

Mugginton Church of England Primary School



Self Evaluation Form September 2022

'You have set high expectations and there is an ambitious culture for staff and pupils to succeed. Your school action planning is appropriate and concise. There is no doubt as to what is to be done, when and by whom'

'Pupils are polite, confident and very well behaved. They work hard. Their attendance is well above the national average.'

'Pupils told me unequivocally that there is no bullying at the school and that other pupils behave well both in lessons and when playing outside at break and lunchtimes. Pupils have a good understanding of equality. One pupil told me

'It doesn't matter where somebody comes from or what they look like. We judge people on if they're kind.'

'You have a strong and dedicated team in place. Staff are open and honest regarding their practice'

Ofsted November 2017

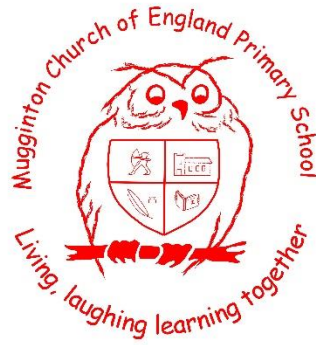
'Passionate Christian leadership which recognises the potential of all resulting in optimum growth in individuals and the school.'

'There is a culture of continuous development in which staff, governors and children strive to do even better.'

SIAMS June 2016



School Context



We celebrate our Anglican Foundation and are committed to promoting a love of learning and the very highest academic expectations. We believe every child is entitled to a rich education which promotes self-confidence and a healthy mind and body. We are a school where prayer forms an integral part of the school day and which celebrates and shows respect for our children's faiths and for other faiths and cultures. We are determined to help our children become the best person they can be.

'Living, Laughing, Learning Together'

Our School Vision

Our pupils will

- achieve outstanding educational standards and behaviour.
- develop a love of learning (including reading for pleasure) and an open, enquiring mindset.
- know how to stay safe and lead healthy lifestyles.
- show real respect and love for themselves and for others.
- develop strong social skills and work constructively together.
- be ready for life in 21st century Britain.
- develop a love for and appreciation for the natural world

The school will develop

- an environment where our children feel safe, secure and valued as individuals.
- a learning environment which is stimulating and supports learning.
- high quality pastoral care and support for all.
- a rich and inspiring curriculum.
- high quality staff and governor training and development.
- frequent opportunities for the pupils to become proficient using ICT applications.
- sporting opportunities for all
- opportunities for children to experience/engage with the cultural capital necessary to succeed

The wider community

- Maintain and develop our excellent relationships with parents, carers and other stakeholders.
- Celebrate and build upon our strong church links.
- Optimise our communications processes using text messages, social media alongside more traditional methods.
- work constructively with support agencies for the good of our pupils.
- Play a central role in the local community.

2022 – 2023 Curriculum Statement



Our curriculum design is rooted in three simple questions:

'What is a Primary School for?'

'What does Mugginton CE Primary offer which may not be available elsewhere?'

'Why do the knowledge, skills and activities we promote matter to our children?'

Our curriculum intends to provide children with the knowledge, skills and cultural capital to succeed in education and prepare them for a future in 21st century Britain. We believe primary schools should not be homogeneous entities. We have worked hard to develop an identity right for us - an identity rooted in the physical aspects of the school: our location (a rural area of Derbyshire), size (50 children, taught in mixed-age classes) and the human aspects: our teaching and support staff, our Church and local community, our children and their extended families. By rooting our values in people and place, we give our children a secure base of nurture, love, high expectations, knowledge and rich, meaningful experience ready for the next stage of their lives.

The Physical Aspects of our School

Mugginton School was built in 1840, giving us a rich history and tradition to explore. We are close to the Peak District National Park and the nearest city, Derby, is approximately 10 miles away. Staff and parents have attended this school themselves and farming and other rural pursuits are still in evidence on a daily basis. However, there has been considerable change: in the latter half of the twentieth century there were five working farms in Mugginton, now there is one. Our school has increased in number significantly since 2015.

