

Melbourne Junior School

Packhorse Road, Derby, DE73 8JE

Inspection dates 23–24 June 2015

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

Summary of key findings for parents and pupils

This is a good school.

- Melbourne Junior School is a learning community where pupils feel safe and secure. This environment, along with consistently good teaching, enables them to achieve well.
- Pupils are making good progress. The standards they reach at the end of Year 6 are consistently above those seen nationally.
- Pupils behave well and are respectful of all adults. They say they enjoy learning and particularly enjoy their exciting topic work.
- Relationships at all levels are highly positive.
- Teaching is typically good. Pupils are keen to learn and take pride in their work.
- Pupils display positive attitudes to learning. Behaviour in lessons and around the school is good or better.
- The school is well led and managed by the headteacher. She has a clear vision and provides a strong role model to staff and pupils through her conduct and professionalism.
- Senior leaders have high expectations of both staff and pupils. This is demonstrated by their approach to developing a highly engaging curriculum for all pupils which promotes their spiritual, moral, social and cultural development extremely well.
- Governors are well informed and challenge the school's leaders about all aspects of the school's performance.
- The school works effectively with parents as partners in their children's learning.

It is not yet an outstanding school because

- Standards in mathematics are not as high as those in reading and writing.
- The quality of marking and feedback given to pupils in mathematics is not as precise or helpful as it is in other subjects.

Information about this inspection

- Inspectors observed pupils’ learning in 10 lessons, including two which were jointly observed with the headteacher.
- Inspectors looked at pupils’ current work across a range of subjects and listened to a group of pupils from Years 3 and 5 read.
- Meetings were held with: the headteacher, leaders of different subjects, a group of pupils, a representative of the local authority and members of the governing body.
- The inspectors looked at a range of documentation including: the school’s own self-evaluation and plans for improvement; the school’s evaluation of the quality of teaching and learning; school policies; the school’s most recent data on the attainment and progress of pupils; information provided to families; information relating to the safeguarding of pupils; and the school’s most recent data relating to attendance and punctuality of pupils.
- The lead inspector considered the range of and quality of information provided on the school website.
- Consideration was given to the 63 responses from parents and carers to the online questionnaire (Parent View). The inspectors spoke informally to parents at the beginning of the school day. Consideration was given to the 26 questionnaires completed by members of staff.
- Year 6 pupils were not in school during the inspection due to a residential trip. They were accompanied by five members of staff, including one senior leader.

Inspection team

Dorothy Bathgate, Lead inspector

Her Majesty’s Inspector

Martin Finch

Her Majesty’s Inspector

Glen Goddard

Additional Inspector

Full report

Information about this school

- This is an average-sized primary school.
- Pupils are taught in nine classes. There are two classes in each year group, except in Year 3, where there are three.
- Most pupils are White British. There are very few pupils from other heritage groups or who speak English as an additional language.
- The proportion of disadvantaged pupils eligible for the pupil premium funding is well below the national average. This is additional funding provided to give extra support to those pupils known to be eligible for free school meals and to children who are looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs is below the national average.
- The school meets the government's floor standards, which sets the minimum expectation for pupils' attainment and progress in English and mathematics.
- Three teachers are currently on maternity leave, including the deputy headteacher. These classes are being covered by temporary supply teachers.
- The school has recently been through a turbulent time, including significant changes in staff.

What does the school need to do to improve further?

- Improve teaching and pupils' attainment in mathematics by making sure that:
 - pupils have more opportunities to develop their reasoning skills
 - pupils have opportunities to use their mathematical skills in subjects other than mathematics
 - teachers' marking and comments explain more precisely to pupils how they can improve their work
 - pupils are given time to respond to teachers' marking.

