



# Mickleton Primary School

## Inspection Report

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**Unique Reference Number** 115533  
**Local Authority** Gloucestershire  
**Inspection number** 290249  
**Inspection date** 8 November 2006  
**Reporting inspector** Peter Kerr

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

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<b>Type of school</b>	Primary	<b>School address</b>	Mickleton
<b>School category</b>	Community		Chipping Campden
<b>Age range of pupils</b>	4-11		GL55 6SD
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01386 438393
<b>Number on roll (school)</b>	96	<b>Fax number</b>	01386 438393
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Ann Wall
		<b>Headteacher</b>	Kim Hoodless
<b>Date of previous school inspection</b>	13 January 2003		

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Mickleton is a smaller-than-average school that takes pupils from the village as well as the surrounding areas. The proportion of pupils eligible for free school meals is below average. The number of pupils identified as having learning difficulties is below average. Children's attainment when they start school in the Reception class is broadly average. The school moved into new buildings in September 2006, but the playing field and nursery were not operational at the time of the inspection

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

The school provides a satisfactory education for its pupils. With the governors' strong support, the headteacher has maintained the underlying strengths of the school during the significant upheaval of moving into new premises. There is a caring atmosphere and pupils enjoy good relationships with each other and the staff. Behaviour is good – often exemplary – and pupils feel safe from bullying and free to express their views, which they say are taken seriously by the school.

Achievement and teaching and learning are satisfactory. The school provides a lot of extra support for pupils with learning difficulties and these pupils achieve well in relation to their starting points. Provision in the Foundation Stage is good and by the start of Year 1 most children are comfortably meeting or exceeding the expected goals for their age. Teaching and learning and pupils' progress are satisfactory overall in Years 1 to 6 so that by the end of Year 6, standards are above average. However, provision and achievement are not consistent across the school because weaknesses in teaching and classroom management slow pupils' progress in some lessons.

The curriculum is satisfactory, but there are insufficient planned opportunities for pupils to use and develop their literacy, numeracy and information and communication technology skills across the range of subjects. Good personal, social and health education contributes strongly to pupils' good personal development and well-being.

Leadership and management are satisfactory. The school has a realistic view of its strengths and weaknesses and sensible plans to remedy shortcomings. For example, the recently introduced management systems have helped to eliminate some pockets of underachievement. The teachers have responded positively to the challenge to take more responsibility for whole-school improvement planning and management of individual subjects. Increased monitoring of teaching and changes to assessment practice have led to improved progress among the more able pupils, an area of weakness identified in the previous inspection. There is still more to do though to ensure that teaching and learning are consistently good through all the year groups.

### What the school should do to improve further

- Improve pupils' achievement and progress by ensuring that teaching and learning are consistently good across the school.
- Extend the opportunities for pupils to use and develop their key skills in English, mathematics and information and communication technology (ICT) across the curriculum

## Achievement and standards

### Grade: 3

Standards are above average, reflecting satisfactory overall achievement. Children in the Reception class make good progress from an average start and by the time they enter Year 1 have above-average attainment overall. Until recently, more-able pupils

were not doing well enough in writing at Year 2 and writing and mathematics at Year 6. More focused use of assessments has ensured that the more able pupils now achieve equally well in each subject. The school has identified some continuing pockets of under-achievement of more able pupils in other year groups, which are now being tackled. The school's monitoring also shows that, whilst progress overall from Year 1 to Year 6 is satisfactory, it is not consistent enough. Pupils mark time in some lessons because of weaknesses in teaching.

## **Personal development and well-being**

### **Grade: 2**

Personal development and well-being are good. Behaviour is good overall. It is exceptionally good around the school. In class, pupils generally behave well and take a keen interest in what they are doing, but in some lessons, weaknesses in teaching lead to pupils losing interest and concentration and working too slowly. All aspects of the pupils' spiritual, moral, social and cultural development are good, including their appreciation of the diversity of cultures in Britain today.

Pupils have a good understanding of how to keep safe and the need to follow a healthy lifestyle, demonstrated, for example, when they discuss issues such as diet and fitness. They appreciate the new hall for physical education and the specialist coaching in sports, and enthusiastically take part in the daily early morning exercise sessions. Pupils comment that they enjoy coming to school. Their attendance is above average.

