

# Inspection of a good school: Mugginton CofE Primary School

Church Lane, Mugginton, Weston Underwood, Ashbourne, Derbyshire DE6 4PL

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Inspection date: 31 January 2023

## Outcome

Mugginton CofE Primary School continues to be a good school.

## What is it like to attend this school?

Pupils are happy in this school. Teachers have high expectations of them. Pupils respond well to their teachers' expectations. They enjoy their lessons and show positive attitudes to all aspects of school life. Pupils behave well at all times. They support each other. Older pupils act as role models for younger pupils.

Parents are very positive about the school. They value the caring environment that the school provides. They say that it feels like a family. Teachers and other members of staff know pupils individually. Pupils enjoy positive relationships with each other and with staff.

Pupils feel safe at the school. Teachers remind them to 'treat others as they wish to be treated'. Pupils know about bullying and say that it does not happen here. They are sure that their teachers will deal with any concerns that they have.

Leaders provide a wide range of opportunities for pupils to support their personal development through music, sport and outdoor education. All pupils can learn to play musical instruments. They all have the chance to represent the school in sporting competitions. They experience a variety of trips and visits.

## What does the school do well and what does it need to do better?

Leaders and teachers have worked hard to create a new curriculum that is ambitious for all pupils. They have carefully identified the knowledge that they want pupils to learn in all subjects. They have designed knowledge organisers to share with pupils the important vocabulary and knowledge that they need to learn. Teachers have thought about how and when they will present new learning to help pupils make progress. Teachers have good subject knowledge.

For each term, leaders have identified a 'big idea', for example 'food, glorious food'. Teachers plan lessons that link to the theme. This helps pupils to make links between subjects. Teachers also plan lessons that link to the wider world to broaden pupils'

experiences. Sometimes teachers plan learning activities that do not focus well enough on the knowledge that pupils need to learn to make progress. Pupils say that sometimes their lessons are too easy. When they finish activities quickly, teachers do not always give them opportunities to deepen their understanding.

Teachers regularly check pupils' work. They give them lots of positive feedback. Pupils say they feel proud when they have done good work. They value the praise they get from teachers. However, teachers do not always help pupils to understand what they have done well or how they could improve their work. Teachers do not routinely give pupils time to make improvements when they make mistakes. This means that pupils do not always think deeply about their learning. They do not reliably remember what they have learned or address misconceptions.

All pupils have the same opportunities to learn the full curriculum. This includes pupils with special educational needs and/or disabilities (SEND). Teachers know these pupils well. The special educational needs coordinator helps teachers and additional adults plan to provide individual support in the classroom. The support provided helps pupils with SEND to achieve well. They have positive relationships with the staff that support them. The headteacher identifies any extra support that disadvantaged pupils would benefit from. Teachers and other staff provide support for all pupils when they need it.

Pupils in the school are passionate about reading. In the key stage 1 class, pupils learn phonics every day. This starts as soon as they arrive in the early years. The teacher knows the pupils well and helps them individually. Pupils read from books that are well matched to their stage of learning. They progress quickly. Teachers and teaching assistants provide extra reading practice to help pupils if they fall behind. In the key stage 2 class, pupils take time for reading every morning. In both classes, teachers read to pupils every day and share their enthusiasm for the stories they read.

Leaders have planned a curriculum for personal, social and health education (PSHE). Pupils learn about healthy lifestyles, keeping safe and fundamental British values. Teachers make links to PSHE whenever they can in other lessons. They recognise the importance of preparing pupils for their next steps in education and beyond.

The governing body shares the headteacher's vision for all pupils to be successful. It supports and challenges the headteacher effectively. It recognises the work that teachers have put into developing the curriculum. It is considerate of all staff's workload and well-being. All staff say they are happy to work here.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is a strong safeguarding culture in the school. All staff are trained to identify concerns. There are robust systems in place for dealing with issues that arise.

Teachers are responsive to risks that pupils face. They teach them to keep themselves safe.

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

### (Information for the school and appropriate authority)

- Some lesson activities do not support pupils well enough to learn the precise knowledge that has been identified in the curriculum planning. In some cases, tasks are not demanding enough. Teachers do not always challenge pupils to work at the level they are capable of. Teachers need to ensure that they plan tasks that support pupils to learn and remember the important knowledge they need to progress.
- Teachers give feedback in books and verbally in lessons that is focused on praise and encouragement. These comments do not always refer to what pupils are learning. Pupils do not understand why work is good or how they could improve. They are not reliably given opportunities to act on feedback to develop their work. Teachers need to make sure that feedback helps pupils deepen their understanding and address misconceptions.

## Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in December 2013.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and

pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	112862
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	10254913
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	51
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Catherine Stroud and Lucy Gayton (Co-chairs)
<b>Headteacher</b>	Joseph Green
<b>Website</b>	<a href="http://www.muggintonschool.co.uk">www.muggintonschool.co.uk</a>
<b>Date of previous inspection</b>	1 November 2017, under section 8 of the Education Act 2005

## Information about this school

- This is a Church of England school. It is part of the Diocese of Derby. The most recent section 48 inspection, which is an inspection of the school's religious character, took place in June 2016.
- The school uses no alternative provision for any pupils.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, the special educational needs coordinator and class teachers.
- The lead inspector met with the co-chairs of governors and spoke to a representative of the local authority.
- Inspectors carried out deep dives in these subjects: reading, mathematics and geography. For each deep dive, inspectors discussed the curriculum with subject

leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The lead inspector observed some pupils reading to a familiar adult.

- The lead inspector reviewed the school's systems for keeping pupils safe. A meeting was held with the designated safeguarding lead. The lead inspector scrutinised the school's single central record.
- The inspectors observed pupils' behaviour in lessons and around the school site during playtime.
- The inspectors spoke with groups of pupils, other members of staff and parents.
- The lead inspector considered the responses to Ofsted Parent View, the pupil survey and the staff survey.

### **Inspection team**

John Spragg, lead inspector

His Majesty's Inspector

Sally Wicken

Ofsted Inspector

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