



Mawsley Primary School

Inspection Report

Unique Reference Number 134211
LEA Northamptonshire
Inspection number 282490
Inspection dates 6 June 2006 to 6 June 2006
Reporting inspector Anthony Dobell AI

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

Type of school	Primary	School address	Scholars Row
School category	Community		Mawsley
Age range of pupils	4 to 11		Kettering NN14 1GZ
Gender of pupils	Mixed	Telephone number	01536 799182
Number on roll	150	Fax number	01536 799183
Appropriate authority	The governing body	Chair of governors	
Date of previous inspection	Not applicable	Headteacher	Ms Elaine Wright

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This smaller than average primary school serves a newly developed village five miles south-west of Kettering. The school opened in September 2004 and, since then, numbers on roll have increased rapidly with new pupils joining the school throughout the year. Children join Reception with levels of knowledge and understanding which cover a wide range but are average overall. The proportions of pupils with learning difficulties and disabilities and who are eligible for free school meals are below average. Most pupils are from White, Western-European backgrounds.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Mawsley is a good school giving good value for money. It judges its own effectiveness generally in line with inspection findings, but, in some respects, too modestly. Pupils achieve well because they are well taught. However, in this new school, pupils with different levels of knowledge and understanding join different year groups throughout the year. Standards are currently average at the end of Years 2 and 6, although pupils make good progress once they are in the school. All pupils are treated equally and the school is ambitious for all pupils to achieve their potential. Pupils enjoy a good quality of care and benefit from a rich and interesting curriculum. Their personal development is good and they and their parents are rightly proud of their school.

Leadership and management are good. The school has quickly been established on secure foundations and has a good capacity for further improvement. Pupils' appreciation of the nature of our multicultural society is less secure than other aspects of their personal development. Quality and standards in the Reception class are good, but the use of the outside classroom is inhibited because there is no soft surface, and this adversely affects their progress.

What the school should do to improve further

- Introduce opportunities to increase pupils' appreciation of life in a multicultural society.
- Provide a soft surface area in the Reception outdoor area so that the provision for physical activities can be improved.

Achievement and standards

Grade: 2

Standards in English, mathematics, and science are average at the end of Years 2 and 6. However, pupils are continually joining the school throughout the year and their levels of knowledge and understanding vary. This, coupled with the fact that some year groups are relatively small, means that the school has yet to establish typical standards, particularly for higher-attaining pupils.

However, there is clear evidence that pupils make good progress and achieve well. Children achieve well in the Reception class. They are on course to reach the standards expected for their age by the time that they move into Year 1, and a good proportion will do better than this. Pupils are making good progress in Years 1 to 6 because they are given challenging targets to meet, and their progress towards these targets is monitored carefully so that they can be helped to make further progress. Pupils with learning difficulties and disabilities make good progress because the targets set in their individual education plans are precise and measurable. They appreciate the progress that they are making and are encouraged to make further progress.

The school has managed the rapid inflow of new pupils from different backgrounds well. The good progress that pupils are making means that the school is in a good position to raise standards in the future as the pupil population becomes more settled.

Personal development and well-being

Grade: 2

Pupils' personal development is good. Pupils are enthusiastic learners who enjoy coming to school. Attendance rates are good. Pupils outstanding behaviour contributes significantly to effective learning and they express their opinions confidently. Pupils on the school council say that 'There are Golden Rules and Playground Rules and we follow them'. Excellent relationships between pupils and their teachers underpin pupils' good personal and social skills. These prepare pupils well for the future. Pupils' spiritual, moral and social development is good. Pupils learn a lot about their own culture, for example, through dance, but they have too few practical learning experiences of other cultures. Pupils develop a strong sense of their own well-being. They know the best ways to stay healthy, particularly through taking exercise. They feel safe in school and are aware of dangers in and out of school, for example, being careful near building sites. They really appreciate the games and activities provided at playtimes and lunchtimes. Many pupils have special responsibilities in their class and around the school. These, along with their charitable work, their good information and communication technology (ICT) skills and their excellent speaking and listening skills give pupils good opportunities to contribute to the community. These opportunities prepare pupils well for their future lives.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching is good overall and sometimes outstanding. Pupils benefit from stimulating and imaginative learning activities which prompt them to concentrate well and work with sustained interest. Pupils are challenged to do their best and to think and explain their ideas precisely. For example, in a mathematics lesson in Year 2, pupils were fully engaged by the exciting activities, stimulating resources and brisk pace as they tackled a new piece of learning. Similarly, in an early morning lesson in the Reception class, an excellent range of activities fully engaged the children so that they worked with real enthusiasm and eagerly shared their ideas, making excellent progress. Throughout the school, ICT is used very effectively to support learning and pupils have very good ICT skills. Where teaching is satisfactory, the pace is less brisk and progress, while satisfactory, is slower. Excellent relationships between pupils, and between pupils and adults, mean that learning is not interrupted by unnecessary distractions. Challenging targets and supportive marking help pupils to achieve well. The school has effective systems for assessing pupils' standards and progress, and uses this information well to help pupils to make further progress.

