

# Mickley Infant School

## Inspection report

---

<b>Unique Reference Number</b>	112676
<b>Local Authority</b>	Derbyshire
<b>Inspection number</b>	337985
<b>Inspection dates</b>	11–12 May 2010
<b>Reporting inspector</b>	Tim Bristow HMI

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

---

<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	45
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr William Wheatcroft
<b>Headteacher</b>	Miss Sara Street
<b>Date of previous school inspection</b>	30 January 2007
<b>School address</b>	Milton Avenue Stretton Alfreton
<b>Telephone number</b>	01773 832707
<b>Fax number</b>	01773 832707
<b>Email address</b>	headteacher@mickley.derbyshire.sch.uk

---

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2010

## Introduction

This inspection was carried out by one of Her Majesty's Inspectors. He observed three teachers and visited eight lessons. He held meetings with two governors, staff, a group of pupils, a group of parents and representatives from three partner agencies. He observed the school's work, and looked at the school development plan, assessment information, lesson plans, school policies and questionnaires from 12 parents and seven staff.

The inspector reviewed many aspects of the school's work and looked in detail at the following:

- whether the attainment and progress of boys has improved sufficiently to warrant a grade of good achievement overall
- the quality of care, guidance and support, particularly for the small minority of vulnerable pupils and those that are occasionally absent from school
- the governors' ability to hold the school to account for its work
- whether the provision in the Early Years Foundation Stage is good or satisfactory.

## Information about the school

The school is smaller than average. The proportion of pupils known to be eligible for free school meals is well above average. There are very few pupils from minority ethnic groups and none are from homes where English is not the first language. The proportion of pupils with special educational needs and/or disabilities is above average. The school is situated in a housing estate that has few amenities so that some families experience isolation from the wider community of North East Derbyshire. The school has achieved National Healthy Schools status, Activemark and the Basic Skills awards. The school is a satellite for Stonebroom Children's Centre.

**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

Pupils thrive in the very caring and supportive environment provided by the school and Early Years Foundation Stage. Achievement and most other outcomes are good. Good teaching, a broad curriculum and some outstanding elements of care, guidance and support are used effectively to personalise the learning for the large majority of the pupils so that they make good progress in most areas. As one parent reported, representing the views of all that sent in questionnaires, 'My children love going to school and are very happy and enjoy it every day. All the teachers are excellent.'

Pupils make good progress from their low starting points on entry to the Early Years Foundation Stage so that by the time they leave Year 2, attainment in most years is average. In the past, boys have made slower progress than girls which has led to lower attainment. The school has very successfully taken measures to accelerate the progress of boys so, that by the end of Year 2, the gap between them and the girls is negligible. A few more able pupils make slower progress than they could in lessons. This is because assessment information is not used sufficiently well to provide work for these pupils that is challenging enough.

Pupils demonstrate that, for their age, they have an outstanding understanding of how to stay safe. For example, Year 1 pupils carrying out forestry activities in the woods were extremely sensible and responsible, thoroughly enjoying the activities, but sticking to the safety guidance without the need to be reminded. While most pupils attend regularly, overall attendance has declined in the last two years and is presently satisfactory. The school is working to remedy this, but the measures taken have not yet reversed this decline. Behaviour is good overall and often, particularly when pupils are in the playground, it is excellent. This is because the school has successfully nurtured their social, moral and spiritual development which is good. Pupils' cultural development is weaker. Even though the school has an adequate range of activities in the curriculum to develop their understanding, these have had little impact. When spoken to, pupils demonstrate that their knowledge of the world beyond Mickley is limited.

One of the strongest features of the teaching is the excellent relationships that the pupils have with the adults. Each pupil is given sufficient individual attention by teachers and teaching assistants to ensure that the large majority make good progress over time. The curriculum provides a wide range of enriching experiences and very good extra-curricular activities that the very large majority of pupils attend. The care and support for vulnerable pupils and their families are outstanding: the excellent partnership with the local children's centre has helped to facilitate this.

Strong leadership from the headteacher, ably supported by her small team, has

**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

maintained good achievement and successfully improved provision and the resulting outcomes. For example, improvements to the curriculum and teaching have accelerated the progress made by boys: this is because the school has effective procedures for monitoring and evaluating its work. As a result, leaders have identified accurately the schools' priorities for improvement based on a clear understanding of its strengths and weaknesses. Consequently, the school demonstrates good capacity for improvement.

