

Mundy Church of England Junior School

Lockton Avenue, Heanor, Derbyshire, DE75 7EQ

Inspection dates 25–26 October 2012

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|--------------------------------|----------------------|--------------|----------|
| 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 | | Good | 2 |
| Leadership and management | | Good | 2 |

Summary of key findings for parents and pupils

This is a good school.

- Many aspects of the school have improved since the previous inspection.
- Teaching is consistently good. Teachers make good use of information about what pupils already know, to guide learning forward.
- Pupils make good progress and achieve well, whatever their starting points, attaining above-average standards by the time they leave.
- Pupils' behaviour is good. Pupils are polite and caring, and they are enthusiastic learners. Attendance is consistently high.
- Pupils enjoy coming to school because the subjects they learn are often linked together in exciting ways.
- Leaders, managers and governors have robustly secured improvements in teaching and achievement.
- The teaching assistants are very well directed and they support learning exceptionally well, especially for pupils who are at risk of falling behind.

It is not yet an outstanding school because

- Not enough teaching is outstanding.
- Lesson planning is sometimes too general and not adapted enough to the individual needs of pupils in the class being taught.
- Learning objectives sometimes cover too broad a range for best learning. Occasionally, tasks planned for the more able in English and mathematics are not hard enough.
- Opportunities for all pupils to practise and develop skills in literacy, numeracy and information and communication technology do not feature enough in teachers' plans for learning in other subjects.

Information about this inspection

- The inspectors spent eight hours observing 20 sessions led by 10 teachers or teaching assistants.
- Meetings were held with the members of the governing body, staff, and pupils. A discussion took place with a representative of the local authority.
- Many opportunities were taken to talk to the pupils and listen to them reading and two sessions were held with pupils in Year 3 and Year 6 for this purpose.
- Observations were made of the school's work, pupils' current work, and documentation relating to the pupils' progress, attainment, teaching quality, leadership, governance and safeguarding.
- The inspectors took into account the 13 responses to the online questionnaire (Parent View) and recent surveys carried out by the school.

Inspection team

Ruth McFarlane, Lead inspector

Additional Inspector

David Thomas Hatchett

Additional Inspector

Full report

Information about this school

- The school is smaller than average for its type. Pupils are drawn from a wide range of infant schools in the locality.
- The proportion of pupils known to be eligible for additional funding (the pupil premium) is broadly average.
- Far fewer pupils than average are from minority ethnic groups or speak English as an additional language.
- The proportion of pupils who are supported by school action is broadly average.
- Higher proportions than average are supported by school action plus or with statements of special educational needs.
- Pupils are taught in mixed-age classes. Pupils in Years 3 and 4 are known as 'Lower School', and those in Years 5 and 6 are known as 'Upper School'.
- The school has a breakfast club that meets on each school day and is managed by the school's governing body.
- The school has achieved several awards for its quality of education, including Activemark and three Green Flag awards (Eco Schools).
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Increase the proportion of pupils exceeding the progress they are expected to make in English and mathematics by:
 - ensuring that managers' checks on teaching include a strong focus on how well the more able are provided for, and the progress they make
 - making sure opportunities to practise and develop skills in literacy, numeracy and information and communication technology are increased and play a more significant part in a wide range of subjects.
- Raise the quality of teaching to outstanding by:
 - improving the planning of learning to ensure that it is specific to the needs of the pupils in the class being taught and that learning objectives are not too broad
 - including, in all lessons, tasks that 'stretch' the more able and help them develop independent learning skills
 - sharing the existing outstanding practice in teaching more effectively with all teachers.

Inspection judgements

The achievement of pupils is good

- From starting points that are broadly average, and often lower in writing, pupils make good progress. Pupils' attainment by the end of Year 6 is above average.
- Gaps in attainment between pupils who are supported by additional funding (the pupil premium) and their classmates have narrowed considerably since the previous inspection. This is because this group of pupils is very well supported by additional adults in class, which has enabled accelerated gains.
- Accurate information about pupils' progress shows a good picture in all year groups. Due to good teaching and effective well-matched support which fosters good relationships, disabled pupils and those with special educational needs make good rates of progress that are similar to, and in some cases exceed, that of all pupils nationally.
- There is no discrimination. Checks on learning track the progress of each individual and identify when additional support is required. This helps maximise pupils' progress and enables all pupils to be fully included, assuring equality of opportunity.
- Classrooms are hubs of enthusiastic learning. Pupils work well on their own as well as with partners or in groups. They answer questions eagerly; they are keen to demonstrate to their teachers how well they are progressing in their learning.
- Linking subjects in themes maintains pupils' engagement and interest over sustained periods. They show mature attitudes to their learning and this is a key factor in ensuring they make good progress.
- The school has rightly and successfully focused on improving pupils' writing skills since the previous inspection. There are now examples of excellent creative writing. Upper School produced some exciting high-quality writing during the inspection, in their linked work on 'America'.
- Pupils' mathematics skills are good. Although sometimes there is over-reliance on completing pages on worksheets or in published textbooks, this is tempered by strong teaching support to individuals, as seen in Lower School.
- Information and communication technology skills develop well overall but, during the inspection, the laptops available in class were rarely in use.
- Standards in reading are above average by the end of Year 6. Upper School pupils read widely for pleasure and research, and many use the local public library regularly.
- In a few lessons, more-able pupils are sometimes held back from making best progress in English and mathematics because they are given tasks which are too easy.

The quality of teaching is good

- Teaching has improved to good because rigorous checks and training have been provided by managers, guided carefully by the local authority. Outstanding teaching is beginning to emerge.