The Human Aspects of our School

Roughly half of our staff was born and brought up outside Derbyshire. Our Headteacher is a Londoner whereas our Bursar has lived in the same local village for 20 years. Approximately half of our children began their primary career at another school – their families moved them to Mugginton because of our offer. This apparent contrast: the traditional, rural locality and small school and an openness to change and diverse pupil, parent and teaching body is our greatest strength. Because of this diversity, we are not a 'typical' small school. Our children are used to welcoming new friends, regardless of background. Our parent community is equally open – with shop workers, tree surgeons, Farmers, Doctors, Builders, Architects, Carers and Journalists establishing strong bonds. What binds us together is our school and our rural location. Therefore, the outdoors, nature and a love of and respect for animals is a central part of what we do.

Mugginton's Unique Offer

The average state-funded primary school has 282 pupils on roll. Mugginton, therefore, is a special environment. By blurring the traditional educational model of classes (Year One, Year Two etc), we are better able to treat our children as individuals and respond to their distinct needs. A single English lesson may involve input to children from Years One to Five. In short, in every aspect of the curriculum, our children receive education directed toward their unique needs.

Sport, exercise and a love of nature/the outdoors is central to our offer. We provide weekly 'Forest Friday' activities and half-termly walks in the Peak District when we are joined by parents. Monty and Milly the Mugginton Mutts, our school dogs, offers support to children as a non-judgmental friend. He enjoys listening to children read, helping with their learning and offers encouragement and support to children's wellbeing. We encourage children to recognise and discuss birds, plants, flowers and trees they come across to develop their appreciation of nature's beauty. We aim to have the fittest children in the County. Our children join staff and parent-helpers for two 5km runs per week and every child represents our school in a competitive sporting environment at least once each year.

Mugginton is a second family. Our parents have access to and involvement in school life because of our open door policy and transparency. This strong bond has led to parental visits from architects, scientists, nurses, vets, engineers and Sky News journalists to give insights into their jobs, inspire children and supplement our curriculum with 'real life'. Our older children take responsibility for the youngest. They run 'buddy reading' sessions; hold children's hands as they cross the road; prepare and lead half-termly church services and collective worship; help promote positive behaviour on the playground and support younger children in Forest Friday sessions. This 'older sibling' model encourages the younger children to develop the right behaviours to succeed whilst giving the older children responsibility and opportunity to develop the self-confidence and maturity ready for the next stage of their education.

Our staff have a varied skillset. The Headteacher is a fluent Japanese speaker (we are the only primary school in the country to offer Japanese lessons). Two staff members play in music bands; one ran for England as a teenager, one was a semi-professional footballer and one a keen cyclist. A former pupil's Mother attended Chetham School of Music and delivers 51 music lessons to children in flute, clarinet and piano. In addition, our governing body has strong links with South Africa and two hold PhDs in science and mathematics. Using this body of skills is central to our curriculum.

The Knowledge, Skills & Activities we Promote

Our curriculum aims to secure the core knowledge, skills, appreciation of reading and cultural capital necessary for success. We identified 10 key skills which are promoted throughout the curriculum. Children need the secure base of Mugginton, our fluid and creative curriculum and opportunities to experience the different ways of life they will come across in the future. Developing open-minded, inquisitive children with a positive mind-set and self-concept is our aim.

Subject-learning can become atomised. We believe it important to emphasise the inter-connectedness of ideas and encourage children to use/build on prior learning when encountering new topics. Learning, therefore, is split in to three blocks. Each contains ten weeks learning and allows additional curriculum time for visits from parents/specialists, trips and subject-specific days. Learning is centred around a 'Big Idea', often a question. Children are encouraged to make links between their subject-learning and the big idea. For example, 'How do Animals Help us?' encourages children to explore the biology of animals and humans; domestication of dogs in the Stone Age; use of animals for inspiration in Stone Age Caves and the work of artists such as Albrecht Durer and the music of Saint-Saens. These links are made concrete using a 'Learning Web' display in each classroom. Finally, the purpose of learning is made clear to the children by use of final outcomes at the end of each block. This might be an 'Animal Extravaganza' when parents and the local community are invited in to school to share what we have learned through presentations from children and pet visits.