Pupils make a good contribution to the community, for example, by taking part in local events and competitions, such as the village fete. Recently, they contributed art work for an exhibition at Mickleton Gardening Club. They are fully involved in fund-raising events, some of which they organise themselves, and are currently supporting a school in Sierra Leone. This contributes towards their preparation for their future economic well-being. The school council is active and the pupils feel they make a good contribution to the running of the school.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching is satisfactory overall. Pupils are learning more effectively as teachers become more skilled at using assessment information to set demanding targets for pupils of all abilities. Learning is also enjoyable in many lessons because it includes a reasonable variety of activities. Teaching is particularly effective in the Foundation Stage, where the children are given a high degree of independence to learn through well-prepared purposeful play activities. Teachers generally manage the pupils well in Years 1 to 6 and they respond with exemplary behaviour and much endeavour. Learning is not equally effective in every class. In the less effective lessons, the pupils tend to chatter and lose concentration because activities and teaching methods are not matched

closely enough to their needs, and expectations for and management of behaviour are not consistent and clear. An area for further improvement generally in Years 1 to 6 is in giving pupils opportunities to use their initiative and learn independently in a greater variety of ways. This is recognised in the school's monitoring and incorporated in the improvement plan.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is satisfactory and improving. All required subjects are taught and cross-curricular links are developing. Pupils have increasing opportunities to use literacy, numeracy and information and communication technology skills in other subjects; this is an area that needs further improvement.

Provision for children in the Foundation Stage is good. The children have plenty of opportunities to choose from a range of stimulating activities. As a result they make good progress and are achieving well. The outdoor area is still being developed, although the limited space and resources are being used well to support all areas of learning.

Provision for pupils' personal development is good and is enhanced effectively by good extra-curricular opportunities. There are a large number of after-school clubs, for a small school, which pupils are keen to take part in. The pupils enjoy their visits to places of interest linked to their schoolwork; for example, older pupils were really looking forward to a planned theatre visit. Regular visitors such as road safety officers and history specialists also provide good enrichment, and the school's links with other schools and colleges expand opportunities and help progress, for example, in mathematics and physical education.

## **Care, guidance and support**

### **Grade: 2**

Pupils are well cared for. They receive good guidance on a range of issues through assemblies and personal, social and health education lessons. All necessary child protection and risk assessments procedures are in place. Good links with outside agencies ensure that the needs of all pupils are met. The teaching assistants do a good job in supporting pupils with learning difficulties, who make good progress relative to their personal learning targets.

Good tracking systems, recently introduced, are beginning to be used effectively to set targets for individuals. As these procedures are in the early stages of implementation, it is too early to judge their impact on standards overall, although the focus on improving the achievement of more-able pupils has proved successful in Year 2 and Year 6.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory. The headteacher provides clear educational direction and has the confidence of staff, parents and governors. The school's self-evaluation is accurate and has given rise to a realistic, challenging programme for improvement. The chances of this succeeding are much enhanced by the increased involvement of staff and governors in the process. Governors are very supportive and actively seeking ways to gain a more independent and accurate view of what is happening in the school. Some significant measures that have already improved provision and achievement include increased training and support for teachers to undertake management roles and link their professional development goals to the pupils' achievement. The monitoring of teaching has identified strengths and weaknesses, and has brought about improvements, for example, in using assessments more effectively in planning. It has not yet been successful, however, in ensuring consistently good progress across all year groups. The headteacher and governors acknowledge the need to ensure that this happens within a reasonable time so that pupils enjoy and fully benefit from the whole of their time in the school.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

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

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3
<b>How well are learners cared for, guided and supported?</b>	2

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

### **Text from letter to pupils explaining the findings of the inspection**

My colleague and I enjoyed our visit to your school on 8th November. You made us feel very welcome. There are many good things about your school, which is giving you a satisfactory education. You behave very well, and told us of many things that you enjoy. Your teachers look after you very well. They keep you safe and help you to prepare for the secondary school and for the jobs you might like to do in the future. You enjoy sports and understand the importance of living a healthy lifestyle. You also enjoy the visits that you make and appreciate that many different cultures and religions go to make up the society in which you will be living as adults. You make satisfactory progress in your learning. Your lessons are mostly interesting and useful, but sometimes you are not given enough of the right things to do to keep you fully occupied. That is when your behaviour is not so good and you don't learn as well as you should. Your headteacher and teachers are working well together to make things even better for you.

These are the main improvements that we think are needed now.

- The headteacher needs to make sure that lessons in all classes keep you busy and help you to learn well.
- You need to use your skills in writing, mathematics and ICT more in different subjects.