

Mugginton CofE Primary School

Inspection report

Unique Reference Number	112862
Local Authority	DERBYSHIRE LA
Inspection number	311032
Inspection date	14 February 2008
Reporting inspector	Patricia Cox

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4-11
Gender of pupils	Mixed
Number on roll	
School	33
Appropriate authority	The governing body
Chair	Mr Don Walton
Headteacher	Mrs Jane Moore
Date of previous school inspection	19 May 2003
School address	Weston Underwood Ashbourne Derbyshire DE6 4PL
Telephone number	01335 360 261
Fax number	01335 360 261

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Introduction

The inspection was carried out by an Additional Inspector. The inspector focused on the pupils' progress through the school and the standards they reach; their involvement in setting their own targets and measuring their progress towards them; and how well the staff undertake their leadership and management roles.

Evidence was gathered from classroom visits, discussions with staff and pupils and examination of school documents, especially assessment data. Other aspects of the school's work were not investigated in detail but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation form, were not justified and these have been included where appropriate in this report.

Description of the school

All the pupils in this very small school are from White British background and speak English as their first language. The proportion of pupils who are entitled to free school meals is below average. The proportion identified as having learning difficulties is below average. None has a statement of special educational needs. Attainment on entry to the school varies considerably from year-to-year but is average overall. There are two classes, one for Key Stage 1 and the Foundation Stage, and the other for Key Stage 2.

The school has the Basic Skills Quality Mark and is working towards the Healthy Schools Award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Parents really appreciate this good school and rightly feel that their children do well here. 'Since the new headteacher has taken over, there have been significant improvements...' reflects the opinion of some parents. Pupils also hold the school in high esteem and appreciate its small size and family atmosphere. Its many strengths are accomplished through good teamwork, developed rapidly under the headteacher's determined leadership. There is a strong focus on academic success and extremely good care of pupils' pastoral needs. Adults and pupils know each other exceptionally well and pupils say that there is always an adult they can confide in if they are upset or worried. Consequently, there is a positive ethos of trust and respect and pupils' personal development is good. They have a secure understanding of how to live a healthy life and their excellent understanding of how to stay safe is reflected in their outstanding behaviour. The older pupils look after the younger ones very well. They say that there is no bullying and are confident that if it happened, it would be dealt with immediately. Their spiritual, moral and social development is very good and their cultural development is satisfactory.

Pupils have a strong sense of right and wrong and their relationships with adults and one another are extremely good. Their tremendous enjoyment of school is reflected in their excellent attendance. They have a thorough understanding of other faiths, although there is room for improvement in their awareness of their own and other cultures, and of England as a multicultural society. Pupils make a good contribution to the local community, often through close links with the church. They take on responsibilities willingly and sensibly and the school council undertakes its duties with commitment. The older pupils have many duties, including checking whether there is a pupil at the 'Friendship Stop' who needs someone to play with. There are regular coffee mornings for the community and the older pupils run their own stalls, giving them a good grounding in managing money. By the time they leave, pupils are mature, courteous and confident young people. The progress pupils make and their good personal qualities fit them well for the next stage of education and future lives.

Pupils achieve well because teaching and learning are good. There are good systems for tracking progress and teachers take care to suit the lessons and the activities to the wide range of age and attainment in their classes. Planning is extremely rigorous and teachers make it clear to pupils what they are to learn from the lessons. There is a good range of expertise among adults, which is used well. Teachers' enthusiasm and liveliness, combined with their use of interesting resources and the environment captures pupils' interest, so that they concentrate very well. Questioning is used effectively to check understanding and provoke thought, and the pace of lessons is often brisk. Pupils have suitable targets in English and mathematics. They know their targets well and understand what they need to do to achieve them. They are sometimes encouraged to assess their own or each other's work so that they will gain a good understanding of how well they are doing. Marking is inconsistent, however, and not sufficiently linked to the targets. The teaching assistants make a good contribution to lessons and their time and expertise are used well to support teaching and the pupils who need additional learning support.

The curriculum supports teaching well. There is a strong emphasis on building, developing and consolidating pupils' skills, through active experiences across the curriculum. The topics are planned very carefully to ensure that pupils work at the appropriate level for their age and ability. The curriculum is enriched by good opportunities outside the classroom and by residential visits and interesting visitors, although the school is aware that the creative part of the curriculum is not fully developed, particularly to cater for the most able. The school uses external

expertise well to provide teaching in French, music and information and communication technology (ICT). Parents, staff and outside agencies help to provide a good range of activities outside the school day.

