



Mickleover Primary School

Inspection Report

Unique Reference Number 112790
LEA DERBY CITY OF LEA
Inspection number 279020
Inspection dates 22 September 2005 to 23 September 2005
Reporting inspector Mr. Declan McCarthy LI

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

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|------------------------------------|--------------------|---------------------------|-------------------|
| Type of school | Primary | School address | Vicarage Road |
| School category | Community | | DE3 0EY |
| Age range of pupils | 4 to 12 | | |
| Gender of pupils | Mixed | Telephone number | 01332514052 |
| Number on roll | 363 | Fax number | 01332 523860 |
| Appropriate authority | The governing body | Chair of governors | Mr.R Tapping |
| Date of previous inspection | 1 November 2000 | Headteacher | Mrs. Lynne Skeith |

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Introduction

The inspection was carried out by three additional inspectors.

Description of the school

The school is larger than average with 363 pupils on roll. Twenty- nine per cent of pupils travel to the school from out of the normal catchment area. The number of pupils eligible for free school meals and the proportion with special educational needs (SEN) are both below average. Most pupils are from white, British backgrounds. A very small number are from Indian, Black Caribbean and other Black backgrounds. The attainment of most children on entry to the reception class is above average, although it varies slightly from year to year. This is a popular school with the demand for places exceeding the planned admission level. The school has achieved the Active Sports Gold and Healthy Schools Awards.

Key for inspection grades

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| Grade 1 | Outstanding |
| Grade 2 | Good |
| Grade 3 | Satisfactory |
| Grade 4 | Inadequate |

Overall effectiveness of the school

Grade: 2

Mickleover School provides a good education for its pupils and has some outstanding features. The school's own judgements about itself match inspectors' judgements. The school has made good improvement since its last inspection and provides good value for money. Standards are high throughout the school, especially in mathematics, and pupils' progress is good because teaching and learning are good. Children in the reception year achieve consistently high standards and make good progress. Parents are very pleased with teaching and pupils really enjoy learning. Attendance is much better than average and pupils behave very well throughout the school. Their positive attitudes to learning and very good personal development promote good achievement. Parents also value the exceptional quality of care and support the school provides. The curriculum is good, encouraging pupils to be actively involved in their learning and considerably enhancing their interpersonal skills. All pupils, including those with learning difficulties, are fully included in all school activities. The school is well led by the acting headteacher who has ensured a strong team commitment to school improvement. As a result, the school has a good capacity to improve. The previous inspection issue has been thoroughly addressed so that good computer resources are now used effectively to support teaching and learning. This has had a significant impact on pupil progress. The school has effectively raised standards of higher attaining pupils since 2004 and rightly sees this as an ongoing priority for development.

What the school should do to improve further

- To continue to improve pupils' progress in English and science so that it matches their progress in mathematics. - To ensure that the planned developments for gifted and talented pupils are implemented effectively.

Achievement and standards

Grade: 2

The school and inspectors agree that standards are above those expected for pupils' ages and achievement is good. Parents also agree that their children do well. Many children enter school with above average attainment and by the end of the reception year nearly all pupils are on course to achieve the goals expected of them and some exceed these. Children communicate clearly, making good gains in basic literacy and number skills as a result of good teaching and very good support. They make good progress in their personal, social and emotional development. Children particularly enjoy their creative and physical activities. The 2004 results have shown that by the end of Year 2, standards are consistently above average in reading, writing and mathematics and pupils make good progress. Although the results show that pupils in Year 6 reached above average standards, higher attaining pupils did not achieve as well as they could have done in English and science. Nevertheless the school quickly identified the reasons for this and put in place effective strategies to raise standards. Consequently, results in 2005 improved significantly and nearly all pupils did as well

or better than expected. The higher attainers at mathematics did particularly well, which shows the good progress they are now making. For example, in the 2005 national tests, twice as many pupils gained the higher levels in English than in 2004 and more than half of pupils gained higher levels in mathematics and science. Pupils also make good progress in other subjects such as information and communication technology (ICT), music and PE. The trend in the school's performance over the last five years has been above the national trend with no significant differences between girls and boys. Pupils with SEN also do well as a result of high quality support. The very few pupils from minority ethnic backgrounds also achieve as well as other pupils. The school has begun to meet the needs of gifted and talented pupils and rightly sees this as a priority for continual development, which will help to raise standards further.