Constrained & Unconstrained Skills

We make a deliberately simple distinction between knowledge (things we know) and skills (things we do). At a deeper level, we make a distinction between Constrained and Unconstrained skills. Constrained Skills refer to finite, quantifiable skills which can be mastered in a relatively short time such as times tables, alphabetic & phonemic knowledge. Unconstrained Skills are 'meaning-based'. They are difficult to quantify and cannot be mastered in a short period. Inference, comprehension, critical thinking and abstract mathematics are examples of Unconstrained Skills. It is easy to focus too greatly on constrained skill development. Constrained skills are necessary but not sufficient for literacy development, deep mathematical understanding and the empathy and cultural capital necessary to succeed. Therefore, the early years contains systematic, rigorous synthetic phonics teaching because this constrained skill is necessary for children to develop deeper unconstrained skills of comprehension and vocabulary. More open tasks are set for older children once they have achieved mastery of constrained skills such as certain arithmetical knowledge. Once all school activities are considered, focussed learning time is only four hours a day. This time is our core focus. Excellent academic outcomes will always be a priority. A varied and exciting curriculum promotes excellent outcomes.

The Headteacher is firmly of the opinion that leaders must empower staff to experiment, share, research and feel trusted. Staff must understand they are skilled professionals capable of a continually outstanding curriculum. There is no need to try to 'second guess' or follow initiatives for the sake of external advisors/inspectors; rather, they must use their knowledge and skillset to do what is best for our children – the Mugginton Way.

Key Contextual Information

We are small, busy and happy Voluntary Controlled primary school in the village of Mugginton. The school has a strong reputation for high academic standards, for music and for a wide range of extra-curricular activities. We enjoy a beautiful setting, a newly refurbished playground and have year-round access to the village hall and field. We are committed to giving the children lots of opportunities to learn out of doors and have begun to follow a Forest Schools curriculum. Around 75% of our pupils come from outside our typical catchment area and the school works hard to support parents by offering a longer school day and structured programmes including 'Early Birds Club' from 7.45 am to 9.00am every morning and an after-school club and Wrap-Around Care every day of the week from 3.30 pm to 5.30pm. In addition, we have a thriving parent and toddler group each summer – the Friday Owls.

Our dedicated staff team is stable, caring and committed to helping our pupils become the best they can be. The headteacher is determined to optimise the educational experiences of our children. In addition, we have a governing body with a unique range of skills and experience. They provide a high level of support and challenge for the school. By working together, we are determined to continue to succeed in 2022 and beyond.

Contextual figures

✚ Number on roll	1 st quintile, variable (current NoR: 47)
✚ % girls	5 th quintile (63%)
✚ % FSM eligibility	1 st quintile (11%)
✚ % minority ethnic	2 nd quintile (5.6%)
✚ % EAL	1 st quintile (0)
✚ % SEN support	3 rd quintile (11%)
✚ % SEN EHC plan	1 th quintile (2%)
✚ % (inward) stability	4 th quintile (88.9%)
✚ Deprivation indicator	1 st quintile (0.07)

Organisation & Structure (2021-2022)

- ✚ 1 infant class (EYFS, Year One, Year Two)
- ✚ 1 junior class (Years Three – Six)
- ✚ SENCO and Catch-Up Teaching (based in reading room)

Staffing

- ✚ Headteacher (0.4 teaching commitment)
- ✚ Three teachers (QTS) (Two full time, one 0.6)
- ✚ Early Years Specialist (0.6)
- ✚ Supply teacher (maths specialism) (0.5)
- ✚ Bursar (25.5 hours)
- ✚ Two Higher Level Teaching Assistants
- ✚ One teaching assistant (0.5)
- ✚ One 1-1 tutors (National Tutoring Programme)
- ✚ Two midday supervisors
- ✚ One cleaner

Partnership Work and School-to-School Support

Our outward-looking school is committed to working together with neighbouring schools, support agencies and other specialists for the benefit of our pupils. We are a 'Good' school so receive 'light-touch' but

challenging support from our School Improvement Partner, Ms Claire Hodgson-Walker. We have visited Philip's school to share ideas and, as a staff, have joined with staff from three other local primaries for moderation work, Safeguarding training and sporting activities within the last 12 months. We enjoyed working with colleagues from four local primaries and one infant and nursery for joint training in Mastery Mathematics teaching and writing moderation and have established excellent links with Breadsall CE in 2018/19.

