

Muxton Primary School

Marshbrook Way, Muxton, Telford, TF2 8SA

Inspection dates

17–18 January 2013

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		Outstanding	1

Summary of key findings for parents and pupils

This is a good school.

- Achievement is good overall. In the Early Years Foundation Stage and Years 5 and 6 pupils' progress is outstanding.
- Standards in English and mathematics are rising steadily and are consistently well above the national average.
- Teachers' high expectations and effective use of assessment to plan pupils' next steps for learning means that pupils learn well and often rapidly.
- Pupils' behaviour is outstanding and they are keen to learn. They are very safe in school.
- Most parents and carers speak highly of the school's work; links with parents are good.
- Highly effective leadership and management at all levels have enabled the school to improve greatly in many important areas of its work since its last inspection. This shows the capacity to improve further.
- Senior leaders and the governing body have used their checking of teaching very well to improve its quality and raise standards further.

It is not yet an outstanding school because

- Although pupils' achievement has been good for some time, there has not been the same sustained improvement in English as there has been in mathematics.
- Very occasionally, teaching insufficiently challenges more-able pupils.

Information about this inspection

- All teachers were observed teaching. Of the 18 lessons seen, nine were observed jointly with the headteacher or deputy headteacher. Pupils from Year 2 and Year 6 read their books to inspectors.
- Inspectors looked at pupils' work in lessons and sampled pupils' work books.
- Meetings were held with members of the governing body, a representative of the local authority, the headteacher, deputy headteacher and those staff with responsibilities. An inspector met a group of pupils and other inspectors held informal discussions with pupils.
- The inspection team took account of 53 responses to the online questionnaire (Parent View) and received a small number of letters from parents and carers. Inspectors looked at the results of the school's own parents' questionnaire.
- Questionnaire responses from 23 members of staff were analysed.
- A range of school documents was scrutinised, including policies for safeguarding, records of staff training, the school self evaluation document and school improvement plans, results of the school's monitoring of teaching and performance, the tracking of pupils' progress and lesson planning.
- Inspectors examined records of behaviour and attendance.

Inspection team

David Speakman, Lead inspector	Additional Inspector
Rosemary Barnfield	Additional Inspector
Stephanie James	Additional Inspector

Full report

Information about this school

- Muxton Primary is a larger than average primary school.
- Most pupils are of White British heritage and very few speak English as an additional language. None is at the early stages of learning English.
- The proportion of pupils receiving additional funding through the pupil premium (those known to be eligible for free school meals, children of forces families and those in local authority care) is low.
- A below average proportion of pupils are supported at school action and the proportion of pupils supported at school action plus or who have a statement of special educational needs is broadly average.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress.
- Pupils are taught in either single or mixed-age classes. Currently there are mixed-age classes for some of the Reception and Year 1 pupils, some of the Year 2 pupils and some pupils in Years 3, 4, 5 and 6.
- There is a nursery on site for three to four-year-olds. This is run independently of the governing body and subject to a separate inspection.
- During the current school year, the school will be expanding to meet the demand from local development resulting in an increase of the local population. There is a three classroom extension underway that will eventually increase the numbers on roll from 350 to 420.

What does the school need to do to improve further?

- Make sure that teachers consistently provide all pupils with demanding work so that:
 - all pupils, particularly those capable of doing harder work, reach the highest levels they are capable of in reading, writing and mathematics
 - achievement in English and mathematics is at the same high level year on year.

Inspection judgements

The achievement of pupils is good

- Children start school with knowledge and skills similar to those nationally expected for their age. They make outstanding progress in the Reception Year in developing secure skills in reading, writing and mathematics and in their social and emotional development. This is as a result of expertly planned adult-led activities and those that children choose for themselves.
- Pupils' achievement across the school is good and has improved since the last inspection. At the end of Year 2 attainment in reading, writing and mathematics is well above the national average. Standards have risen steadily over the last three years so that by the end of Year 6 attainment is high when compared to the national average.
- Records checking pupils' progress show that almost all pupils make at least the progress they should make from year to year in English and mathematics, with a minority making more.
- There has been a difference in the progress made in English and mathematics through Key Stage 2 in the last two years. Although progress was good, it was better in English than in mathematics in 2011. To address this issue, the school pushed more-able pupils to even higher levels than previously. This strategy was successful, with about a quarter of pupils gaining the exceptionally high Level 6 in mathematics. Inspection evidence shows that if the current trend is sustained in English, a similar proportion of pupils are likely to gain the same high standards.
- During the inspection, high quality work was seen in writing and in mathematics. In English, pupils write very well in a range of different styles and for different purposes. They use vivid words to record their thoughts, such as writing an original poem as lyrics for a song. In mathematics, they are adept at solving problems and are confident to think things out for themselves.
- Results from national tests to check Year 1 pupils' knowledge and understanding of letters and the sounds they make (phonics) far exceed the national average because this is taught well by staff who are skilled at teaching reading. Pupils reach well above average standards; pupils read widely and enjoy reading.
- Taking account of their different starting points, all groups of pupils make at least good progress. The school checks progress carefully, quickly identifies any pupil falling behind and provides support.
- Disabled pupils, those with special educational needs and those for who the school receives the pupil premium make excellent progress because work and learning methods are matched closely to their individual needs. Expectations for learning are high and staff set work which moves these pupils on very quickly. As a result, the standards they reach compare very favourably with the corresponding groups nationally.

