



Muskham Primary School

Inspection Report

Unique Reference Number 122663
LEA NOTTINGHAMSHIRE LEA
Inspection number 281318
Inspection dates 17 January 2006 to 18 January 2006
Reporting inspector Ms. Joanne Harvey LI

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

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|------------------------------------|--------------------|---------------------------|-----------------------|
| Type of school | Primary | School address | Main Street |
| School category | Community | | NG23 6HD |
| Age range of pupils | 4 to 11 | | |
| Gender of pupils | Mixed | Telephone number | 01636702254 |
| Number on roll | 208 | Fax number | 01636702254 |
| Appropriate authority | The governing body | Chair of governors | Mr.Neil Sanger (Vice) |
| Date of previous inspection | 4 July 2000 | Headteacher | Mrs. Gillian Kent |

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Muskham Primary School serves North Muskham and several surrounding villages close to Newark in Nottinghamshire. It is a school of average size in a mixed catchment area. Most pupils are from a White British background and their first language is English. The percentage of pupils with special educational needs (SEN) is below the national average and currently there are no pupils with a statement of SEN. When pupils start school, their levels of knowledge, skills and understanding are better than those of most children nationally. The school has achieved a Gold Active Mark for its work in sport and the National Association of Advisors for Computers in Education (NAACE) Mark for its work in information and communication technology (ICT). It has also achieved Investors in People Award in 2005.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Muskham Primary is a good school with some outstanding features, a view that is shared by the school. The school makes excellent provision for pupils' personal development, giving them a good start to their education and preparing them very well for their future lives. Children in the Reception class achieve well but at present the excellent outdoor facility is not used well enough to support learning. Standards in reading, writing and mathematics by Year 2 are considerably above average. Pupils make good progress throughout the school and attain well above average standards by Year 6. Pupils enjoy learning because the curriculum is stimulating and teaching is good overall and occasionally outstanding. Opportunities to extend the learning and enjoyment of mathematics are sometimes lost due to an over reliance on workbooks and worksheets. The school is currently working to improve this aspect of mathematics. Staff successfully build pupils' self-confidence and self-esteem and provide outstanding levels of care. As a result, almost all parents strongly support the schools' efforts. However, its systems for gathering and responding to the views and ideas of parents are not robust enough to make the best use of this valuable resource. The atmosphere in school is calm and purposeful because standards of behaviour are excellent. The headteacher and deputy provide very good leadership. Systems for checking on the quality of the school's work are effective. Consequently, senior staff and governors know how good the school is and where it could be even better. The leadership of the school have demonstrated their ability to bring about improvement by dealing successfully with the issues raised by the previous inspection and planning and introducing more ways to raise standards. The school gives good value for money.

What the school should do to improve further

- Use the outdoor play area more effectively to support all areas of learning in the Foundation Stage.
- Ensure that teachers use methods of teaching in mathematics to engage pupils in first-hand experience and more problem-solving, to raise standards.
- Put in place an effective system to gather and respond to the views and ideas of parents in support of school improvement.

Achievement and standards

Grade: 2

The school and inspectors agree that pupils achieve standards that are above and often well above those expected for pupils nationally in both Year 2 and Year 6. The progress pupils make is good. Parents also agree that their children do well. Though there is some variation from year to year, most pupils enter school with attainment which is above average. By the end of the Reception year, pupils achieve at least the goals expected of them and many exceed them. Test results show that by the end of Year 2, pupils continue to make good progress and achieve well in reading and mathematics and very well in writing. By Year 6, overall standards are well above the national average and sometimes high and progress continues to be good. Many pupils

are successful in achieving the higher levels in English, mathematics and science. However, the number of pupils achieving these levels in mathematics is slightly lower. Pupils make more progress in mathematics when their learning is not restricted by over-reliance on the mathematics scheme workbooks and worksheets. Pupils make good progress and achieve high standards in other subjects such as information and communication technology (ICT) and art. Children with learning needs and disabilities also achieve well as a result of the high quality support they receive. The school sets challenging targets for all pupils. High expectations and the good quality of provision ensure pupils achieve them.

Personal development and well-being

Grade: 1

Pupils' personal development and well-being are outstanding. They enjoy school very much. Pupils have very good self-esteem, are confident, feel valued and know how to keep themselves safe. They care for each other very well and have very positive attitudes to learning. Consequently, attendance is consistently better than in most schools nationally. In lessons and while at play, pupils' behaviour is exemplary. They are keen to take responsibility and by Year 6 carry out key roles in the school such as school councillors, librarians and the Playground Squad. Playtimes are harmonious occasions where pupils enjoy each others company. Pupils' understanding of how to stay healthy is extremely well developed. The school has achieved a Gold Active Mark award and promotes healthy eating very well indeed. Pupils enjoy working together and develop literacy and numeracy skills that contribute very positively to their future in the world of work. They make a good contribution to their community and raise funds for others less fortunate than themselves. Pupils' spiritual and cultural development is good. Their moral and social development is outstanding.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good throughout the school. In Reception, activities are well matched to children's interests and abilities. However, the extremely good outdoor space is not used well enough to support children's learning. Teachers have good subject knowledge and have high expectations of what pupils can achieve. They plan lessons that challenge pupils whilst successfully building on their previous learning. Pupils respect their teachers and very positive relationships throughout the school ensure full participation in lessons. Teachers give clear explanations and provide a range of activities to ensure that pupils of different abilities and those who learn in different ways are able to learn equally well. Pupils' learning is very good when teachers plan imaginative activities to help pupils grasp difficult concepts. For example, Year 5 pupils used drama to act out how molecules of water respond to heat and change state from solid to liquid to gas. In lessons that rely on the use of worksheets and workbooks, for example in some mathematics lessons, pupils' learning is slowed.

