

# Mugginton CofE Primary School

Weston Underwood, Ashbourne, DE6 4PL

**Inspection dates** 17–18 December 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
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.

- The headteacher's relentless focus on improvement, particularly in teaching and learning, is a major factor in pupils' good and improving achievement.
- Teaching is good overall, with some that is outstanding. There is much that is imaginative and lively. This captures the pupils' attention and keeps them engrossed.
- Skilled teaching in Reception ensures that children quickly become confident and able to work on their own.
- Staff and governors focus successfully on making sure no pupil is left out and all are given the help they need to succeed. This includes helping disabled pupils and those who have special educational needs to meet their targets.
- The school makes excellent provision for pupils' spiritual, moral, social and cultural development through the subjects they teach and the wide range of special events on offer.
- The pupils' exemplary behaviour and extremely positive attitudes to learning are significant factors in their good achievement. Pupils are unfailingly polite to each other, staff and visitors. They are very keen to please and want to succeed.
- This is a school community in which pupils feel very safe and thrive. The strong partnership forged with families reflects the genuine care for parents and their children.
- Governors provide effective support to the school but are never afraid to challenge the actions of the school where necessary.
- The headteacher's strong leadership inspires everyone, both staff and pupils, to continually strive to improve.

### It is not yet an outstanding school because

- The proportion of outstanding teaching is not high enough. On occasion, teachers set pupils work that is too hard or too easy.
- There are inconsistencies in the quality of feedback pupils receive, and teachers do not make sure that pupils follow the advice they are given.

## Information about this inspection

- The inspector observed six lessons or part lessons. Two of these were jointly observed with the headteacher.
- Meetings and discussions took place with the headteacher, governors, pupils, staff, parents and a representative of the local authority.
- The inspector looked at samples of pupils' work and listened to pupils read.
- There were too few responses from parents to the online survey for the inspector to analyse. The inspector did, however, speak to parents during the Christmas coffee morning on the first day of the inspection.
- The inspector looked at key documents, including performance data produced by the school, procedures for safeguarding, the school's own evaluations of its work, reports to the governing body and the plans for raising the attainment of pupils.

## Inspection team

David Edwards, Lead inspector

Additional Inspector

## Full report

### Information about this school

- Mugginton Church of England Primary is much smaller than the average-sized primary school.
- Pupils are taught in two mixed-age classes. A Reception and Year 1 and 2 class, and a Year 3, 4, 5 and 6 class.
- The large majority of pupils are White British.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average. The proportion supported at school action plus or with a statement of special educational needs is below average.
- A below-average proportion of pupils are supported by the pupil premium, which in this school provides additional funding for pupils who are known to be eligible for free school meals or who are looked after by the local authority.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- There is a before- and after-school care club on site which is run by the governors.

### What does the school need to do to improve further?

- Increase the proportion of outstanding teaching, by all teachers:
  - giving pupils guidance so that they can check the quality of their work
  - ensuring that pupils are not given work that is too hard or too easy for them.
- Raise pupils' achievement further in English and mathematics by:
  - creating more opportunities for pupils to use and apply their mathematical skills to real-life problem-solving situations
  - giving pupils more opportunities to evaluate their own written work and that of their classmates.

## Inspection judgements

### The achievement of pupils is good

- In this small school, cohorts vary considerably in size. Attainment varies from year to year. The performance of one individual can sometimes have a disproportionate impact on overall attainment.
- Children typically start in the Reception class with knowledge and understanding below the expected levels for their age. Even so, and given the small numbers in each year group, there is a wide range of ability. The school addresses the needs of each individual. As a result, children make good progress during the year, especially in developing their self-confidence and self-awareness, reading and speaking skills. At the end of Reception, they have generally attained close to or above the standards found nationally.
- The school's results in the latest Year 1 reading check were below average but had improved on the previous year. The school has invested heavily in extra teaching assistant support time to remedy this situation. Pupils who failed to reach the expected levels are well catered for in small-group and one-to-one teaching in the following year. The school has continued to improve the teaching of phonics (the sounds that letters make) and, as a result, pupils, including those with significant emotional and learning needs, are developing an enjoyment of reading and a love of books.
- Standards in reading, writing and mathematics at the end of Key Stage 1 have been above the national average for a number of years. In 2013, an above-average proportion of pupils reached the expected standard in reading, writing and mathematics, but fewer pupils reached the higher levels in reading and writing than was the case nationally. More pupils reached the higher levels in mathematics than did nationally.
- Standards at the end of Year 6 were average in 2011 and 2012. Standards in reading, writing and mathematics were above average in 2013. Results of the reading test show that pupils' performance in reading and the newly introduced English, spelling, grammar and punctuation test were well above average. Evidence gathered during the inspection and the school's own records of pupils' progress show that the current Year 6 are working at a higher level than expected in all three subjects.
- The school has successfully created more opportunities for pupils to write more widely for a range of purposes and pupils are rightly proud of what they achieve. Teachers make good use of opportunities to write in different subjects; for example, accounts of events in history or recording science investigations.
- The school recognised the need to improve pupils' calculation skills in mathematics and this has helped to raise standards in the subject over the last three years, but pupils are not being given enough opportunities to develop their real-life problem solving skills in the subject to raise standards even further.
- The number of pupils known to be eligible for the pupil premium is too small to comment on their attainment without risk of identifying individual pupils. However, the evidence shows that they make progress that is at least in line with, and sometimes better than, that of their classmates.

