this school from satisfactory to good in a relatively short space of time.
- There is a strong sense of community in the school. Pupils' behaviour and attitudes to learning are outstanding. They feel very safe and respect the staff, themselves and each other.
- The governing body has also improved and is much more involved in supporting and challenging the school. Together with the headteacher, they have successfully moved from having a deficit to a surplus budget and hence more money available to spend on the pupils.
- Teaching is now consistently good and occasionally outstanding. Consequently, all groups of pupils achieve well in their academic and personal development in all year groups. Standards have risen and by Year 6, pupils' attainment in English and mathematics is above average.
- Children in the Early Years Foundation Stage settle quickly and make good progress because staff are skilled at ensuring they are happy and well cared for and they enjoy a perfect balance of work and play activities.
- Virtually all parents and carers are proud that their children come to this school and fully trust that the changes and decisions that are made are in the interests of their children. The pupils are also very proud of their school.

It is not yet an outstanding school because

- Not enough teaching is outstanding.
- Although staff are good subject leaders, a senior leadership team needs to be developed to support the headteacher with school improvement.

Information about this inspection

- The inspector observed teaching and learning in nine lessons taught by six teachers and accompanied the school to the local Methodist church for their annual Harvest Festival service.
- The inspector had meetings with staff, groups of pupils, and members of the Governing Body and held a telephone conversation with a representative from the local authority.
- The inspector looked at a range of evidence including: the school's improvement plan; the school's data for tracking pupils' progress; monitoring reports and the work pupils were doing in their books.
- The inspector observed pupils' behaviour and scrutinised the school's safeguarding procedures.
- The inspector heard pupils from Year 1 and Year 4 read, attended a guided reading session in the Year 5 and 6 class and made short observations on the teaching of phonics (sounds that letters make) in the Reception class.
- The inspector met some parents informally at the start and end of the school day and took into account the responses to the school's own survey. There were 38 responses from parents and carers to the on-line questionnaire (Parent View).

Inspection team

Joyce Cox, Lead inspector

Additional inspector

Full report

Information about this school

- This is a smaller than average-sized primary school set in a rural village.
- Children in the Early Years Foundation Stage are taught in the Nursery and Reception classes.
- Older pupils are taught in three mixed age-group classes: a Year 1 and Year 2 class; a Year 3 and Year 4 class; and a Year 5 and Year 6 class.
- The vast majority of pupils (96%) come from White British backgrounds.
- The proportion of pupils known to be eligible for the pupil premium, which provides additional funding for children in local authority care and pupils known to be eligible for free school meals, is well below the national average.
- The proportion of pupils who have special educational needs supported at school action, school action plus or with statements of special educational needs is similar to the national average. These needs include moderate learning and speech and language difficulties.
- The school has exceeded the government's current floor standards, which set the minimum expectations for pupils' attainment and progress, over the last four years.
- Since the previous inspection, the school has had a new headteacher and three new teachers and there has been a complete reorganisation of staffing. The number of pupils has risen from 86 in 2009 to 105 in 2012.

What does the school need to do to improve further?

- Improve the quality of teaching to outstanding by:
 - agreeing what makes an outstanding lesson and sharing and celebrating best practice
 - ensuring all lessons are taught at a lively pace and instantly inspire and enthuse all pupils.
- Develop a senior leadership team to assist the headteacher with school improvement.

Inspection judgements

The achievement of pupils is good

- Children enter the Early Years Foundation Stage with skills and understanding that are broadly in line with those expected for their ages. Children make good progress in all the areas of learning and particularly in their personal, social and emotional development, as shown in their confident rendition of 'Big Red Combine Harvester' in front of a large audience at the harvest service.
- Nursery and Reception children develop a love of reading through inspirational storytelling and have lots of fun learning their letters and sounds. Pupils in Key Stage 1 know their letters and sounds really well and use these to sound out unfamiliar words. They can also retell the story in their own words, demonstrating a good understanding of what they have read. Similarly, older pupils in Key Stage 2 are highly skilled in reading and have developed very good comprehension skills and confidently discuss the techniques of authors such as Michael Morpurgo.
- The most recent information collected by the school shows that progress is good in all classes as pupils move through Years 1 to 6, with a few pupils making rapid progress in reading, writing and mathematics.
- The headteacher and staff know each pupil's individual needs, which are well catered for, and so all pupils, including those supported by the pupil premium funding, achieve well. Disabled pupils and those with special educational needs receive good quality support and carefully planned activities so that they achieve as well as their friends. More able pupils in Key Stage 2 receive additional challenging group work in mathematics and English to make sure they achieve their potential.
- Good learning and progress were observed in all classes. For example, pupils of various abilities in the Year 1 and Year 2 class made good progress in learning addition facts because activities were practical and very carefully adapted to ensure that all groups were effectively challenged. Year 5 and Year 6 pupils made good progress in understanding texts and new vocabulary when they were challenged to read passages about medieval market traders and were keen to discover the meaning of words such as 'pottle' and 'begrudge'.
- The parents and carers who completed the on-line survey in Parent View, and those spoken to individually, believe that their children are making better than expected progress and achieving well throughout the school.