Inspection judgements

The leadership and management are good

- The headteacher is passionate and committed to continued improvement in order to build further on the school's success. Her vision for all staff and pupils, as well as the ethos she has established, is summed up in the school's motto, 'Only my best is good enough for me'.
- All members of staff and a large majority of parents are supportive of the headteacher.
- All leaders are committed to setting high expectations and model this through their own behaviours. This strong culture of high expectations allows consistently good teaching and learning to take place and ensures that behaviour is typically good.
- Senior leaders, subject leaders and governors are all involved in thorough and accurate checking of the quality of teaching. They have a strong commitment to ongoing training to ensure that staff members' skills and knowledge are up-to-date. The best practice within school is shared so that all staff can make further improvements to their teaching. This, alongside the use of accurate assessment of pupils' attainment, ensures that progress is good across the school and that leaders at all levels are aware of how all pupils are achieving.
- Although some subject leaders are relatively new to their roles, they have a clear understanding of strengths in their subjects, as well as what they need to do to improve further. For example, improvements to the teaching of writing have resulted in many pupils making better than expected progress and attaining very high levels at the end of Year 6. This demonstrates that subject leaders have good capacity to drive further improvements in the school.
- Pupils' attainment and progress in mathematics is relatively weaker than that in reading and writing. This is because some teachers are not as confident in teaching mathematics at the right level for all abilities as they are in other subjects and teachers' marking and feedback to pupils in mathematics does not support learning as effectively as in English.
- The information about the quality of teaching and pupils' achievement is closely linked to target setting for teachers. Teachers are held to account for meeting their targets and any salary increases are related to this.
- Senior leaders actively promote equality of opportunity. The achievement of different groups of pupils is reviewed frequently to ensure that any gaps between different groups are eliminated. Consequently, pupils for whom the school receives pupil premium funding make similar rates of progress to their peers. The school recognises that it needs to monitor even more robustly the effectiveness of intervention programmes for those pupils who are at risk of underachieving and has sound plans in place to address this.
- The school provides an exciting curriculum that motivates pupils to learn through a topic approach. For example, in the Year 6 topic 'What makes a hero', pupils engage in lively debates and undertake in-depth research into people they admire such as Charles Darwin, Emmeline Pankhurst and Martin Luther-King. Each topic begins with an 'inspiration day' and works towards an outcome, many of which are shared with parents. The curriculum is enhanced by a wide range of experiences both inside and outside of the school. For example, the school has worked effectively with parents and local organisations to develop an impressive school garden to teach pupils about sustainability. Pupils also enjoy a range of opportunities to shine in the performing arts and music.
- The school's promotion of pupils' spiritual, moral, social and cultural development is strong. This is reflected in pupils' positive attitudes to learning and the respect and care they show to each other. Pupils achieve well in the arts. For example, many pupils are learning to play a musical instrument and Year 6 pupils produce art work each year for the Melbourne Arts Festival. The school promotes democratic values through the annual elections for the post of President of the School Council and class representatives. In this way, as well as through clear values and a well-planned assembly programme, the school prepares its

pupils well for life in modern Britain.

- The school is using the additional primary physical education and sport premium funding to increase participation in inter-school competitions, for teacher training in sport, and to purchase new equipment. This is improving skill levels and fitness amongst the pupils. They are proud to be county 5 a-side football champions for 2014/15.
- The school fosters strong working relationships with the large majority of parents, as well as with the wider community.
- The school places a high priority on keeping pupils safe and all safeguarding requirements are met.
- The local authority provides effective support to the school. It has full confidence in the school's leadership and rightly delivers only a core package of support. The school is particularly appreciative of the sensitive support of the link adviser through its recent turbulent period.
- **The governance of the school:**
 - The governance of the school is good because governors share the same passion and ambition for the school as the senior leadership team. Governors are well informed about all areas of the school's performance and receive regular and detailed information on the performance of pupils. They are aware of how the school compares against national indicators. They ensure that senior leaders are held accountable for the school's performance and set targets which match pupils' needs. The governing body has an accurate understanding of the quality of teaching through its first-hand monitoring work alongside senior leaders. Governors make appropriate decisions about pay progression and performance management based on a wide range of evidence. They ensure that spending is used effectively to improve pupils' achievement, including that of disadvantaged pupils. The governors enjoy meeting regularly with pupils, listening carefully to their views and taking them into account when making decisions. The governors work hard at seeking parents' views and are regular attenders at all school events to which parents are invited. Governors ask challenging questions and seek further clarity to ensure that all pupils receive the best possible education.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. It is underpinned by good relationships at all levels.
- Pupils are proud of their school and keen to learn. They waste no time in settling down in lessons. They take pride in their work and this is reflected in the extremely high quality of presentation in their books. Pupils are motivated by the high expectations that teachers set for them and, as a result, they make good progress.
- Pupils move around the school calmly and sensibly. Pupils say that poor behaviour at break-time and lunchtime is rare. They are punctual in returning to classrooms after breaks and assemblies. Their behaviour and conduct in assemblies is outstanding.
- Pupils enjoy coming to school and this is reflected in their above average attendance. Systems for monitoring attendance and following up absence are rigorous. The school works relentlessly to support all families to ensure that their children attend regularly.