## What does the school need to do to improve further?

- Accelerate the progress of more able pupils by:
  - using assessment information more effectively so that pupils are more challenged in their work
  - sharpening up their learning targets so that they have a clear understanding of the next steps they need to take to improve their work.
- Improve the cultural development of pupils by:
  - enriching the curriculum with more opportunities for pupils to learn about the wider community
  - exploiting more opportunities in lessons to celebrate a variety of contributions from other cultures in the United Kingdom and the global community.
- Improve the attendance by:
  - identifying accurately the groups of pupils whose attendance is weakest
  - working closely with the local authority to find ways of improving the attendance of these groups.

## Outcomes for individuals and groups of pupils

**2**

Behaviour in lessons is good. Pupils work cooperatively with each other and are eager to please their teachers by working hard. They are also kind and helpful to each other. For example, in a mathematics lesson, pupils were happy to help others who were having some difficulty understanding their work about shapes. In lessons, pupils confidently give articulate answers to questions demonstrating a broadening vocabulary. This is because of the school's success in developing their speaking and listening skills from low starting points. The quality of learning for the large majority is good because of the close attention they get from adults when working independently. While attainment is broadly average overall in most years, standards in reading, writing and mathematics vary: for example, in 2009 they were slightly above average in all three subjects. Effective individual support for pupils with special educational needs and/or disabilities and those who find English and mathematics difficult means that they make good progress.

All the parents and carers who completed the questionnaire strongly agree that their children are safe in school. This is demonstrated at break-times when pupils play very safely and happily in the very well-equipped and exciting playgrounds. Pupils have a

**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

very good understanding of what constitutes bullying and report that it hardly ever occurs in school. A strong feature of the pupils' development is the enthusiasm in which they adopt a healthy lifestyle. They thoroughly enjoy physical activity and nearly all of them attend the extra-curricular sports clubs run by Derby County Football Club. Pupils spoken to reported that fruit is their favourite snack, even when offered the choice of unhealthy treats. Pupils take their responsibility to the school seriously carrying out their jobs, such as watering the plants, without prompting. The school council successfully promotes good behaviour and healthy eating. One of the reasons why attendance is only satisfactory is because of the growing number of pupils who take holidays with their families during term time. The school has taken steps to deal with this, but currently they have had little impact.

*These are the grades for pupils' outcomes*

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

**How effective is the provision?**

Teachers and teaching assistants work effectively to provide a range of interesting cross-curricular activities in lessons. For example, in a topic lesson about the seas and oceans, pupils were developing their scientific, and design and technology skills. They

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

**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

were experimenting in water with different materials to see which ones would be most useful to use when designing their boats. The work prepared for the large majority of pupils is well tailored to meet their needs, but this is not always the case for the more able. The targets they are set occasionally only give the activity they are to take part in and do not specify what it is they are to learn about. When this happens, pupils are unclear about how to improve their work because teachers do not challenge them sufficiently. The curriculum provides pupils that need extra help with English and mathematics lessons good individual support and extra activities so that they make good progress. The school successfully exploits partnerships with other agencies to enrich the curriculum for pupils. For example, the Forest School work and the partnership with Derby County Football Club have improved pupils' personal development and creativity. The school has attempted to develop pupils' cultural development in religious education lessons and through some enrichment activities, such as cooking lessons. However, these have not been sufficient to compensate for the understandable lack of opportunity within the local community for pupils to gain an appreciation of the diversity of the society in the United Kingdom.

Working with the children's centre has facilitated some excellent initiatives to improve the well-being of the pupils and their families. For example, in the Fruit and Vegetable Club volunteer parents, supported by the partnership, purchase fruit and vegetables at wholesale prices and sell approximately 40 bags a week to the community. In addition, a well attended cookery course is held regularly for parents and carers to demonstrate to them how to use these ingredients. A great success of the school is the extent to which they have enabled the significant small minority of vulnerable pupils to flourish and make good progress in school. The headteacher, with the support of the children's centre, has worked extremely effectively to establish good relationships with the parents and carers of these pupils. This has resulted in improvements to their well-being, enabling them to make progress that is as good as their peers.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The headteacher demonstrates a relentless determination to improve the education of pupils that is shared by all the staff. For example, recently staff agreed that even though the outcomes for children in the Early Years Foundation Stage are good, they were not content with this and wanted to improve provision further. Following rigorous monitoring

**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

and evaluation by school leaders, they identified where improvements could be made and the steps that needed to be taken to improve the environment for learning. In consequence, all aspects of provision are now good. Governance has improved since the last inspection. The governing body is now much more able to hold the school to account because of its growing understanding and knowledge of its work. It is now well placed to have a stronger influence on the strategic development of the school.

