

Egginton Primary School

Inspection report

Unique Reference Number	112547
Local Authority	Derbyshire
Inspection number	337958
Inspection dates	10–11 March 2010
Reporting inspector	Tim Bristow HMI

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	59
Appropriate authority	The governing body
Chair	Mrs Sarah Burd
Headteacher	Mrs Sue Lovelock
Date of previous school inspection	22 February 2007
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and one additional inspector. The inspectors spent the very large majority of the time that pupils were in lessons observing learning. They observed three teachers and visited eight lessons. They held meetings with the chair of governors, staff, a group of pupils, and representatives from partner agencies and the local community. They observed the school's work, and looked at the school development plan, monitoring and evaluation documents, assessment information, lesson plans, school policies and questionnaires from 31 parents, 32 pupils and two staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- whether progress has accelerated sufficiently since the previous inspection to justify the schools' evaluation of achievement as good
- how well the school improves pupils' cultural understanding and promotes community cohesion
- the quality of provision for Reception children within the Key Stage 1 classroom.

Information about the school

The school is smaller than average. There are very few pupils from minority ethnic groups and none who speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is below average. None of the pupils are currently eligible for free school meals. The school shares some facilities, such as the hall, with the local community. These are managed by the local Memorial Hall Trustees. The school has the Active mark.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

The school provides pupils with a good education. A major contributing factor in its success is the family atmosphere, which pupils thrive in. As one parent reported representing the views of others: 'I am very happy with every aspect of Egginton school. More importantly, my three children are happy and well educated.'

Children are well prepared for learning when they start school because the large majority of them have speaking and listening skills that are better developed than would be expected nationally. They then make good progress throughout their time in school so that by the time they leave Year 6 standards overall are above average. In English lessons the quality of learning is very good so that pupils make very rapid progress and every year standards are high by the time they leave Year 6. In mathematics the quality of learning in lessons is less good so that pupils make slightly slower progress.

Standards in mathematics vary so that by the end of Year 6 in most years they are above average or high, but occasionally they are broadly average, such as in 2009. One of the reasons for this is that in a few lessons pupils are not given sufficient opportunity to practise or apply their mathematical skills.

When children enter school some of their social skills are less well developed than other aspects. The school works successfully to remedy this and as a result their behaviour and spiritual, moral and social development are good. A strong feature of pupils' developing ability to adopt a healthy lifestyle and to be responsible for their own safety is their great enjoyment and participation in an impressive range of sporting events. For example, all pupils in Year 6 succeed in gaining a swimming life saving award. Pupils are very positive about welcoming others from different cultural groups into the school, and they are knowledgeable about some other religions, but they know little about the diversity of society in the United Kingdom or the wider global dimension. School leaders have rightly identified that this has limited the school's success in promoting community cohesion.

Nearly all aspects of the school's provision are good. Teaching has improved since the last inspection because teachers have successfully ensured that pupils take more responsibility for their learning. This is underpinned by excellent relationships between pupils and adults. Teachers know the pupils extremely well so that in the majority of lessons they accurately pitch work at the correct level for nearly all of them. The curriculum has many strong features. For example, very good links are made between subjects so that pupils can practise literacy and information and communication technology (ICT) skills in many lessons. Attendance continues to be high because procedures to promote good attendance and behaviour are very effective.

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The leadership and management of this school are good because the very able headteacher supported by a small but dedicated team has very accurately identified the areas where the school could make improvements. The headteacher has sensibly prioritised how this can be done within the limits of the resources available so that the planned improvements have most impact. For example, the overall effectiveness of the Early Years Foundation Stage is now good because the team has improved the provision which has accelerated the children's progress in most areas of learning. Consequently, the school demonstrates that it has good capacity for improvement.

What does the school need to do to improve further?

- Accelerate the rate of progress in mathematics to match that made in English by:
 - improving the teaching of problem solving in a few lessons
 - embedding the recently introduced procedures for assessing pupils' progress
 - sharing the good practice that exists in the school.
- Better promote community cohesion and improve pupils' cultural understanding by:
 - establishing links with schools in contrasting communities
 - offering more enrichment opportunities to celebrate the diversity of society in the United Kingdom
 - introducing more cultural elements from around the world into different subjects of the curriculum.

Outcomes for individuals and groups of pupils**2**

Nearly all pupils thoroughly enjoy school. They come to school with broad grins on their faces and greet each other enthusiastically. As one pupil reported, representing the views of nearly all, 'School is brilliant and a fun place to be. I like it lots.' In the majority of lessons, the quality of learning is good so that pupils make rapid progress. Pupils work well together and demonstrate good speaking and listening skills. For example, in response to skilled questioning from teachers they give detailed, articulate answers demonstrating a very wide vocabulary. Pupils are successfully developing into independent learners. They report that they value the useful advice they get from teachers and are readily able to evaluate how well they are doing and the next steps they need to take to improve their work. Pupils achieve well in French, music, ICT and physical education because of the very good provision in these subjects.

The very large majority of parents agree that their children are safe in school. Pupils report that there is no bullying in their school, but know what to do if they need help. Pupils are polite and kind to each other. Older pupils naturally look after younger friends. For example, two young boys accidentally banged heads when playing outside and older pupils quickly rushed to their aid. Pupils make a strong contribution to the school community and regularly raise money for charities. For example, pupils recently decided to raise money for the Blue Peter appeal which they arranged themselves.

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Please turn to the glossary for a description of the grades and inspection terms

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

Lessons are interesting and stimulating, and successfully engage and motivate nearly all pupils to work hard. Teachers use assessment information well to accurately identify individual targets for improvement for pupils, particularly in English lessons.

