

Mickleover Primary School

Inspection report

Unique Reference Number	112790
Local Authority	City of Derby
Inspection number	325686
Inspection dates	13–14 November 2008
Reporting inspector	Roderick Passant

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	365
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	40
Appropriate authority	The governing body
Chair	Mr Chris Hall
Headteacher	Mrs Lynne Gerver
Date of previous school inspection	22 September 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Vicarage Road Mickleover Derby Derbyshire DE3 0EY
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Age group	4–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

The school is larger than average. Fewer pupils join or leave the school at various points in their school career than is normally seen. Pupils are mainly White British with some British Asian pupils and several pupils from a range of other ethnic minority backgrounds. Whilst there are pockets of disadvantage most pupils come from socially advantaged homes. The school is popular and just under a third of pupils attend from outside the immediate area of the school. The percentage of pupils eligible for free school meals is well below average, as is the percentage of pupils who have learning difficulties and/or disabilities. The knowledge, skills and understanding of children joining the Early Years Foundation Stage (EYFS) in the Reception classes are typical for children of their age. The school has gained National Healthy School status. It also has Artsmark and Activemark in recognition of the school's work in the arts and physical education. As part of the local extended schools partnership, pupils can attend breakfast and after school and holiday clubs run in another local school. There are strong links with two neighbouring secondary schools and Derby University.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school. Pupils' personal development is outstanding due to the excellent care, guidance and support that they receive.

Children get a good start to their education in the Reception class. They continue to make good progress and achieve well as they move through the school. Indicative results in the 2008 national tests at the end of Year 6 point to standards being above average. Pupils with learning difficulties and/or disabilities make good progress because they receive well-targeted support. The proportion of pupils gaining the higher grades is above average in English and science but only average in mathematics. This is because the level of challenge in mathematics lessons is not consistently high enough.

Pupils are enthusiastic and motivated because they are interested in what they do and teachers make 'learning fun'. Therefore, they are able to gain a great deal from what the school provides. Their enjoyment of school is reflected in their outstanding attendance. They have an excellent understanding of how to look after themselves and the importance of adopting healthy lifestyles. Because the school is very friendly and relationships with adults are so positive, pupils feel extremely safe. Behaviour is excellent. The school prepares pupils well for the next steps in their education and for their future economic well-being. Pupils have mature social skills and they make a good contribution to their school community.

Teaching and learning are good. Teachers manage the mixed age classes well in the junior section. Enthusiastic, often practical, teaching helps pupils to grasp concepts and knowledge quickly. Lesson planning matches work broadly to the needs of groups of pupils. However, learners do not always undertake tasks in mathematics that build accurately on their prior knowledge and that challenge them fully. Nor are there enough contexts wherein pupils can apply and extend their mathematical knowledge in other subjects. The curriculum is good and the personal, social, health and citizenship education components of it are excellent. Staff are very committed to the pupils and the quality of care, guidance and support is outstanding. Teachers keep a close eye on the progress pupils are making. The learning mentor, a new post, is working very effectively with individual pupils and their families. Child protection, safeguarding and health and safety procedures are suitably rigorous.

Leadership and management are good. The headteacher leads the school well and has gained the confidence of parents. Strong teamwork and a shared professional ethos across the school result in teachers and support staff thinking carefully about what they are doing, being open to change and wanting to improve their skills. Self-evaluation is accurate and effectively used to raise standards in, for example, writing. The school has effectively tackled the key issues from the last inspection report. School targets are appropriately challenging. Leadership at all levels in the school is effective. Governance is good and governors have a clear understanding of their role with regard to providing support and challenge for the school's work. The school has good capacity to improve further.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Provision in the Foundation Stage is good. It has some outstanding features. The personal, social and emotional development of the children is particularly strong. The 'Plan-Do-Review' way of working encourages children to make choices, persevere, take responsibility and reflect

