

# Inspection of a good school: Mickley Infant School

Milton Avenue, Stretton, Alfreton, Derbyshire DE55 6GG

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Inspection date:

5 May 2022

## Outcome

There has been no change to this school's overall judgement of good as a result of this initial (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a full inspection were carried out now. The next inspection will therefore be a full (section 5) inspection.

## What is it like to attend this school?

This small village infant school has a warm, friendly atmosphere and a caring ethos. In the words of one parent, 'The school goes above and beyond for the children and the wider community.'

Pupils enjoy the rewards they receive in their celebration assembly each week. The school's curriculum helps pupils to learn about positive and respectful relationships. They learn about emotional well-being and mental health. Pupils said that adults help them to understand how to behave in lessons and around school. They understand that they can learn from their mistakes because adults help them to reflect on the choices they make. Pupils are confident that if bullying ever did occur, staff would deal with it promptly.

Pupils enjoy the range of activities that are provided in the well-organised outdoor area. They enjoyed working with the resident artist. The school has broadened its offer of extra-curricular activities. Pupils enjoy outdoor learning opportunities, coding, sports and arts clubs. The school's curriculum ensures that pupils are well prepared for life beyond the immediate community. Pupils are taught how to stay safe online. They learn about different faiths and cultures. With a comment that was typical of many, one pupil told inspectors that, 'It's good to learn about lots of things in our world.' However, pupils do not learn consistently well in all subjects.

## What does the school do well and what does it need to do better?

Some developments in the curriculum are new. Leaders have recently reviewed the curriculum for early reading, music and personal, social, health and economic education (PSHE). In these subjects, teachers are clear about what to teach and when. They break the learning down into small steps. As one pupil said when talking about a music lesson: 'We do it in bits like mathematics. All the bits get joined together.' However, not all of the

school's curriculum is as well developed. In some subjects, the curriculum focuses on experiences and activities rather than what pupils need to remember.

Leaders have considered staff workload. Leaders have not ensured that all staff have the knowledge and expertise they need to lead and teach the whole curriculum consistently well.

Leaders have ensured that all staff have received training in the new reading programme. Pupils receive books that are well matched to their reading ability. Teachers ensure that pupils have the necessary knowledge to sound out unfamiliar words. They make regular checks to find out what pupils at the early stages of reading have remembered. Leaders help pupils to enjoy reading by providing them with extra books to share at home. They use books as part of the school's rewards system so that pupils learn to appreciate literature.

The curriculum in mathematics is well planned and sequenced. Teachers identify the small steps needed to ensure that all pupils, including those with special educational needs and/or disabilities (SEND), know and remember more over time. Adults ensure that pupils regularly practise key knowledge so that they become fluent in recalling basic mathematical facts. For example, pupils in Year 1 and Year 2 developed their understanding of clockwise and anti-clockwise while practising half and quarter turns. However, sometimes pupils do not have the necessary language to explain their ideas and understanding because some elements of mathematics are not taught in a systematic way.

Adults in the early years ensure that children are well cared for. Relationships are secure. Children enjoy learning outside. Adults teach children to take turns and share. For example, while children played in the sand pit, adults modelled how to use manners, explore the texture of sand and make decisions about building with wet and dry sand. However, routines are not consistently established in the early years. At times children lose focus because they are not clear what adults expect of them. Adults do not develop children's communication and language skills consistently well.

Leaders have developed a strong sense of teamwork and collaboration throughout the school. Staff say leaders support them well. Governors support and challenge leaders, particularly in reading, writing and mathematics. This is not the case in other curriculum areas.

In discussion with the headteacher, the inspectors agreed that further developments in the curriculum, subject leadership and early years may usefully serve as a focus for the next inspection.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff know their families and pupils well. They are vigilant and quickly pick up any concerns they may have about a child's safety. Adults receive regular training about how

to safeguard pupils. They know about the 'Prevent' duty and the signs to look out for should a child be at risk of abuse or exploitation. Staff understand what to do should they be concerned about an adult working in school.

Safeguarding records are well organised. Leaders use all the information, including attendance, to understand patterns that might indicate a pupil is at risk of harm. Leaders work closely with families and other agencies to ensure that the right support is provided to pupils.

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

### **(Information for the school and appropriate authority)**

- In some subjects, the curriculum does not precisely identify what pupils need to know. Consequently, pupils do not develop their understanding of a subject over time in a logical way. Leaders should ensure that they precisely identify the key knowledge that they want pupils to learn and when across all subjects.
- Curriculum leadership is in the early stages of development in some subjects. Consequently, some leaders do not have a strong overview of their subject and lack the expertise required to drive improvement. As the school expands, leaders, including governors, should ensure that subject leaders have the necessary knowledge and confidence to check the impact of the curriculum on pupils' learning.
- In the early years, clear expectations and routines have not been effectively established. This results in children not developing their language, communication, and independence effectively relative to their stage of development. Leaders in the early years should ensure that routines support all pupils to engage in activities that develop their language, concentration, understanding and enjoyment in meaningful ways so that children are ready for the next stage in their education.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in July 2013.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	112676
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	10227901
<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 7
<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 of governing body</b>	Angela Clarke
<b>Headteacher</b>	Sara Street
<b>Website</b>	<a href="http://www.mickley.derbyshire.sch.uk">www.mickley.derbyshire.sch.uk</a>
<b>Date of previous inspection</b>	4 April 2017, under section 8 of the Education Act 2005

## Information about this school

- There have been significant changes in governance since the last inspection, including a new chair of governors.
- In September 2022, the school will become a primary school. It will admit Year 3 pupils initially.
- The school does not use any alternative provision.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- Inspectors undertook deep dives in early reading, mathematics and music. For each deep dive, inspectors looked at curriculum plans, visited lessons, spoke to teachers, spoke to some pupils about their learning and looked at a sample of pupils' work. Inspectors also looked at curriculum plans and spoke to leaders about music.

- The lead inspector met with representatives of the local governing body and the local authority.
- To inspect safeguarding, the lead inspector checked the single central record. Checks were made on staff training and staff's knowledge of the school's safeguarding procedures. The lead inspector scrutinised safeguarding records.
- Inspectors considered responses to Ofsted's parents', pupils' and staff's questionnaires.

### **Inspection team**

Shaheen Hussain, lead inspector

Her Majesty's Inspector

Liz Moore

Ofsted Inspector

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