

Mickley Infant School

Milton Avenue, Stretton, Alfreton, DE55 6GG

Inspection dates 11–12 July 2013

Overall effectiveness	Previous inspection:	Good	2
	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

- Achievement is good. Attainment at the end of Year 2 in reading, writing and mathematics is consistently broadly average.
- Teaching is typically good and it has some outstanding features. Consequently, pupils make good progress from their low starting points on entry to the Nursery.
- Leadership and management are good. The headteacher's high expectations are at the heart of the school's enduring strengths and improvements since the last inspection.
- Pupils enjoy coming to school. Attendance has improved and is now above average.
- Pupils' behaviour is excellent, as are their relationships with each other and adults in the school. They speak very highly of their school and feel very safe.
- The range of subjects taught and other activities contribute well to pupils' learning in basic skills as well as their personal development.
- The governing body knows what the school is aiming to achieve and shares the headteacher's ambition for the school, ensuring continued improvements in teaching and pupils' achievement.
- The school has the confidence of its parents, who appreciate the access they have to discuss their children's progress at school.

It is not yet an outstanding school because

- There is not enough outstanding teaching to help pupils make even more rapid progress.
- Occasionally, teachers and other adults take too long to move pupils on to their next steps in learning. Checks and comments made on pupils' work are not always precise enough to help them to improve it.
- In Nursery and Reception, on occasions, adults do not give enough support to sustain children's interest or boost their learning.
- In some lessons, pupils' progress in mathematics is a relative weakness because they are not always able to explain what they are doing or show what they have understood.

Information about this inspection

- The inspector observed eight lessons or parts of lessons, one of which was jointly observed with the headteacher.
- Meetings were held with four pupils, all members of the school council, the Chair of the Governing Body, and the headteacher and whole staff. The inspector met a representative of the local authority.
- The inspector looked at a wide range of school documents, including: the school's own tracking data on pupils' current and recent progress; its summary self-evaluation; monitoring files and records relating to pupils' behaviour and attendance; and the school's safeguarding arrangements.
- The response to the online Parent View was too small to be shown on the Ofsted website. The inspector took into account the outcomes of the school's own survey of parents' views and the views of the small number of parents he spoke to before school on the second day of the inspection.
- The inspector considered 11 questionnaires returned by staff.

Inspection team

Krishan Sharma, Lead inspector

Additional Inspector

Full report

Information about this school

- This is much smaller than the average-sized primary school.
- Almost all pupils are White British.
- The proportion of pupils who are supported through school action is below the national average. The proportion of those who are supported at school action plus or through a statement of special educational needs is above average.
- The proportion of pupils known to be eligible for pupil premium funding is above average. This is extra funding provided by the government to support certain groups of pupils. In this school, it applies only to pupils known to be eligible for free school, as currently the school has no children looked after by the local authority or children of service families.
- The school has two classes: one for Year 1 and 2 pupils and the other for full-time Reception children, and Nursery children, who attend in the mornings only.

What does the school need to do to improve further?

- Raise the quality of teaching from good to outstanding so that in all lessons pupils make rapid and sustained progress by ensuring that teachers and adults:
 - reduce the time spent on consolidating what pupils already know and move them briskly on to their new learning
 - check pupils' progress more closely and give more precise feedback on what they are doing well and what they need to do to improve it
 - give well-timed support in Nursery and Reception when children are working independently, to deepen their involvement and learning.
- Strengthen pupils' skills in mathematics by:
 - ensuring that as well as completing the mathematical activity given to them, pupils also understand the idea behind it
 - expecting pupils to explain what they have been doing and give reasons for their answers being correct.

Inspection judgements

The achievement of pupils is good

- Children join Nursery at starting levels that are typically much lower than those expected for their age. They make a good start and continue to progress well in all areas of learning. As a result, an increasing number of children meet the expected levels by the time they leave Reception.
- Good progress continues as pupils move through Key Stage 1. Currently, attainment is broadly average in reading, writing and mathematics. In some years, it has been above average; fluctuations are caused by small cohorts, often 10 pupils or fewer. The standards being achieved represent good progress from pupils' starting points at the beginning of Year 1.
- Pupils' knowledge of phonics (the sounds that letters make) is getting stronger because its teaching is now well established. Pupils, including the weaker readers, are confident enough to tackle unfamiliar words. Standards in reading continue to improve. In 2013, a much higher proportion of Year 1 pupils reached the expected standard in the national phonics check than last year.
- Writing is improving. Most pupils make good progress, which was evident in the written work seen during the inspection. Pupils have a good grasp of basic punctuation as its correct use is regularly emphasised by teachers. They are aware that their choice of vocabulary can make their writing more interesting.
- Achievement in mathematics is good overall. Pupils enjoy working with numbers and most can handle them accurately. In some lessons, pupils do not demonstrate a clear understanding of the mathematical idea they are working on, although they are able to complete the tasks given to them.
- Disabled pupils and those who have special educational needs make good progress from their starting points. The additional support provided for them is carefully planned to meet their specific needs accurately.
- There were not enough pupils known to be eligible for free school meals in 2012 to comment on their attainment without identifying them. Pupils eligible for pupil premium funding are making progress similar to their classmates. The extra funds available are being used to help the eligible pupils in small groups and in one-to-one situations.