on their learning. Collaboration and teamwork is encouraged, with group tasks set alongside the children's individual choices. There is an appropriate balance between teacher-initiated focused activities and child initiated play-based learning. Relationships are very positive, both among children and between adults and children. Children are caring and polite to each other and enjoy talking about their work. Teachers work well as a team and ensure that children's transitions are smooth, with home visits on entry and discussions with Year 1 teachers to prepare for the change of class. This creates a very safe, secure environment where children are happy and settled and therefore learn well. Children's learning is monitored carefully and assessments are used to inform future lesson planning. As a result, children achieve well and they are on track to meet, and some exceed the expected standards. The curriculum covers all six areas of the Foundation Stage framework and is integrated well so that children make connections in their learning. Group projects based on children's interests and the assessment of this group learning have yet to develop. Literacy and numeracy are made purposeful for children in role-play areas such as the space station.

What the school should do to improve further

- Ensure that lesson planning in mathematics is based on accurate assessments of where all pupils are in their learning and what they need to do next to move on.
- Ensure that all pupils have the opportunity to apply their mathematical knowledge in other subjects.

Achievement and standards

Grade: 2

Standards in the national tests at the end of Year 6 in 2007 were broadly average and pupils' achievement was satisfactory. The school's leadership put in place effective strategies to improve standards across the school, particularly in pupils' writing. As a result, indicative results for 2008 show significant improvement so that overall standards were above average. Pupils are now making good progress in lessons and achieving well over their time in the school.

Pupils build on their good start to their education in the EYFS by continuing to make good progress in Years 1 and 2. Standards at the end of Year 2 have been above average for the last two years. Pupils with learning difficulties and/or disabilities make good progress because of the quality of support that they receive. The school effectively challenges pupils who are capable of higher attainment in English and science so that the percentage gaining the higher levels in these subjects was above average in 2008. However, because these pupils are not always provided with appropriate challenge in mathematics, the percentage gaining the higher levels in this subject was broadly average. The provision for gifted and talented pupils is improving and pupils have regular extension activities in several subjects.

Personal development and well-being

Grade: 1

Pupils are enthusiastic, motivated and proud of their school. They have an exceptional commitment to learning so that they get a great deal out of lessons, often working with zest. Their very positive attitudes to learning are underpinned by their exceptional enjoyment of school and this is reflected in their excellent attendance. They have an outstanding understanding of how to look after themselves and the importance of healthy eating and exercise. Behaviour is excellent. Pupils make a good contribution to the school community. They take their various responsibilities around the school very seriously and the school council

is active in bringing about improvements. They feel safe because the school is friendly and pupils get on well with each other. Pupils' spiritual, moral, social and cultural development is good. The school works hard to recognise the uniqueness of each pupil. All pupils have an excellent understanding of right and wrong and they are developing mature social skills. Cultural development is good because of the improved provision in developing international links and cultural links with other local schools.

Quality of provision

Teaching and learning

Grade: 2

The teaching is very successful in encouraging pupils to work hard and stay on task. Excellent behaviour in classes is the result of the consistent expectations that adults have of how children should behave. Teachers have good subject knowledge and use a wide variety of teaching styles. The teaching is therefore interesting to pupils. Practical activities in lessons help pupils to understand new ideas more quickly. Consequently, pupils learn well and show excellent attitudes to their work in all year groups. Lesson planning matches work to the needs of groups of pupils. In turn, pupils are clear what they are to learn and how they can check their learning. However, in mathematics, they do not always have work that builds accurately on their prior knowledge or that challenges them fully. Teaching assistants work successfully in many lessons. They take a full part in teaching elements of lessons to groups and individuals. The quality of their work varies between classes depending on how well their work is organised by the teacher.

Curriculum and other activities

Grade: 2

The yearly planning for literacy, mathematics and information and communication technology is good. As a result, pupils make good progress. There are not enough opportunities for pupils to apply their mathematical skills in problem solving mathematics or in other subjects. The personal, health and social education curriculum is excellent. Pupils' awareness of their place in the wider world is developing well and good links to schools in other countries, such as New Zealand, support this. Teachers have begun an exciting link with another school in Derby, whereby pupils will have the opportunity to make new friends. The curriculum is being modified to ensure that teaching in one subject supports learning in other subjects at the same time. Themed weeks, such as in art and a Roman Day in Years 3 and 4, enhance pupils' enjoyment of learning and make them keen to know more. The range of visits, the extensive links with local dance and sports organisations and the wide range of well attended clubs all help to enrich the curriculum.

