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Mrs Lynne Gerver  
Mickleover Primary School  
Vicarage Road  
Mickleover  
Derby  
DE3 0EY

Dear Mrs Gerver

### **No formal designation monitoring inspection of Mickleover Primary School**

Following my visit to your school on 6 October 2015, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings. Thank you for the help you gave me and the time you took to discuss behaviour in your school.

The inspection was a monitoring inspection carried out in accordance with the no formal designation procedures and conducted under section 8 of the Education Act 2005. The inspection was carried out because Her Majesty's Chief Inspector was concerned about behaviour at the school.

### **Evidence**

I considered a range of evidence including:

- observations of pupils' behaviour and their attitudes to learning in lessons
- observations of pupils' behaviour throughout the day, including discussion with pupils
- documentary evidence
- discussions with school leaders and staff.

Having evaluated all the evidence I am of the opinion that at this time:

**Leaders and managers have taken effective action to maintain the high standards of behaviour and attitudes identified at the school's last inspection.**

### **Context**

Mickleover is an above average-sized primary school. Very few pupils speak English as an additional language. Around 9% of pupils are supported by the pupil premium, which provides additional funding for pupils known to be eligible for free school meals and children looked after by the local authority. This is below the national average. The proportion of disabled pupils and those who have special educational

needs, about one in 10, is below average. The proportion of pupils who start or leave the school other than at the normal times of entry is slightly above average.

### **Personal development, behaviour and welfare**

Teachers and other adults in the school have consistently high expectations of pupils' behaviour and act as good role models. There is a calm and purposeful atmosphere around the school. Pupils' absence and persistent absence rates are slightly below national averages.

At the beginning of the school day, pupils and parents are welcomed by the headteacher at the school gate. Pupils are punctual and enjoy socialising with their peers in the playground. When the bell is sounded, they line up swiftly and calmly and are greeted warmly by their teachers. Pupils are familiar with these routines and, as a result, they make a prompt start to the school day. Teachers and teaching assistants deal with any issues in a caring and sensitive way. Pupils who arrive late must report to the school office. The reason for the late arrival is recorded and followed up appropriately.

In lessons, pupils listen carefully to their teachers, respond promptly to instructions and apply themselves well to their work. Pupils move around the classroom sensibly and organise themselves into pairs or groups without fuss. As a result, little learning time is lost as pupils move between activities. They show respect and tolerance to each other. For example, they listen to their classmates very carefully. In those workbooks that I had an opportunity to scrutinise, there is clear evidence that pupils take pride in their work, which is neatly presented and kept up to date.

Children in the early years respond well to the good opportunities planned for them to develop their personal and social skills. For example, I observed children in the Reception classes sharing equipment in the classroom and playing happily in the outdoor area. Effective routines are established at an early age.

Pupils move around the school building calmly and sensibly. For example, all classes enter the hall quietly and respectfully for assembly. Pupils display good manners, such as saying 'please' and 'thank you' or holding doors open for one another and for adults. Pupils treat their learning environment with respect. This is evidenced by a site that is litter and graffiti free.

Pupils' behaviour in the dining hall is good and sometimes exemplary. Pupils line up sensibly while they are waiting to be served and are polite to the kitchen staff. Lunchtime staff encourage pupils to use good table manners, to talk sociably together and to tidy away dirty plates and cutlery. The behaviour of the youngest pupils is remarkable and they display high levels of independence as they make their choices from the servery and salad bar. Older pupils take turns to act as monitors in the dining hall and undertake this task diligently. Staff are meticulous in ensuring that tables are clean and any spillages are swiftly dealt with in a sensitive manner.

Pupils play cooperatively with one another in the playground. The level of supervision outside at lunchtime is adequate. However, some midday supervisors do

not monitor pupils closely enough and are not proactive in organising games and activities, particularly for older pupils. There is an adequate range of play equipment but older pupils told me that they would like some additional age-appropriate resources. Pupils who are trained as 'mini-leaders' make a very positive contribution to the quality of play for younger pupils and ensure that no one is lonely or left out. School records show few incidents of poor behaviour. Any incidents are recorded carefully and dealt with effectively by staff.

The Lunch Club is used effectively to help a small number of pupils who need additional support with their behaviour. It is a welcoming and calm place. The inclusion officer knows these pupils and families very well, and provides a high level of individual care and support. As a result, pupils are calm and well prepared for afternoon lessons and their behaviour improves over time.

Those pupils that I spoke with during the visit could demonstrate their understanding of the different forms that bullying can take. They told me that name-calling, including racist or homophobic language, is extremely rare. Pupils told me that bullying at Mickleover Primary is not a problem. This is confirmed by the school's bullying log. There are no incidents recorded for the current academic year and only one for the previous year. A number of pupils shared examples of where a few of their peer group had displayed challenging behaviour or struggled with relationships. However, pupils were unanimous in confirming that staff take these incidents very seriously and tackle them effectively.

When I questioned pupils about using the internet safely, they were confident in describing the benefits and dangers of using it. They knew about not sharing personal details when using the internet and telling an adult about any inappropriate content.

The school's well thought out behaviour policy is effective. The traffic-light system is visible in all classrooms and understood by pupils. However, there are few wall displays in classrooms to remind pupils about the five promises which encapsulate the school's expectations for pupils' behaviour and conduct. Pupils told me that they enjoy collecting house points and some were particularly proud to tell me about their achievements recorded in the headteacher's gold book.

I spoke to many parents before and after school. The vast majority were overwhelmingly positive about the school generally and about behaviour specifically. One parent commented, 'This school is more than we ever dreamed of for our daughter.' Another said, 'Staff are very approachable and responsive.' Several parents told me that they had attended the recent parent forum and found it to be helpful in providing them with a greater understanding of school routines. Parents told me that bullying is not an issue and said that senior leaders deal with problems swiftly and effectively when they arise. The school's anti-bullying policy and its policies on behaviour and discipline are easily accessible from the school's website.

The school's single central record meets current statutory safeguarding requirements.

## **Priorities for further improvement**

- Further develop the training for lunchtime supervisors so that their support helps to improve pupils' experiences and enjoyment at lunchtime.
- Provide visual reminders about the school's five promises in all classrooms.

I am copying this letter to the Director of Children's Services for Derby, to the Secretary of State for Education, and to the Chair of the Governing Body. This letter will be published on the Ofsted website.

Yours sincerely

Dorothy Bathgate  
**Her Majesty's Inspector**