Standards have varied considerably over the past few years, depending on the pupils' starting points. At the end of Year 2, pupils have usually reached standards that were similar to the national average. At the end of Year 6, standards have normally been above average and often exceptionally high. There was a dip in 2007 and, although pupils' attainment was above average in English, it was below average in mathematics and exceptionally low in science. Thus, progress was good in English, satisfactory in mathematics but poor in science. Because the school has tackled the shortcomings urgently, pupils are now making good progress through the school. Standards in Years 2 and 6 are currently above average and achievement is good overall, although it is better in English than in mathematics and science. While significant improvements have been made to the teaching and curriculum of these latter two subjects, they are not yet fully embedded. In addition, many pupils' do not present their work carefully enough and their handwriting is untidy. The school has made good progress in improving the provision for ICT and pupils achieve well reaching standards that are higher than expected. Because the school employs a good range of strategies to support them, pupils who find learning more difficult make good progress. However, while the most able reach high standards, occasionally they do not do as well as they could.

The headteacher monitors all aspects of the school's provision rigorously. She has a good understanding of the strengths of the school and the areas where improvement is needed, although this self-evaluation is rather modest. The appropriate priorities have been identified for development and action has been swift and effective. Planning for improvement is good, but the strategies for evaluating the success of initiatives are not as thorough as they could be. Staff work hard to lead and manage their subjects, although the development of their skills is at a relatively early stage. All in the school cope extremely well with the awkward and restricted accommodation. Governance is good; the governing body supports and challenges the school well, with a good understanding of its role, under the well-informed leadership of the chair. Given the recent improvements and the commitment of all involved with the school, the school is well placed to improve further.

Effectiveness of the Foundation Stage

Grade: 2

Provision in the Foundation Stage is good, and has improved recently. The school's detailed records demonstrate that children enter Key Stage 1 with the expected level of skills and knowledge. Staff work extremely carefully to ensure that the Reception children in the Key Stage 1 class have all the opportunities and experiences that the Foundation Stage curriculum requires. Planning is effectively linked to the work for Years 1 and 2. Activities are adapted to provide a suitable balance of activities that are directed by adults and those where children may choose for themselves. The school is developing a specific outside area for the Foundation Stage but in the meantime staff cope well by using the nearby playground for focused activities, role play, exploration and imaginative play.

What the school should do to improve further

- Consolidate the work already done to ensure that progress in mathematics and science is good and that pupils' achievement is similar to that in English.

- Develop the curriculum to enhance pupils' cultural understanding and to provide further challenge for the more able.
- Develop the leadership and management skills of all staff so that they take full responsibility for standards in their subjects.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	1
The behaviour of learners	1
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

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

¹ 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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

15 February 2008

Dear Children

Inspection of Mugginton CofE Primary School, Weston Underwood, DE6 4PL

Thank you so much for your help and good manners when I visited your school yesterday. I enjoyed my time at Mugginton and thought you'd like to know what I found out. I was really impressed by your behaviour and the way the older ones look after the little ones. The children on the school council do their job well and help to make the school better.

You told me that you go to a good school where your teachers are really nice to you and you're right. You do well in your work because all the staff take very good care of you and try hard to make your work very interesting. You concentrate well and work together sensibly. If you have problems the staff help you to do your best. Your maths, reading, writing, science and ICT are better than many children in other schools.

Mrs Moore runs the school well and she and the rest of the teachers make sure that the work you have is at the right level for you. Your targets help you to know how to improve your work and to see how well you're getting on.

There are three things that I've asked the school to do to make it even better

- Although you are doing well in mathematics and science, standards in these subjects aren't quite as good as English, so the school needs to carry on making sure that you do your very best. You can help by trying your hardest, and also by making your work neat and tidy.
- The teachers should help you to learn more about the culture of Britain and of other countries, and also help those of you who learn really easily to do even better.
- The teachers need to do a little more in checking how well you're doing in all the subjects so that the school can keep improving.

My very best wishes for the future - I'm sure that you'll all do very well.

Pat Cox

Inspector