Personal development and well-being

Grade: 1

Pupils' personal development is outstanding. Pupils develop good social skills and good understanding of moral issues. The emphasis on positive attitudes helps pupils develop responsibility for themselves, others and their environment. The school provides an environment in which pupils feel safe, happy and respected: parents view this very positively. Pupils have very positive views about their education. Inspectors were impressed by the enthusiasm shown by pupils when they talked about the school. Pupils respond strongly to opportunities to participate in the running of the school. By involvement in the school council, pupils develop a good awareness of the school community and of the contribution they can make to it. Pupils' physical well-being is promoted through healthy eating initiatives, such as the 'salad bar'. This is augmented by the provision of an extensive extra-curricular programme which attracts many pupils. The provision for pupils' spiritual and cultural development is good. Provision for their moral and social development is outstanding. The considerable emphasis placed on these aspects leads to pupils' growing understanding of justice and self-respect. These aspects are taught well and have had a considerable impact on pupils' excellent attitudes and behaviour.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good and parents say that their children have all the help they need in order to learn. All teachers work hard to plan interesting lessons so pupils enjoy their learning. Pupils also say that their lessons are interesting and fun. Teachers challenge pupils' thinking through good question and answer sessions and they have high expectations for their learning. Teachers plan their lessons well, making good use of resources, particularly the new interactive whiteboards, to enhance teaching and learning. For example, in a mathematics - focused activity in the Reception class, children used the interactive white board to trace over and draw the various shapes they could see in a house. Pupils are well motivated and complete their tasks willingly.

Teachers set clear learning objectives at the beginning of lessons and assess progress with pupils at the end. Pupils with additional learning needs receive good support for their learning. Teachers are beginning to make good use of assessment to identify gaps in learning and there are very good plans in place to strengthen this by tracking pupils' progress against their individual targets. Marking is also used effectively by teachers to move learning forward.

Curriculum and other activities

Grade: 2

The school has a good curriculum. It provides a good focus on literacy and numeracy as well as good coverage of a broad range of other subjects. The curriculum is carefully planned. Through the curriculum, the school encourages pupils to be creative and to make links between different subjects. A performance of the Ramayana, for example, linked drama, religious education and art. As a result, pupils are interested and enjoy their lessons. The ICT curriculum has significantly improved since the last inspection. All pupils have ICT lessons and they also make good use of ICT in their other subjects. The curriculum is enriched very well through visits, visitors and activity days. It promotes pupils' health through the personal, social and health education course and activities such as the healthy lifestyle week. There is a good range of clubs including many sporting activities, drama and craft. Many pupils learn to play a musical instrument and have the opportunity to participate in recorder groups, wind band and choir.

Care, guidance and support

Grade: 1

The care, guidance and support provided by the school are outstanding. Very high levels of staff commitment and competence effectively promote the health, safety and well-being of all pupils. Child protection and health and safety procedures are clear and well understood by all staff. Teachers have a good understanding of their pupils' pastoral and development needs, and respond positively to them. Overwhelmingly, pupils feel that the school provides a safe environment for them. In this environment, the school offers increasingly challenging targets. The care, guidance and support which pupils receive give them growing confidence in meeting those targets, in an atmosphere where, as one put it, 'learning is fun'. Learners at risk, including the most vulnerable are clearly identified and effective arrangements are put in place to support them. This increases their confidence on both academic and personal levels. Older pupils are encouraged to care for the younger pupils. Playground buddies and other systems ensure that pupils look after each other well. The pupils value these responsibilities. Parents recognise the quality of information that they are given about how well their children progress and where they need to improve. Regular opportunities are planned for parents and teachers to meet, and reports are clearly written and helpful. Parents of pupils with special educational needs are kept well informed about their progress. The well-organised and attentive special educational needs provision is a strength of the care pupils receive.

Leadership and management

Grade: 2

Leadership and management of the acting headteacher and senior staff are good. They have managed the school effectively in the absence of the headteacher. The shared commitment of senior managers to improving provision and raising standards for pupils of all capabilities and backgrounds is outstanding. Inspectors agree that the self evaluation shows that senior managers have a good knowledge of the school's strengths and areas for improvement and use this information well to raise standards. For example, as a result of their accurate and detailed analysis of the 2004 national test results, they immediately put in place effective measures to raise standards further. The positive results of their strong teamwork and good management are clear as standards are rising. Staff ensure that parents are regularly consulted and take views of parents seriously. Strong leadership has ensured that good systems are now in place for evaluating standards and checking the quality of teaching and learning. Subject co-ordinators have developed their roles effectively in monitoring the quality of teaching and learning for their subjects by observing lessons, checking teachers' planning and looking at pupils' work. They also report to governors on how their subjects are developing. As a result, they are able to pinpoint accurately where improvements are needed to develop teaching and raise standards. The governing body fulfils its statutory duties well and provides good support for the school. Through their regular visits and discussions with staff, governors know the school very well and monitor its work closely. Resources are good and those for ICT have improved significantly since the last inspection. The school has very good links with the local community and with partner secondary schools. Pupils are well prepared for the next stage of their education, which is confirmed by the views of parents.