The quality of teaching is good

- As a result of the headteacher's relentless drive to raise standards, the quality of teaching has improved since the previous inspection and is now good in all classes. Where teaching and learning are exceptional, this is due to very well planned lessons, with rapid pace and use of a variety of activities which fully engage and enthuse all pupils.
- During an outstanding English lesson, pupils in Years 5 and 6 were making exceptional progress as they thoroughly enjoyed writing acrostic poems about harvest. After an inspirational introduction from the teacher, they worked in ability groups where they were given well-matched tasks. Those in need of additional support referred to 'Handy Help' boards for guidance with vocabulary and text structure. Pupils enthusiastically demonstrated how well they share ideas and work independently. The teacher provided excellent support with skilled questions and through regular checking of pupils' achievement.
- Staff who teach children in the Early Years Foundation Stage have effectively adapted their planning and observations to comply with the new curriculum for children of this age. Phonics teaching to children in Reception and pupils in Years 1 and 2 is precise and carefully adapted to suit different ability levels so pupils learn quickly. Early practical mathematical skills are also taught well in Reception. For example, after enjoying a 'Welly Wednesday Walk', children quickly learnt to sort colourful autumn leaves according to their shape, size and colour.
- Teachers ensure pupils have many opportunities to practise their English and mathematical skills

in other subjects. For example, Year 3 and Year 4 pupils used their English skills to good effect when writing reports about Tudor life.

- Teachers check pupils' progress regularly and discuss their findings with the pupils who are very clear about how well they have done and what they need to do to improve. Accurate assessments mean that staff are very clear which pupils need extra help or harder work.
- Teaching assistants are skilled and well trained so they competently lead small group work matched to pupils' different abilities.
- Virtually every single parent and carer who completed the Parent view believe that their child is taught well at the school. They appreciate receiving termly letters and topic webs depicting what their children are learning.

The behaviour and safety of pupils are outstanding

- Pupils' outstanding behaviour around school, in lessons and outside the school is a major factor in ensuring that pupils make good progress in all year groups. Their very mature, sensible behaviour when walking through the village to perform their Harvest Festival service at the church was commented upon by members of the local community.
- The school is a welcoming and very safe environment for pupils. Parents and carers feel that pupils get on exceptionally well together and older pupils clearly enjoy caring for younger ones at lunchtime and in early morning 'Huff and Puff' sessions before school. Pupils have an excellent understanding of how to keep themselves safe and are very clear about the dangers of cyber bullying.
- The headteacher and staff have high expectations regarding pupils' behaviour and attitudes. Consequently, pupils show a high level of regard and respect for others. They are very aware of the different types of bullying but are adamant that there is no bullying of any kind in their school. They cannot recall any specific bullying incidents and say minor arguments can sometimes occur during lunchtime football matches but are quickly resolved.
- Pupils say they really enjoy school and this is demonstrated in their excellent attitudes in lessons and in their well above average attendance. Punctuality is very good and there are no instances of persistent absence.

The leadership and management are good

- The headteacher wasted no time in establishing his vision to improve the school. At the heart of this lay his conviction that satisfactory teaching was not good enough. Teachers' performance is monitored closely to ensure that all staff are working to the standards expected of them. The headteacher uses information from lesson observations, as well as data about pupils' progress, to decide whether teachers should be paid more.
- Improving teaching and learning has been the top priority and this has led to focused, effective professional development for all staff. The local authority has provided good support by carrying out joint lesson observations with the headteacher.
- Accurate and honest self-evaluation has enabled the headteacher to successfully implement the wide range of improvements since the previous inspection. As a result, there are much clearer ways to measure pupils' progress, good systems to provide extra support for more and less able pupils, and a considerable rise in standards and in the number of pupils attending the school.
- Teachers have attended training to make sure they can lead subjects such as English and mathematics effectively and they are all highly committed to school improvement. The headteacher ensured good teaching across the school before giving teachers additional responsibilities. The next step is to establish a senior leadership team to support the headteacher in his determination to lead an outstanding school.
- The curriculum provides all pupils with a good range of learning experiences. It promotes pupils' spiritual, moral, social and cultural development very effectively and this is evident in their

outstanding behaviour and respect for others. Music is a strong feature because the music leader is highly talented and leads the subject with infectious enthusiasm. Very good use is made of the wonderful outdoor space at the school to grow vegetables and play sport. Pupils enjoy netball matches, football tournaments, cross-country events and floorball contests.

- Almost every parent and carer is very positive about how successfully the school supports their children's education and would recommend it to others. They say that the school has improved tremendously under the leadership of the new headteacher and are also impressed with the way the school now involves the local community in its work.

■ **The governance of the school:**

- is good and governors ask challenging questions about the school's effectiveness. They receive regular reports from the headteacher and make frequent visits to the school
- knows about the quality of teaching in the school through discussions, learning walks and through assessment information about how well pupils are doing compared to others
- has, in conjunction with the headteacher, improved the school's finances through prudent management
- keeps a close eye on the pupil premium money to ensure it is being used wisely and have authorised additional classroom support for pupils in danger of underachieving. For example, in the 2012 national tests, two Year 6 pupils attained Level 4 because of good additional support
- is led effectively by the chair of governors who constantly reviews its practices and ensures that all governors are professionally trained and developed.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	115533
Local authority	Gloucestershire
Inspection number	401516

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	105
Appropriate authority	The governing body
Chair	Barry Metcalfe
Headteacher	Adrian Webb
Date of previous school inspection	30 September–1 October 2009
Telephone number	01386 438393
Fax number	01386 438393
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