The quality of teaching is good

- Lesson observations, records of pupils' improving progress and the school's checks on teaching show that teaching has improved greatly since the last inspection. A significant increase in the amount of good and outstanding teaching, observed in equal measure, comes from more effective use of assessments to match tasks to pupils' different capability, particularly in classes

with pupils from more than one year group.

- In the few instances where teaching requires improvement, the lessons had good features but the tasks set for more-able pupils were not pitched at the right level so that they were not made to think enough about their work.
- Interesting lessons create a climate in which pupils try hard and are motivated to do their very best. Teachers provide a wide range of activities that promote good and outstanding learning. Pupils say that lessons are interesting. For example, in a literacy lesson in Years 5 and 6, pupils were given very interesting and contrasting evidence about polar bears; they had to use what they saw to make a decision and write a report from different viewpoints. In Year 6 mathematics, pupils were skilled in devising strategies to solve problems independently. These activities were highly effective in getting pupils to think and work things out for themselves.
- Teaching of communication, reading, writing and mathematics is good and sometimes outstanding. Pupils are aware of their individual targets, so they know their next steps for learning and are encouraged to work towards these. Marking of their work is helpful and checks on pupils' work books show that any advice for improvement given by teachers is followed up by pupils.
- Teachers are skilled in using information and communication technology to present lessons clearly so that pupils develop a quick and clear understanding. Teachers also encourage pupils to use computers to make learning even more engaging.
- Teaching assistants provide effective support for pupils, including those who require additional support, such as those with disabilities or special educational needs, by breaking tasks down into smaller achievable steps enabling rapid progress.

The behaviour and safety of pupils are outstanding

- Pupils' outstanding behaviour makes a significant contribution to their learning and personal development. Pupils always pay close attention in lessons, follow instructions very carefully and listen respectfully to the views of others. They show great initiative in tackling harder work, for example by thinking deeply about the activities they are given. Pupils said they enjoy learning new things and their least favourite activities are when they repeat what they have already learned.
- Pupils maintain high levels of self-control, remain focused on learning and do not waste any time. Only when activities are not demanding enough do they lose concentration, but still do not cause any disruption. Behaviour around the school and at break times is outstanding.
- Bullying is very rare and pupils say that it is dealt with effectively should it occur. Pupils have a very good understanding of the different types of bullying and know how to avoid this. Systems for following up such incidents are extremely thorough. Pupils are kept very safe in school.
- Pupils' spiritual, moral, social and cultural development is promoted well, through many opportunities to think deeply about emotions, thoughts of famous people such as Martin Luther King and about the world in which they live. Opportunities in the personal and social education programme, in school and class assemblies and in Literacy lessons provide time for reflection. When pupils work in the outside 'forest school area' and in a wide range of other subjects, they develop excellent team building skills, initiative and a secure sense of right and wrong.

- Attendance has remained above average for the last three years and the level of persistent absence is below the national average.

The leadership and management are outstanding

- Outstanding leadership and management have led to excellent improvement in key areas of the school's work. A relentless drive to improve the quality of education and outcomes has led to improvements in the quality of teaching and learning, pupils' achievement, standards, behaviour, equality of opportunity for pupils of different ages in the same classes and the curriculum.
- Rigorous arrangements for checking teaching have improved teaching quality. There is no inadequate teaching and most seen during the inspection was good or outstanding. School leaders visit classrooms regularly, look at teachers' planning and check pupils' work to ensure they are making good or better progress. Any shortcomings are included as priorities for development and senior leaders provide good opportunities for training to improve teaching. The school's evaluation of teaching is linked to salary rewards. Clear targets are set which relate to the national standards for teachers and are used when evaluating improvement.
- The school has an accurate view of its own performance which is based in secure evidence from lesson observations, an accurate and searching analysis of standards and pupils' progress and information gained from pupils' work books. This detailed view links very well into school development planning. Senior leaders hold all teachers to account for the progress their pupils make at regular pupil progress reviews.
- **The governance of the school:**
 - The governing body has played an important role in the school's improvement. Governors are regular visitors, forming their own objective view of the school's work and asking probing questions of senior leaders relating to the school's performance. They have high levels of relevant expertise and consequently are able to form their own very clear and accurate view of teaching, its impact on learning and progress and how well the school is doing. They use this and assessment information to challenge senior leaders in guiding school improvement and in overseeing clear targets for managing the performance of the headteacher and staff. They ensure statutory requirements are met, particularly for safeguarding, where vetting procedures for staff and visitors are thorough and all training, including their own, is up to date. They make careful financial decisions, ensuring that pupil premium funding is used well for those pupils who require additional support.
- The local authority has a good knowledge of the school and classifies it as one needing minimal support. The school engages the local authority to support the monitoring and evaluation process and in setting clear areas for further development.
- There are good learning opportunities for pupils at all levels of attainment, including disabled pupils, those with special educational needs and those for who the school receives the pupil premium funding. Equality of opportunity is promoted well and reflected in the narrowing of the gap in the progress of different groups. Funding for pupil premium is wisely spent on individual and small group support, engaging the Welfare Officer and in behaviour support for those pupils who qualify. The effectiveness of this support is clearly seen in the excellent progress these pupils are making.

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	123453
Local authority	Telford and Wrekin
Inspection number	402164

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	347
Appropriate authority	The governing body
Chair	Kevin McNamara
Headteacher	Deborah Williams
Date of previous school inspection	9 June 2010
Telephone number	01952 387690
Fax number	Not applicable
Email address	A2195@telford.gov.uk

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