

# Muxton Primary School

## Inspection report

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<b>Unique Reference Number</b>	123453
<b>Local Authority</b>	Telford and Wrekin
<b>Inspection number</b>	340344
<b>Inspection dates</b>	9–10 June 2010
<b>Reporting inspector</b>	David Driscoll

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 category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	347
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ann Harper
<b>Headteacher</b>	Deborah Williams
<b>Date of previous school inspection</b>	21 February 2007
<b>School address</b>	Marshbrook Way Muxton Telford
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## Introduction

This inspection was carried out by three additional inspectors. They observed 25 lessons, taught by 13 teachers. Meetings were held with parents, pupils, staff and governors. Inspectors observed the school's work, and looked at records of pupils' progress, teacher's planning, results of the school's monitoring of its own performance and the 95 responses to the parental questionnaires, along with responses from pupils and staff to their questionnaires.

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

- the accuracy of the school's monitoring in determining its strengths and areas for improvement
- whether pupils with special educational needs and/or disabilities who are provided with additional support by the school are making sufficient progress
- whether pupils are being given sufficiently demanding work that will allow them to achieve as well as they can.

## Information about the school

This large school serves a suburban area on the outskirts of Telford. The proportion of pupils known to be eligible for free school meals is below average. Almost all pupils come from a White British background. The proportion of pupils with special educational needs and/or disabilities is below average, although the proportion with a statement of special educational needs is above average. The school has undergone significant changes to the senior management team since the school was last inspected.

The school hosts The Learning Tree nursery and Earlyworld provider of childcare before and after school. Both of these facilities are privately managed and so are subject to a separate inspection.

**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?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

Muxton provides a satisfactory education for its pupils. Its strengths lie in its good curriculum and pastoral support for pupils. Attendance is now high, and improving each year, because pupils much enjoy coming to school and feel very safe. They play a good part in the school community, through activities such as evaluating the curriculum and suggesting how community cohesion can be improved. The school goes to great lengths to ensure individual pupils, especially those from minority ethnic backgrounds or those who have special educational needs and/or disabilities, are well integrated into the school. This helps other pupils to develop high levels of respect for others who are different from themselves. By the time they leave Year 6, pupils are friendly, polite, confident and well prepared to move to secondary school.

Children get off to a good start in the Early Years Foundation Stage, and start Year 1 with attainment that is above average. From then on, pupils' progress is satisfactory and their attainment on leaving Year 6 remains above average. Pupils' progress varies from year to year, and between classes, as teaching is not consistently good. The main reason for the variations lies with the way that information from assessments is used to plan work for pupils of differing abilities. In some lessons, teachers take full account of what pupils already know, understand and can do and make sure this is built upon. In others, pupils are all given the same task to do, regardless of their starting points. This means that the higher-ability pupils sometimes find the work too easy, while lower-ability pupils become confused. Nevertheless, pupils enjoy their lessons, because, as one pupil put it, 'they are fun and interactive.'

Attainment is not as high as when the school was last inspected, because the progress made in Years 1 to 6 is not as good. The school's leaders, including governors, have not analysed the data they have from assessments in sufficient detail to provide them with a full picture of how pupils' progress varies as they move through the school. Checks on teaching are accurate and provide clear areas for improvement for individual teachers. These checks include evaluating the progress made by pupils in their written work, but do not take enough account of results of tests and other assessments. Nevertheless, the school's own evaluation of its performance is broadly accurate, although a little generous in some respects. The school's leaders, including governors, have already identified many of the areas for improvement noted in the report and have plans in place to address them. This, together with the indicators of improved progress since 2008 demonstrates that the school has a satisfactory capacity for further improvement.