- Disabled pupils and those who have special educational needs make similarly good progress to that of other pupils. This is because their needs are identified early, school leaders check their progress carefully, and pupils receive effective support when it is needed.

### **The quality of teaching is good**

- The good quality of teaching has a positive impact on pupils' learning. Teachers work well as a team and they support each other's work well.
- Teachers usually deploy teaching assistants effectively to support pupils' learning. This was particularly evident in the guided mathematics sessions which enabled small-group teaching to focus on misconceptions and gaps in pupils' learning. Relationships between adults, including teaching assistants, and pupils are very strong and this supports learning as well as having a very positive impact on behaviour.
- Teachers often plan activities in the mixed-age classes that are supported by a stimulating range of resources to ensure that pupils are interested and enjoy their work. This was evident in a Key Stage 2 science lesson, where Year 5 and 6 pupils were investigating the effects of placing wires of different thicknesses into a series circuit. They were thoroughly engrossed in creating hypotheses and making predictions, then testing out their ideas. They used their writing skills very effectively to communicate their findings and produced graphs of their findings using a computer program. They made rapid gains in their learning.
- The increased effectiveness of teaching in Key Stage 2 has led to pupils making good progress. Teachers explain tasks clearly to pupils so they know what they are expected to do. In the best lessons, well-planned, challenging and enjoyable tasks are matched carefully to pupils' different abilities. Evidence from the inspection and the school's own data analysis and pupils' work show that the current Year 6 are working at a good level in all three subjects. Pupils say that their teachers help them when they need it and that they learn a lot in lessons.
- Occasionally, the activities that teachers set lack challenge, or work is too easy or too hard. Pupils are not always given the guidance necessary for them to improve the quality of their work and, at times, teachers do not consistently ensure that pupils take note of and follow the advice they are given.
- The school has added greater rigour to the teaching of letters and the sounds they make, which helps pupils to develop early reading skills well from their different starting points. Further up the school, tablet computers are used effectively to enable older pupils to develop reading skills when finding out more about the topics being studied.

### **The behaviour and safety of pupils are outstanding**

- Behaviour is exemplary. This is reinforced by warm and trusting relationships between pupils and staff. There is a strong and explicit emphasis on teamwork in the school, and pupils respond to this very positively. Pupils have a great pride in their school and they respond well to rewards for their efforts and contributions to learning in lessons.
- In all lessons, pupils remain fully focused and continually strive to do their best, showing a genuine appetite for learning. Their very good behaviour makes a strong contribution to their learning.
- Parents and carers have great confidence in the care that the school provides, and pupils agree

that they feel happy and safe in school. A parent described Mugginton as, 'a school which is an extension of the family. This school is at the heart of the community.' Virtually all parents and carers who spoke to the inspector or wrote letters judged behaviour to be excellent.