Safety

- The school's work to keep pupils safe and secure is good. All parents who responded to the Parent View online survey, and those who spoke to inspectors, said that their children felt safe at school.
- Pupils know about different forms of bullying but are confident that it is extremely rare. This is confirmed by school records. Pupils are generally capable of sorting out their own difficulties because they have been taught effective strategies to do so. Pupils say that all adults care for them well. Pupils know they can

raise any concerns directly with staff, or through the school 'worry box' which is checked daily by the headteacher.

- Pupils have a good understanding of how to keep themselves safe. They are aware of the potential risks when using the internet and know how to respond if something causes them concern.

The quality of teaching is good

- Teaching over time, particularly in English and mathematics, is consistently good. As a result, most pupils make good progress and achieve well. Teachers have established positive relationships with pupils. Consequently, pupils respond quickly to instructions and settle quickly in lessons.
- The teaching of writing is highly effective. Pupils acquire good skills in spelling, punctuation and grammar and their handwriting is of an exceptionally high standard. Consequently, pupils are confident writers. For example, when pupils in Year 4 were asked to develop a simple sentence, one pupil developed 'I walked in the snow as it fell' to 'I sprinted gleefully in the pearl white snow while it danced, happily, cheerfully and joyfully'.
- Some teachers are not always fully confident in the teaching of mathematics and, as a result, do not always accurately assess the correct level of work that pupils are able to attempt. Consequently, pupils of all abilities sometimes find the work too easy, and sometimes too hard. Pupils are not provided with opportunities to develop their reasoning skills in every lesson.
- Teachers have high expectations for pupils to work consistently well in all subjects. Topic folders are of an exceptionally high quality and pupils enjoy an exciting, broad and balanced curriculum. For example, Year 4 pupils used Kenyan plants to develop keys in science and Year 3 pupils designed and made Greek pots using the school kiln. Although pupils have good opportunities to use their reading and writing skills across the curriculum, they do not have similar opportunities to develop their mathematical skills to the same high levels.
- Teachers' marking in writing is detailed and pupils are aware of how well they have done and what they need to do to improve. However, marking is not as effective in mathematics because teachers do not always point out the reasons why pupils are making errors or provide enough opportunities for them to spend time self-correcting or checking to see if their calculations are correct.
- Pupils read regularly at home and complete a range of homework tasks. Parents are pleased with the homework tasks that are set. Pupils enjoy their homework tasks because they are able to carry out independent research and develop class work further over a longer period of time.

The achievement of pupils is good

- Pupils enter the school with high attainment and they leave with high attainment.
- Since the previous inspection, pupils have made consistently good progress across Key Stage 2. At the end of Year 6, standards of attainment have been consistently high for some time in reading, writing and mathematics.
- Although standards dipped in 2014 in all subjects, senior leaders have taken swift and effective action to enable pupils to reach the previously high standards once again this year. The school's most recent data and the work in pupils' books confirm that pupils currently in Year 6 have surpassed last year's outcomes and are achieving highly. The proportions of pupils exceeding expected progress in reading and writing are much higher than in 2014 and compare favourably to national figures but are slightly lower in mathematics.
- There are too few disadvantaged pupils in Year 6 to comment on their attainment and progress without

risk of identifying them. Funding is used well to support individual pupils.

- The most-able pupils are making good progress. The proportions of most-able pupils currently in Year 6 making more than expected progress is broadly in line with national expectations in reading and writing but below in mathematics. The school's most recent data and pupils' work indicate that some more-able pupils are working at the higher Level 6 in reading and writing this year.
- Pupils enjoy reading and most read daily at school and at home. Several pupils were able to talk in detail about events and characters in novels, and to name their favourite authors. One Year 5 pupil spoke about his enjoyment of his reading of *The Hobbit*.
- Disabled pupils and those who have special educational needs make good progress because of the skilled support staff and well-tailored programmes which meet their individual needs.

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	112593
Local authority	Derbyshire
Inspection number	461621

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	266
Appropriate authority	The governing body
Chair	Ian Hussey
Headteacher	Jane Hinchliff
Date of previous school inspection	30 March 2011
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