Misconceptions in learning are quickly identified and remedied either in small groups or individually, enabling pupils to progress at a rapid rate. In the small minority of lessons that are satisfactory, particularly in mathematics, the work does not meet the needs of a few pupils, because the assessment procedures are not as well developed as they are for other subjects. The school offers the pupils a good range of extra-curricular activities particularly in sports, music and ICT that many take part in. The curriculum for religious education gives pupils an adequate understanding of other religions. However, there are insufficient enrichment opportunities or links made with other subjects to fully develop pupils' cultural awareness. A strong feature of care, guidance and support is the ability of teachers to meet the needs of pupils of different ages in each of the three classes. Teachers get to know their pupils extremely well, nurturing their development. The provision for the few pupils with special educational needs and/or disabilities is good so

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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that they make progress that is similar to their peers.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher and staff fully understand the strengths and weaknesses of the school and regularly check the quality of lessons. This has led to some sustained improvements. For example, they have made important improvements in teaching that have led to the acceleration in pupils' progress since the last inspection. Since the previous inspection many new governors have been appointed. They demonstrate a good understanding of the work of the school and through regular visits they are developing the ability to hold it to account for its work.

Procedures to safeguard pupils are secure. For example, the procedures for checking staff are good. All policies and procedures for ensuring pupils' health and safety are adequate, but some of the risk assessments related to the school site have not been kept up to date and are in need of revision. The staff are very successful at ensuring the equality of all pupils in this very inclusive school because of the great attention they pay to the needs of each individual.

The school successfully takes advantage of a range of professional and local community partnerships to enhance its work. For example, it has productive links with the local Women's Institute who regularly come into school to enrich the curriculum through activities such as leading Greek cooking in history lessons. In addition, the school has established strong partnerships with the local secondary school and other primary schools so that the small cohorts of pupils have the opportunity to mix with others of their own age. The school has successfully promoted community cohesion in the local community. A local resident reported how important the school is to the village and how much she enjoyed hearing the children play. The headteacher has successfully established strong links with the Memorial Hall Trustees for the good of the school, but recognises that more needs to be done to promote the wider global aspects of community cohesion.

These are the grades for leadership and management

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The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

The staff successfully integrate the small numbers of Reception age children into the Key Stage 1 class. For example, the very few children who started school in January demonstrated that they were very confident and secure in this environment. The provision has continued to improve since the previous inspection so that assessment information shows that by the time they enter Year 1 all children reach the expected level in all areas of learning and the very large majority of them exceed it. A highly skilled teaching assistant under the guidance of the effective leadership of the class teacher takes care to ensure that children benefit from their full entitlement to the Early Years Foundation Stage provision. The staff provide an exciting range of activities so that children enjoy their learning. For example, children thoroughly enjoyed Welly Wanging outside where they consolidated their phonic development and learnt to measure.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account: Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

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Views of parents and carers

The very large majority of parents were happy overall with their child's experience at school. Trends in the comments made by parents showed that they appreciate the work of the school and the headteacher. A few parents voiced concerns about aspects of the school's work. There was no apparent trend to these concerns to indicate weaknesses in the school's procedures, nor were any witnessed by inspectors. Nevertheless, inspectors pointed out some of these concerns to school leaders.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Egginton Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 31 completed questionnaires by the end of the on-site inspection. In total, there are 59 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	18	58	12	39	0	0	1	3
The school keeps my child safe	21	68	8	26	1	3	0	0
The school informs me about my child's progress	13	42	18	58	0	0	0	0
My child is making enough progress at this school	15	48	15	48	1	3	0	0
The teaching is good at this school	21	68	10	32	0	0	0	0
The school helps me to support my child's learning	19	61	12	39	0	0	0	0
The school helps my child to have a healthy lifestyle	20	65	10	32	1	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	18	58	8	26	3	10	0	0
The school meets my child's particular needs	16	52	10	32	4	13	0	0
The school deals effectively with unacceptable behaviour	15	45	11	35	4	13	1	3
The school takes account of my suggestions and concerns	15	48	12	39	3	10	0	0
The school is led and managed effectively	22	71	6	19	1	3	1	3
Overall, I am happy with my child's experience at this school	22	71	7	23	1	3	1	3

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



Monday 15 March 2010

Dear Children

Inspection of Egginton Primary School, Derbyshire, DE65 6HP

If you remember, I came with my colleague to inspect the work of the school and to check how well you were doing. I am very pleased to report that we think that you are doing well. You can be very proud of the high standards you achieve in some subjects. There are some other very important aspects of your development in which you are also successful. Your behaviour is good. We were particularly impressed by your politeness to us and kindness to each other. You told us that you enjoy your education and feel safe and understand how to stay healthy, and we agree with you. We were very impressed by your independence and personal learning skills. You carry out your jobs in school conscientiously and show good initiative when taking the responsibility for activities such as raising money for charity. You have some exciting school clubs and fun activities that you told us that you really enjoyed.

We think that the headteacher, other adults and school governors work extremely hard to provide you with a good education. They are particularly good at giving you guidance on how to improve your work and making your lessons interesting and exciting. They try their best to make sure that every one of you is happy. In order to help you do even better we have asked the school to make some improvements to a few of your mathematics lessons and by teaching you more about the culture of the United Kingdom.

The school is proud of you all and I am sure that you will continue to work hard and do your best.

Yours sincerely

Tim Bristow

Her Majesty's Inspector

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