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

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- Analyse data gained from assessments in greater depth to ensure leaders, including governors, have an accurate picture of where variations in progress exist across the school, and use the results to identify and tackle the causes of such variations.
- Make best use of the information gained from assessments to ensure that the work given to pupils is always suitably challenging.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

**Outcomes for individuals and groups of pupils****3**

The attainment observed in lessons was consistently above average in English, mathematics and science, and reflected satisfactory achievement. Almost all groups of pupils, including those with special educational needs and/or disabilities supported at school action, make satisfactory progress from their starting points. Pupils with a statement of special educational needs do better than others and make good progress. In lessons these pupils were observed to receive a high degree of good quality support, which ensured that the work they were doing was very well tailored to their individual needs. As a result, the degree to which they concentrated was quite remarkable. For most other pupils in the class, learning was usually satisfactory. They were keen to take part in lessons and to progress. When given tasks that they found challenging, they worked hard and took pride in improving their work. When higher-ability pupils found the work too easy, they sat quietly and did not misbehave, but completed the tasks very quickly. Lower-ability pupils sometimes could not keep up, and started to fidget or play with their pens and pencils, but rarely disrupted learning for their neighbours. Pupils worked well together in pairs and groups, and persevered when they were given problems to solve. They particularly enjoyed the opportunities to use computers, which were a feature of many of the lessons observed. There were several moments when pupils' demonstrated their good spiritual development in response to a stimulus provide by the teacher.

Outside of lessons, pupils are well behaved and look out for one another. They ensure that other pupils are included in their games and that none are lonely in the playground. They say that bullying does occasionally occur, but is dealt with very quickly by the staff. They also point to the very secure site as a reason why the great majority feel so safe in school. They enjoy playing a good part in the local community, especially when it involves meeting others, such as the elderly or younger pupils at other schools.

*These are the grades for pupils' outcomes*

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<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.

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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</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>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

Teachers choose interesting stimuli for their lessons, such as a short film or drawings of imaginary creatures, that make pupils think and enthuse them to write. Pupils respect their teachers, because they get on well with them. There is rarely a need to discipline pupils, because they are interested in their work and because teachers insist on good behaviour. Assessments are accurate, but not all books are marked up to date. Pupils know what they need to do to improve in English, because marking is thorough and targets are clear. This is less effective in mathematics, where targets are not always used to consistently provide pupils with the guidance they need to make good progress.

The good curriculum is one of the main reasons for pupils' enjoyment of education. Good account has been taken of pupils' views in adapting it to meet their interests, which it now does very well. Pupils enjoy the good range of extra activities that are available to them, and the many visitors that enliven the curriculum, particularly when this helps them to learn about how others live their lives. There are many opportunities for pupils to use their basic skills in other subjects. Some classes have a large number of pupils, from a wide range of abilities, and combine two year groups together. In these classes, teachers often find it difficult to plan a curriculum that is suitable for all pupils in the class, and so the work for some ends up being a bit too easy or too hard. When pupils fall behind in their work, the school has good systems in place to ensure that extra lessons or support is provided to enable them to catch up again.

The school provides a welcoming and friendly environment for all pupils, particularly those who are new. Good support is provided for pupils whose circumstances make them vulnerable, especially where this involves liaising with agencies outside of the

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school. The productive partnerships with local secondary schools ensure that pupils have no concerns about their transfer to Year 7.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</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 school's leaders have identified where improvements in teaching are needed and have drawn up sound plans to address them. However, the plans do not contain measurable criteria, against which their success or otherwise can be evaluated. Many staff are involved in drawing up these plans, so there is a good sense of ownership and staff morale is high. Leaders are starting to analyse data from assessments, but this is at a very early stage. Nevertheless, it has already shown up marked differences in the progress made by pupils as they move through the school. Some of the data are incomplete, for example there is no clear baseline used to judge progress in Year 1, but this was already starting to be addressed by the end of the inspection. The school sets challenging targets for its performance, but these have not been met in recent years.

Governors play a good role in visiting the school to check on new initiatives, such as 'forest school', and maintain particularly good links with parents and carers. They do not have the required understanding of what performance data is telling them in order to challenge the senior managers on the school's academic performance. However, governors have realised this weakness and have already organised training for themselves. Other aspects of their monitoring are good, particularly in relation to health and safety and ensuring satisfactory equality of opportunity. Pupils are very well integrated and discrimination is tackled wherever it may occur. However, differences in the progress of different year groups are now being identified. The school adopts good practice across all areas of safeguarding. The school goes to good lengths to promote community cohesion. Leaders have a good understanding of what needs to be done to improve pupils' understanding of how others live their lives, and have drawn up effective plans, with pupils' involvement, to address them. The school's good links with the local cluster of schools are used well to help pupils engage with those from backgrounds different from their own, and there are plans in place to extend these further.