- Expectations of pupils' behaviour are extremely high, and this is emphasised through all adults being consistent in their use of rewards and sanctions. This means that pupils know precisely where they stand.
- Discussions with pupils showed they have a very good understanding of different types of bullying, including cyber-bullying. They said that, although differences may sometimes arise, there is no bullying in school. Racist incidents and incidences of poor behaviour are rare and there have been no exclusions of any kind for many years. Pupils have immense trust in the headteacher and all staff.
- The school makes sure that pupils are able to keep themselves safe at all times. Two examples of this are the water safety training and first aid training which pupils receive. Pupils are very clear about how to keep themselves safe when using the internet, as the school takes every opportunity to revisit e-safety when using computers.
- Pupils are keen to take on responsibility such as looking after younger children during lunchtimes, helping to clear up the dining room, or running stalls at the many social events that take place, such as the Christmas coffee morning. This helps to give them the skills they need as they move through the education system and on to the world of work.
- The popular breakfast club provides a good start to the day. It has created a stimulating and welcoming environment which helps pupils to develop their personal and social skills. The after-school club enhances curriculum opportunities for pupils.
- The school has excellent working relationships with a number of outside agencies to support vulnerable pupils and their families. Attendance has been above the national average for several years. In 2013, attendance was well above average, reflecting pupils' enjoyment of school.

### **The leadership and management** are good

- The headteacher keeps everyone firmly focused on improving the quality of teaching, ensuring equality of opportunity and tackling discrimination. Subject leaders have been trained to provide effective support for their colleagues; for example, by teaching alongside them or teaching demonstration lessons. Formal processes for monitoring and improving the performance of teachers are rigorously implemented and account for the increasing amount of outstanding teaching that is now evident in Key Stage 2.
- Leaders make effective use of data to identify pupils who are in danger of falling behind. The rigorous pupil assessment and tracking systems are used well to provide additional support to help pupils accelerate their progress. The headteacher's uncompromising drive has ensured that attainment at Key Stage 2 has risen to above national levels.
- The headteacher's and governing body's accurate self-evaluation and record of improvements show that leaders have a strong capacity for further improvement. This is evident in the improvements that have taken place since the last inspection in the Early Years Foundation Stage. The school improvement plan is focused clearly on gaining and sustaining outstanding achievement throughout the school. However, some of the measures that the school uses to measure the success of its actions are not specific enough in terms of pupil progress. The school

already has plans to review this aspect of the improvement plan. Members of the governing body frequently visit the school to check on how the improvement plan is being implemented.

- The school's provision for disabled pupils and those who have special educational needs is led and managed effectively; this ensures that the needs of these pupils are met well.
- Parents and carers are full partners in their children's learning and genuinely made to feel welcome. They greatly value the information they are given about their children's progress and the help to support their learning. This includes showing how their children will be taught to calculate as they move through the school and ideas about how they can help to support their learning at home through the school website.
- The school continually reviews the organisation of subjects in order to improve the learning of all pupils. This leads to many memorable experiences that add much interest to their daily lives, such as the Second World War day and residential visits to an outdoor education centre. The school does its utmost to ensure that pupils remain healthy and physically active. Plans for the use of primary sports funding are aimed at enhancing this through training for teachers and further engaging specialist sports coaches.
- Through the strong focus on their personal development, pupils develop an appreciation of art and music. Links with schools in France, Italy, South Africa and a multicultural school in Derby broaden pupils' horizons considerably and promote greater global awareness. Empathy and understanding are fostered well through celebrating different cultures. This has led to the school gaining the International Schools Award. The school has strong links with the local village church, which raises pupils' awareness of religious and spiritual aspects of life and further cements the school's close links with the local community.
- The local authority provides appropriately light touch support for the school. It is aware of the school's strengths and provides support if the school requests it.
- **The governance of the school:**
  - The governing body is supportive and makes a good contribution to school leadership. Governors share the headteacher's firm resolve to achieve the best possible outcomes for all pupils and to continue to improve the school. Governors ask challenging questions and have good systems to find out, first hand, about life in the school. They review information about the achievement of pupils, considering this data against the school's targets. Governors keep a check on how well the quality of teaching is improving and how this relates to salary increases of staff. Governors ensure that the pupil premium funding is spent appropriately; for example, on providing additional support for pupils who need it. They keep a good check on expenditure and were actively involved in the decision to purchase tablet computers for use by the pupils. The governing body ensures that safeguarding arrangements meet all current requirements and that the school promotes equality of opportunity well and rejects all forms of discrimination.

## 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

<b>Unique reference number</b>	112862
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	433146

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	39
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Don Walton
<b>Headteacher</b>	Jane Moore
<b>Date of previous school inspection</b>	6 April 2011
<b>Telephone number</b>	01335 360261
<b>Email address</b>	headteacher@muggington.derbyshire.sch.uk

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