Presently, governors demonstrate that they fulfil their statutory responsibilities to safeguard pupils and ensuring their equality of opportunity. The school's procedures for safeguarding are rigorous. Health and safety procedures and risk assessments are particularly effective at ensuring pupils' safety. All pupils benefit from equality of opportunity because of the individual attention they receive and the very good environment for learning.

The school has made an outstanding contribution to the cohesion of the local community. It has worked well with local partners, such as the police and the children's centre, to break down the barriers for some hard to reach parents and carers so that they trust and respect the work of the school. The community is rightfully very proud of the school. New initiatives, such as the Mickley Health Group, are benefiting the local community by widening the opportunities for families and pupils that is broadening their horizons. The school has correctly identified that it must capitalise on these opportunities to further promote and celebrate the wider global community.

*These are the grades for leadership and management*

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

**Early Years Foundation Stage**



**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

Most children enter the Early Years Foundation Stage having experienced little pre-school provision. The large majority have skill development in communication, language and literacy, number and calculations and social development that is well below expectations. They make good progress so that by the time they enter Year 1, the majority have attained the expected skill levels in most areas. This is because teaching is good and rightly concentrates on developing children's speaking, listening and social skills. Children are confident, cooperate well together and are welcoming and friendly. Staff have worked successfully under the good leadership of the Early Years Foundation Stage coordinator to improve the inside and outside environments for learning. They plan well for an exciting range of stimulating activities that children eagerly take part in. For example, children thoroughly enjoyed the beach activities, making large boats out of construction materials and then sitting in them with their friends while pretending to enjoy a day at the seaside. While doing this, they explained how important it is to wear a sun hat to protect them from sunburn. Consequently, the curriculum and environment for learning now matches the good quality of the teaching. The organisation of activities gives children good opportunities to develop their independence skills as they select which activities they would like to take part in. However, procedures to check what children have participated in are not yet sufficiently well developed to enable staff to be sure how many activities they have taken part in.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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

**Views of parents and carers**

All the parent and carers who submitted questionnaires fully support the school and a few made very positive comments about its work. There was no disagreement or concerns expressed at all, which is testament to the good work of the school to engage parents and promote community cohesion.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Mickley Infant 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 inspector received 12 completed questionnaires by the end of the on-site inspection. In total, there are 45 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	11	92	1	8	0	0	0	0
The school keeps my child safe	12	100	0	0	0	0	0	0
The school informs me about my child's progress	8	67	4	33	0	0	0	0
My child is making enough progress at this school	8	67	4	33	0	0	0	0
The teaching is good at this school	11	92	1	8	0	0	0	0
The school helps me to support my child's learning	11	92	1	8	0	0	0	0
The school helps my child to have a healthy lifestyle	9	75	3	25	0	0	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)	7	58	5	42	0	0	0	0
The school meets my child's particular needs	8	67	4	33	0	0	0	0
The school deals effectively with unacceptable behaviour	10	83	2	17	0	0	0	0
The school takes account of my suggestions and concerns	9	75	3	25	0	0	0	0
The school is led and managed effectively	11	92	1	8	0	0	0	0
Overall, I am happy with my child's experience at this school	11	92	1	8	0	0	0	0

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



13 May 2010

Dear Children

Inspection of Mickley Infant School, Alfreton, DE55 6GG

When I came to inspect your school I was very impressed at how well you behaved. Thank you for your polite and friendly welcome which I really appreciated. I was pleased to see how well you are doing in your lessons and how much you enjoy the extra activities that the school arranges for you, such as the sports clubs. You showed that, when it comes to staying safe and healthy, you are very responsible and can be trusted by the adults in school to act sensibly. I agree with your parents who think that the school looks after you well. I was a bit disappointed to find that one or two of you do not come to school as often as you could.

The headteacher, staff and governors are successfully improving your education all the time and have helped some boys to do even better than they were doing before. They have provided you with lovely and exciting playgrounds and a safe and stimulating school. In order to improve your education even more I have asked them to:

- challenge some of you who find your lessons easy to achieve even more
- teach you more about people from different backgrounds that live in our country
- improve the attendance of the few of you who are often absent.

You can help by continuing to work hard and by making sure that you come to school every day.

Yours sincerely

Tim Bristow

Her Majesty's Inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**