*These are the grades for leadership and management*

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<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>3</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>3</b>

**Early Years Foundation Stage**

Children join school with knowledge, skills and understanding that are typical for their age. They make good progress in almost all areas of learning, so start Year 1 with attainment that is above average. Attainment in personal, social and emotional development is high. Children look forward to coming to school and are highly motivated. They co-operate very well and show very good independence and perseverance for their age. They very much enjoy the planning sessions that take place, when they suggest ideas for what they could do in the forthcoming lessons. All can identify healthy foods and have a solid grasp of how to keep themselves safe. There is usually a good range of activities provided, with an effective balance between those chosen by the children and those led by adults. However, this varies between the two classes and planning is not as effective in meeting individual needs when children work with those from Year 1. Frequent and regular assessments take place, but there is an over emphasis on literacy and numeracy at the expense of other areas of learning. Care and nurture are strong. Children are very well looked after and known well by all staff. The environment is stimulating, both indoors and outdoors, although not all areas of learning are catered for outdoors. The provision is well led and managed. Strengths identified at the previous inspection have been maintained as the leader demonstrates good vision for the future. Strong links are maintained with the on-site nursery, but links with other providers are not as well developed, which hinders the development of a clear baseline from which to judge children's progress.



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*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**

Parents and carers who responded to the questionnaire and who met inspectors are very happy with the education provided by the school. The few negative responses to the questionnaire fell into no particular pattern. Parents are most pleased with how much their children enjoy school and are helped to lead healthy lifestyles. The great majority feel that their children are making enough progress. Inspectors agree with parents' and carers' views, although academic progress could be better than it currently is.

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

Ofsted invited all the registered parents and carers of pupils registered at Muxton 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 95 completed questionnaires by the end of the on-site inspection. In total, there are 347 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	72	76	22	23	0	0	0	0
The school keeps my child safe	66	69	26	27	3	3	0	0
The school informs me about my child's progress	51	54	40	42	3	3	0	0
My child is making enough progress at this school	53	56	35	37	5	5	0	0
The teaching is good at this school	53	56	40	42	2	2	0	0
The school helps me to support my child's learning	51	54	36	38	7	7	1	1
The school helps my child to have a healthy lifestyle	54	57	41	43	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)	41	43	40	42	4	4	0	0
The school meets my child's particular needs	55	58	34	36	5	5	1	1
The school deals effectively with unacceptable behaviour	50	53	39	41	2	2	1	1
The school takes account of my suggestions and concerns	49	52	38	40	5	5	0	0
The school is led and managed effectively	57	60	33	35	2	2	0	0
Overall, I am happy with my child's experience at this school	65	68	26	27	3	3	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.**



11 June 2010

Dear Pupils

Inspection of Muxton Primary School, Telford, TF2 8SA

Many thanks for all the help you gave us when we visited your school. You, and your parents and carers, can be proud of your good behaviour and manners. We were very impressed by the way that you all get on so well with one another and respect the differences that make each of you special. You told us that you enjoy coming to school for the fun lessons and extra activities that you help to plan. Your attendance is high and getting better all the time. Well done. You also told us that you feel very safe at school, and we can see why. All the staff take good care of you and make sure you have no worries.

Overall we found you are getting a satisfactory education. The youngest children get off to a good start in the Reception classes and then you all make satisfactory progress in your learning as you move up the school. As you say, lessons are fun because your teachers think of good ways to present the work to you. Sometimes you find the tasks too easy or too hard, so we have asked your teachers to make sure they always build upon what you already know, understand and can do. You can help, by finishing your work as quickly as you can, and by letting your teachers know when you need more challenging work or if you get stuck.

The people who run the school know what needs to be improved so that you can make faster progress. They have lots of accurate information about how well you are doing, but are not yet finding out where you make good progress and where your progress is slower. So we have asked them to analyse all this information in greater depth, so they can improve the school more quickly.

With best wishes for the future.

Yours sincerely

David Driscoll

Lead inspector

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