Care, guidance and support

Grade: 1

Excellent attendance indicates how much pupils enjoy coming to school and demonstrates the effectiveness of attendance monitoring procedures. The school pays careful attention to securing pupils' health and safety on a day-to-day basis and arrangements for safeguarding pupils are fully in place. Pupils receive helpful guidance, both verbally and in writing, on how to improve their work. Their progress is tracked regularly and challenging targets are set for them. These targets, sometimes in the form of group targets, have been successful in raising standards in pupils' writing, for example. Pupils with a range of additional needs do well in a nurturing

environment. The learning mentor supports this work very well, helping pupils to overcome barriers to learning. She works effectively with the special needs coordinator and teachers to create support programmes and set targets that help these pupils to improve, both personally and academically. She also maintains contacts with their families. A highly effective programme of personal, social and health education enables pupils to learn how to deal with a wide range of social situations.

Leadership and management

Grade: 2

There was a period of uncertainty in the school's leadership following the last inspection and standards showed some decline. On appointment, the headteacher developed a clear and accurate understanding of the school's priorities. Because of the effective strategies she has put in place, standards have risen to their former above average level. Academic standards have yet to match the excellence of pupils' personal development. The headteacher leads the school well. She effectively delegates aspects of leadership and is skilled at developing others' skills. There is a depth of effective leadership across the school, resulting in a clear sense of shared purpose. The school fosters community cohesion well and takes its responsibilities for extending pupils' cultural experience very seriously. Governance is good. A strong core of committed experienced governors provides good support for those who are relatively new to the role. Financial management is good. The accommodation restricts the number of class bases that the school can operate and hence class sizes in the junior section are very large. The school nevertheless provides good value for money.

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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 capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	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/or disabilities make progress	2

¹Grade 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.

Personal development and well-being

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

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	2
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 eliminated	2
How well does the school contribute to community cohesion?	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

Annex B**Text from letter to pupils explaining the findings of the inspection**

17 November 2008

Dear Pupils

Inspection of Mickleover Primary School, Mickleover, Derbyshire DE3 0EY

Thank you for making us so welcome in your school. We enjoyed our stay very much. My particular thanks go to those pupils who gave up part of their lunchtime to talk to us. What you had to say was very interesting and helpful.

This is a good school and you are rightfully proud of it. It is helping you develop as young people exceptionally well. You are clearly motivated to learn and enjoy school a great deal, because what you do is interesting and teachers make learning fun. All staff care about you a very great deal and provide you with very high levels of guidance and support so that you know how to look after yourselves and the importance of a healthy lifestyle. Your behaviour is excellent. Because you all help make the school such a friendly place and you get on so well with each other, you also feel very safe. You take your responsibilities to the school community very seriously. The school prepares you well for the next phase in your education.

Standards at the end of Year 6 last year were higher than seen in many schools and the current Year 6 is on track to doing equally well. Young children get a good start to their education in Reception and you all make good progress in lessons and achieve well because your teachers are skilled. Pupils who find some aspects of the work difficult get good support and the school effectively challenges those of you who are capable of doing particularly well in English and science. One of the things we asked Mrs Gerver to do is to ensure that those of you capable of doing particularly well in mathematics are always provided with challenging work and that you all get the opportunity of using mathematical skills in other subjects. We also asked Mrs Gerver to ensure that, when teachers planned lessons in mathematics, they were very clear about where you were in your learning and what you needed to do to improve.

Mrs Gerver leads the school well and teamwork amongst the adults in the school is strong. They share a view of what they want Mickleover Primary School to look like in the future and how they want it to improve. Some of you were very keen to tell me about all the changes and improvements that have already been made recently. I am sure that with your continued help and involvement there will be many more.

Sincere good wishes to you all during your future school careers.

Roderick Passant

Lead inspector