The quality of teaching is good

- Teaching is usually good and it has some outstanding features. The consistent quality of teaching has helped the school to maintain good levels of achievement over time. As well as developing pupils' basic skills, teachers promote their social skills and relationships very well.
- In Nursery and Reception adults plan a wide range of practical and interesting activities which successfully promote children's independence. Adults are good at engaging children in conversation to improve their communication and social skills. At times, they do not intervene enough to help children sustain interest in their activities or to extend their learning.
- Typically, teachers' planning takes into account pupils' prior learning. Teachers and other adults

have high expectations and receive pupils' willing commitment to their work. Consequently, most pupils make clear gains in their learning. Adults routinely check pupils' progress during lessons and give feedback on their performance. However, their checking is not always deep enough nor is their feedback always precise enough to guide pupils on how to improve their work.

- Adults mostly manage time in lessons well. On occasions, they spend too much time on going over what pupils already know and understand. This slows the pace of learning and reduces the time for new learning. When this happens, pupils' progress is not as strong as it should be.
- The teaching of phonics is systematic and effective. It has already made a considerable difference as standards in reading are rising, including those for the more able. Pupils' reading records show that they read regularly and widely.
- The teaching of writing is conscientious. As a result, most pupils are confident in constructing simple sentences correctly in their work in English and other subjects.
- The teaching of disabled pupils and those who have special educational needs is carefully planned to build on their previous gains. Their needs are accurately assessed and the information is effectively used to plan the next steps for their learning.
- The teaching of pupils who are supported by pupil premium funding is specifically aimed at improving their basic skills and their use in other subjects. The extra support is helping them to catch up.

The behaviour and safety of pupils are outstanding

- Pupils display excellent attitudes to their work. They relate with each other very well. Pupils are very happy being at school and do not hesitate in saying so.
- Children in Nursery and Reception are very responsive to adults' instructions and guidance. They move around with care for their own and others' safety.
- Behaviour is almost always impressive and is consistently well managed. Pupils understand what is expected of them. They show excellent manners towards each other and adults. Parents, staff and pupils all agree that the school provides an exceptionally positive climate for learning.
- Pupils feel very safe at school. They say that bullying is rare and is unacceptable. If and when it occurs, it is dealt with promptly. Pupils are aware that bullying can take different forms, including name calling or misuse of the internet.
- Attendance is now above average and represents an improvement since the last inspection. The headteacher remains alert to maintaining high levels of attendance.

The leadership and management are good

- The headteacher has remained resolutely focused on securing pupils' good achievement and the good quality of teaching. The school's current performance demonstrates that she has been successful on both counts.
- The current improvement planning priorities are the right ones. Regular checking of progress on

improvements contributes well to the school's self-evaluation and the school's good capacity to improve further. Occasionally, the records of observation of teaching do not focus fully on the progress different groups of pupils make in lessons.

- Pupils' progress is regularly checked and tracked. The resulting data are robustly discussed at progress review meetings and inform decisions about providing extra help for pupils who need it, including the disabled and those who have special educational needs, and those for whom the school receives pupil premium funding. It helps the headteacher and the governing body to ensure that no group is discriminated against and that pupils have an equal chance to make the most of what the school has to offer.
- Performance management arrangements have been brought up to date and are set to make a clear link between teachers' pay and the impact they are making on pupils' learning and achievement in their classrooms. The continuing staff training clearly takes into account whole-school priorities and the individual needs of staff.
- The range of subjects taught and other activities offered to pupils contribute well to the development of their basic skills. Visits to places of interest, visitors to school, sport, extensive use of role-play, and celebrations of different cultural traditions all promote pupils' spiritual, moral, social and cultural development well. Pupils' awareness of the cultural diversity present in this country has improved since the last inspection.
- The school works extremely well with parents, who find the staff always willing to listen to their concerns and discuss their children's progress at school. They speak very highly of the part the headteacher has played in fostering the school's links with parents and carers and the local community.
- The local authority provides a worthwhile support to the headteacher by confirming the accuracy of the school's judgements on its performance. It has also provided practical support in improving provision for Nursery and Reception groups.
- **The governance of the school:**
 - The governing body knows the school well, including its overall quality of teaching and pupils' achievement. It maintains a regular review of the school's performance and how it compares with similar schools nationally. Governors have ensured that the school is ready to establish clear links between teachers' performance in their classrooms and their pay rises and promotion. They have a good grasp of the school budget and are increasingly aware of the use of pupil premium funding to boost the achievement of eligible pupils. The governing body shares the headteacher's ambition for the school and supports the direction the school is pursuing to improve outcomes for pupils. It has knowledgeable members who are confident to challenge the headteacher to account for any weakness in the school's provision. Governors ensure that the school's safeguarding arrangements meet current national requirements.

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	112676
Local authority	Derbyshire
Inspection number	412680

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

Type of school	Infant
School category	Community
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	44
Appropriate authority	The governing body
Chair	David Beaumont
Headteacher	Sara Street
Date of previous school inspection	11 May 2010
Telephone number	01773 832707
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Email address	headteacher@mickley.derbyshire.sch.uk

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