- Teachers usually match learning to the right level for pupils' abilities. For example, in one lesson in the Upper School, pupils described excitedly how they enjoyed improving their construction of complex sentences because the teacher carefully linked the activity to their study of America. In this particular lesson, pupils made outstanding progress because of the exceptionally effective teaching which was very well matched to their learning levels. When learning is made demanding enough, as in most lessons, learning for all individual pupils, whatever their ability, progresses at a good pace.
- The match of learning to individual pupils' levels of ability is not always applied well. Lesson planning is, occasionally, too variable. Written lesson planning is the norm in the school, but is usually a generic plan covering Lower or Upper School. In some lessons, these plans are not adapted carefully enough to pupils' specific learning needs within the class. This means, for instance, that the more-able pupils sometimes find the work too easy, which reduces their potential progress.
- Warm relationships exist between pupils and teachers. These contribute well to pupils' enjoyment of learning.
- Questioning is used effectively in lessons to challenge pupils and probe their understanding. This is particularly so in the teaching of reading, especially in Upper School.
- Teachers' marking is effective in explaining to pupils what they need to do next to improve their work. Pupils have specific targets for improvement and can explain what they must do in order to progress to the next level.
- Teachers generally expect all pupils to achieve their very best. Staff use their good subject knowledge to make learning demanding for specific groups of pupils, such as those who receive additional funding (the pupil premium).
- Teachers deploy teaching assistants exceptionally well. They work closely with pupils in their learning throughout lessons. The 'pods' outside each classroom are used effectively for teaching assistants to work with small groups of pupils to reinforce learning.

The behaviour and safety of pupils are good

- Pupils' behaviour and attitudes to learning are good.
- There is a real welcoming and caring school ethos where the opinions and views of all are considered respectfully. Pupils respond well when teachers ask them to undertake specific tasks or duties and they willingly undertake many responsibilities in school.
- The school council rightly say they make a difference to the running of the school. Positions such as secretary and treasurer are competed for, and elected democratically. 'Buddies' are trained to help pupils who may be alone in the playground. 'Eco cats' make a positive contribution to the life of the school. The school has won national awards for its 'Eco' work.
- Pupils recognise the differences between bullying and generally falling out and are beginning to understand various types of bullying such as cyber-bullying. They report that instances of bullying are extremely rare and, if they do arise, once reported to an adult in school, they are resolved rapidly. There is a good awareness of what pupils should do to keep themselves safe in the world outside of school.

- Attendance levels are high reflecting pupils' enjoyment of school.
- Pupils' good awareness of their rights and responsibilities enable them to develop a strong understanding of what is right and to respect others.

The leadership and management are good

- Leaders and managers share a common aim and have successfully accelerated pupils' progress since the last inspection. The quality of teaching has been substantially strengthened.
- The work of staff with responsibilities for measuring pupils' progress and for the leadership and management of the teaching assistants is a strength of the school.
- The school's self-evaluation is accurate. Senior leaders are secure in their judgements about strengths in the quality of teaching in lessons.
- Checks on teaching and learning and thorough tracking of pupils' progress are used effectively to identify how successfully pupils achieve and where additional learning gains can be made. Rigorous analysis of pupils' progress in review meetings make teachers fully accountable for pupils' progress in key subjects. Promotion of staff is closely related to their successful performance.
- Senior leaders have begun to share existing strengths in teaching with their colleagues. Understanding of what practice is most effective results in rapid progress for pupils. However, such good practice is not widespread enough to assure maximum improvement in the teaching of all staff.
- Senior leaders focus well on the progress pupils make. However, when managers observe lessons, there is less focus on the progress of the more able. This means that this group is, sometimes, given work that is too easy. Checks on the quality of planning for learning in lessons are not always thorough enough.
- There is a wide range of themed activities offered, which inspire and motivate pupils and lead to good learning. However, not all opportunities to develop skills in literacy, numeracy and information and communication technology are provided in other subjects. Awards, such as Activemark, of which pupils are proud, contribute to the school's good promotion of their spiritual, moral, social and cultural development.
- Senior leaders ensure the school works well with a range of partners, who successfully support pupils' learning and development.
- Safeguarding procedures meet requirements, ensuring that pupils are safe in school.
- The local authority provides good support for the school. This has driven the school's work since the previous inspection and has resulted in good improvements to teaching and learning.
- **The governance of the school:**
 - The governing body challenges and supports school leaders in their quest for improvement, ensuring a good basis for the school to improve further. Under the strong leadership of the Chair of the Governing Body, senior leaders are fully held to account for pupils' achievement.

The governing body, together with senior leaders, ensure the pupil premium is spent wisely and that spending is closely checked for its effectiveness in helping these pupils make good progress. Because of this, the additional funding is making a difference to the learning of these pupils, through extra individual support and the breakfast club each morning, to encourage their good attendance. Governors understand what the quality of teaching is in the school and ensure that rigorous procedures are in place to check how well teachers are performing and that pay is related firmly to teaching quality.

What inspection judgements mean

| School | | |
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| 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

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| Unique reference number | 112829 |
| Local authority | Derbyshire |
| Inspection number | 405430 |

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

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| Type of school | Junior |
| School category | Voluntary controlled |
| Age range of pupils | 7–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 165 |
| Appropriate authority | The governing body |
| Chair | Kevin Hubbard |
| Headteacher | Kelvin Gibbs |
| Date of previous school inspection | 11 January 2011 |
| Telephone number | 01773 713427 |
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