Teachers make exceptionally good use of assessment information when setting targets for pupils and planning lessons.

Curriculum and other activities

Grade: 2

The school provides a broad curriculum that is enriched by the exceptionally good range of extra-curricular activities. Participation in these activities is high and contributes very well to pupils' health and well-being and their personal and social development. Pupils value the opportunities they have to learn to play instruments, receive professional coaching in sport and go on visits to places of interest such as Nottingham Castle. Curriculum planning is good throughout the school although in Reception too little use is made of the very good outdoor play area to extend opportunities for learning. Teachers pursue links between subjects wherever possible and this contributes to the very good standards pupils achieve. These standards ensure pupils are well prepared for their future success in the world of work. Pupils with learning difficulties are supported effectively by able, well trained support staff and work that is closely matched to their needs.

Care, guidance and support

Grade: 1

Pupils feel valued and supported in all that they do and this is a reflection of the outstanding care provided by the school. Rigorous procedures are in place to ensure pupils' health and safety. In this supportive environment pupils develop into confident and happy individuals. Relationships throughout the school are trusting and respectful. Pupils are helped to achieve well by adults who encourage them to do their best and celebrate their successes. The school's very good assessment procedures provide teachers with high quality information which they use very well to guide and support pupils. Pupils respond extremely positively and work very hard to achieve the challenging targets they are set. The school works very productively with outside agencies and parents to ensure pupils who need additional specific support are able to achieve well. The school works very successfully with the local playgroup and secondary schools to ensure pupils transfer smoothly into the Reception class and on to secondary school.

Leadership and management

Grade: 2

Leadership and management are good overall. The very clear direction set by the headteacher and deputy head teacher to promote the vision of 'Wisdom and Caring' is outstanding. They successfully lead a team with a shared commitment to caring for each pupil, improving provision across the curriculum and raising standards for all pupils. School self-evaluation confirms a good knowledge of strengths and areas for improvement. This information is used well to continue raising standards. For example, findings from monitoring teaching and learning have led to improved provision in

science. Subject coordinators are developing this role effectively. For example, the work done to achieve the NAACE Mark in ICT has had a positive impact on teaching and learning in ICT and other areas of the curriculum. The governing body fulfils its statutory duties well and provides good support. Governors know the school well and monitor its work closely. The school values the views of parents and pupils but procedures to gather and respond to parents' ideas and views are not robust enough to make the best use of this valuable resource in support of school improvement. Resources have improved significantly since the last inspection. Pupils benefit from the active approach school leaders take in securing additional funding. The school has very successful links with its community and other agencies. As a result, pupils are prepared very well for the next stage of their education, which is confirmed by the views of parents. The school provides good value for money and has demonstrated a good capacity for improvement in the future.

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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 |
|--|-----------------------|--------------|

Overall effectiveness

| | | |
|--|-----|----|
| 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? | 1 | 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 | 2 | 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 | 2 | NA |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 2 | 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

| | | |
|--|-----|----|
| 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 | 1 | 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 | 2 | 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 were pleased to meet you and all the staff, and very much enjoyed the time we spent with you. Thank you for making us feel so welcome, talking to us and helping us to find out so much about you and your school. You go to a good school. The headteacher, deputy head, teachers and all the other grown-ups at Muskham Primary School do their very best for you. They look after you and care for you very well. Your teachers make learning interesting and enjoyable, and they work hard to help you make good progress in lessons. Your excellent behaviour in class, around school and in the playground really helps you to learn well. It is clear that you are really happy at school. Your teachers and your friends help you to feel valued and safe there. Your teachers also prepare you well to move on to the next stage of your education and for your future lives. The school is very keen to find ways to help you do as well as you possibly can. They have agreed to listen carefully to you and your parents' ideas and views about what the school is doing, and how it might be able to get better. Your teachers are going to make sure you have more of the practical and exciting activities in mathematics that you enjoy and which help you to learn well rather than relying too much on workbooks and worksheets which sometimes slows your learning down. They are going to make sure that the children in the Reception class are able to make the best use of the wonderful outdoor area you have to help them with all the things they need to learn. We would like to wish you the very best for the future.