Pupils' specific difficulties are identified early and effective support from teachers and teaching assistants helps such pupils to make good progress. The school successfully welcomes new pupils into all year groups so that they quickly settle into effective learning.

Curriculum and other activities

Grade: 2

The curriculum is rich, vibrant and exciting. It is planned and organised to ensure that all pupils build their skills and knowledge step by step and it effectively makes links between pupils' learning and the wider world through a good range of educational visits, some of which are residential. These trips also enhance pupils' personal development and teamwork. The personal, social and health education programme is good and activities outside lessons are wide-ranging for a small school. Visitors contribute well to learning. Planning for the Reception class is very well designed to catch and maintain children's interest and promotes their good progress. Their 'outdoor classroom' is used purposefully for a wide range of activities, including simple map making, mathematics, and reading. However, more physical play is inhibited because the play surface is too hard. The school's curriculum is adapted well to enable pupils with learning difficulties and disabilities and those with special talents to achieve well. Pupils on the school council agree that 'everyone's talents are recognised'.

Care, guidance and support

Grade: 2

The school gives pupils good levels of care and does its best to ensure their safety. Teachers give good support to pupils' learning through their marking and through setting targets for them so that they can make good progress. Pupils comment on how staff help them to improve and how they enjoy the challenge of working towards the targets set for them. The school has good and effective systems for tracking pupils' progress and providing additional support where necessary. Child protection procedures and first aid provision are secure.

A well-organised and vibrant learning environment supports learning effectively. Satisfactory procedures exist for children starting in Reception and for Year 6 pupils transferring to their next schools. However, as a new school, most pupils arrive in other year groups and comment very favourably on how welcome they felt when they joined school. Parents are pleased with the quality of information that they are given at curriculum evenings.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher has worked extremely hard to establish this new school on a firm foundation and pupils and their parents appreciate this. She is well supported by all adults, who share her vision for the school. Essentially, this is to enable all pupils to achieve their potential in an exciting but safe and secure learning environment. The school's skilful management of the arrival of new pupils into different year groups since it opened has meant that these pupils settle quickly and achieve well. The headteacher has a clear strategy for the school's further development.

Subjects are managed well. At this stage, a few teachers manage a number of subjects each, but the school has sensible plans for further developments in subject leadership from September next. Rapid expansion has meant that new teachers have joined the school in each of the last two years, and effective management has enabled them to settle quickly and effectively. Skilful and sensitive management of the Reception class enables children to make a good start to their education. The provision for pupils with learning difficulties and disabilities is managed well so that these pupils are fully included in learning.

Much has been achieved in a short time. Governors have contributed well to this, have a secure understanding of the school's strengths and areas for development, and are regarded as an important part of the team. There is a clear unity of purpose in the school and this includes parents and the developing village community. This means that the school has a good capacity to improve further.

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Inspection judgements

<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

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	NA	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	3	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?	2	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	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	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?	2	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	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	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

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

Thank you for welcoming us into your school, being so friendly and polite, and talking to us about your work and your lives in the school. We think that yours is a good school because:

- You are well cared for by all adults in the school and you feel confident and happy.
- Your teachers try hard to make your learning interesting and help you to make good progress.
- You are all treated equally and valued for what you can do.
- Relationships are excellent, you support each other well, and you are rarely absent.
- You know that it is important to eat healthy food and to exercise regularly.
- Your headteacher has worked very hard to establish the school in a short time and plans to make it even better.

All these things mean that you grow into confident young people, happy to say what you think in class and in assemblies.

Two things would improve your school even further:

- You need to understand more clearly what it means to live in a multicultural society.
- A soft surface in the Reception class outside area would mean that the children could have a greater range of physical activities.

We enjoyed our day in your school very much and wish you well for the future.