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Inspection judgements

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| <i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i> | School Overall | 16-19 |
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Overall effectiveness

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| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 2 | NA |
| How well does the school work in partnership with others to promote learners' well-being? | 2 | NA |
| The quality and standards in foundation stage | 2 | NA |
| The effectiveness of the school's self-evaluation | 2 | NA |
| The capacity to make any necessary improvements | Yes | NA |
| Effective steps have been taken to promote improvement since the last inspection | Yes | NA |

Achievement and standards

| | | |
|--|---|----|
| How well do learners achieve? | 2 | NA |
| The standards ¹ reached by learners | 2 | NA |
| How well learners make progress, taking account of any significant variations between groups of learners | 2 | NA |
| How well learners with learning difficulties and disabilities make progress | 2 | NA |

Personal development and well-being

| | | |
|---|---|----|
| How good is the overall personal development and well-being of the learners? | 1 | NA |
| The extent of learners' spiritual, moral, social and cultural development | 2 | NA |
| The behaviour of learners | 1 | NA |
| The attendance of learners | 1 | NA |
| How well learners enjoy their education | 1 | NA |
| The extent to which learners adopt safe practices | 1 | NA |
| The extent to which learners adopt healthy lifestyles | 1 | NA |
| The extent to which learners make a positive contribution to the community | 1 | NA |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 1 | NA |

The quality of provision

| | | |
|---|---|----|
| How effective are teaching and learning in meeting the full range of the learners' needs? | 2 | NA |
| How well do the curriculum and other activities meet the range of needs and interests of learners? | 2 | NA |
| How well are learners cared for, guided and supported? | 1 | NA |

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

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|--|-----|----|
| How effective are leadership and management in raising achievement and supporting all learners? | 2 | NA |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 2 | NA |
| How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review | 2 | NA |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can | 1 | NA |
| How effectively and efficiently resources are deployed to achieve value for money | 2 | NA |
| The extent to which governors and other supervisory boards discharge their responsibilities | 2 | NA |
| The adequacy and suitability of staff to ensure that learners are protected | Yes | NA |

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|---|-----|
| The extent to which schools enable learners to be healthy | |
| Learners are encouraged and enabled to eat and drink healthily | Yes |
| Learners are encouraged and enabled to take regular exercise | Yes |
| Learners are discouraged from smoking and substance abuse | Yes |
| Learners are educated about sexual health | Yes |
| The extent to which providers ensure that learners stay safe | |
| Procedures for safeguarding learners meet current government requirements | Yes |
| Risk assessment procedures and related staff training are in place | Yes |
| Action is taken to reduce anti-social behaviour, such as bullying and racism | Yes |
| Learners are taught about key risks and how to deal with them | Yes |
| The extent to which learners make a positive contribution | |
| Learners are helped to develop stable, positive relationships | Yes |
| Learners, individually and collectively, participate in making decisions that affect them | Yes |
| Learners are encouraged to initiate, participate in and manage activities in school and the wider community | Yes |
| The extent to which schools enable learners to achieve economic well-being | |
| There is provision to promote learners' basic skills | Yes |
| Learners have opportunities to develop enterprise skills and work in teams | Yes |
| Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form | NA |
| Education for all learners aged 14–19 provides an understanding of employment and the economy | NA |

Text from letter to pupils explaining the findings of the inspection

We enjoyed our visit to your school and would like to thank all those children who shared their work with us and talked to us. We thought your school was good and we were very impressed by how friendly and helpful staff and pupils were. You all seemed to enjoy school and everyone seemed to get on so well together. These are the things your school does well: - Every year your test results show that you are doing well and nearly all of you are making good progress, particularly in reading and mathematics. - You clearly enjoy school and your parents' letters to us show that they share your positive views about the school. - Teaching in your school is good. Teachers make you work hard, help you when you get stuck and your lessons are enjoyable. - The school council makes some good suggestions and we were very impressed by the way a school governor attends your meetings and makes sure that your suggestions are acted upon, such as school recycling. - Your school is well run and everyone, including the governors, does their best for you. The purpose of the inspection is to help your school improve. These are the areas where improvement is needed: - The progress you make in English and science are not as good as in mathematics and you all need to work together to improve this. - Staff and governors need to make sure that they develop their plans to help children with special gifts and talents to learn more. We hope you all continue to enjoy your learning and we wish you and the school well. Best wishes