Our former Chair of Governors, now associate member of the governing body, is one of five National Lead Governors (NLG) and we benefit from his expertise and good links with governors in other Derbyshire primary schools. We have strong links with our two main feeder secondary schools and staff join a range of county-wide clusters and network groups, including Headteacher-meets, and cluster meetings for Modern Foreign Languages, Music, Mathematics, Special Educational Needs and the Early Years.

We enjoy strong links with our local church and with the diocese board of education. The result of this support and of our hard work was another 'Outstanding' rating from our SIAMS church inspection in June 2016.

Ofsted

The school was last inspected in November 2017. Our overall effectiveness was rated 'Good'

The school received two development targets:

- 1) *increase the proportions of pupils who make better-than-expected progress, particularly in mathematics, by holding teachers and teaching assistants rigorously to account for the achievement of all pupils in their class.*
- 2) *further improve partnership with parents in order to enhance children's achievement in the early years.*

In the headteacher's termly report to governors, targets are colour-coded and linked clearly to school improvement work. Appraisal targets for the Headteacher, teaching and support staff link to the School Improvement Plan (via one 'whole school' shared target) which leads to stream-lined, clear and focussed school improvement work.

Pupils' learning is checked frequently and in-lesson adjustment allows appropriate challenge for all.

- Observations and drop-ins, as well as team-taught joint professional development lesson teaching.
- Scrutiny of workbooks/planning according to our 'agreed features of outstanding planning list'.
- Frequent scrutiny of children's work using 'agreed features' checklist. Feedback is given on the quality of teaching and learning over time.
- Pupil voice plays a vital role in all our school improvement work: discussion with small groups of pupils, with the Faith Council and via questionnaire demonstrates the pupils' awareness of themselves as learners and their ability to reflect on what helps them to learn well.
- Members of the governing body visit the school at least once per term, spending time recently in key stage two literacy and in the Early Years. Foundation governors are frequent visitors to collective worship and have advised on the quality of sessions and modelled sessions themselves as we work towards our SIAMs development target.

SMSC: Promoting British Values and Pupil Voice

We are committed to and proud of our school culture and ethos, which promotes children’s Spiritual, Moral, Social and Cultural (SMSC) development. This is well-reflected in our SIAMS church inspection (June 2016, www.muggintonschool.co.uk/Facts/FactsFiles/FactsInspections/SIAMSJune2016.pdf) which judged our school to be ‘Outstanding’.

Below is a brief overview of some of the ways our school promotes British Values.

Democracy	Rule of Law
<p>Faith Council Whole-School Vote (see Twitter Feed)</p> <p>Addressing national issues – EU Referendum, General Elections, coronavirus pandemic and lockdowns, Death of HRH</p> <p>Weekly Team-Time collective worship</p> <p>Voting for competition winners, for example at the ploughing match</p> <p>Pupil questionnaires completed twice per year</p> <p>Class evaluation of topics studied</p> <p>Study of classical civilisation – Greeks and Romans</p> <p>Faith council trip to Derby Cathedral to join workshop on ‘democracy’ and parliament in the United Kingdom</p> <p>Junior class visit to Westminster and tour of Houses of Parliament (March 2018, intended for July 2022)</p>	<p>School rules became 5 ‘Golden Rules’ in January 2017 – displayed across school 2022</p> <p>Pupil voice affecting school rules: for example, ‘no more than four in cloakroom at a time</p> <p>Subject-specific rules – staying safe in science, PE</p> <p>Collective Worship – exploration of rules and their nature: the 10 commandments, the Fruits of the Spirit</p> <p>Great Leaders: Jesus, Gandhi, Martin Luther King, Peaceful Protest, Nelson Mandela</p> <p>Religion-specific rules – idea of the Holy Trinity in Christianity and Islam (see RE books)</p> <p>Rules for playground apparatus use and for staying safe on the playground</p> <p>Workshop from NSPCC (April 2017, March 2018) on staying safe – what constitutes illegal behaviour towards a child. In house update using NSPCC resources June 2022</p>
Individual Liberty	Mutual Respect and Tolerance
<p>Collective Worship Crew – opportunity to lead Collective Worship.</p> <p>Mission Statement and Behaviour policy uphold the right to learn and to feel safe in school.</p> <p>Collective Worship, RE and PSHCE work: rights and responsibilities</p> <p>Faith Council, School Captains</p> <p>Collective Worship Fruits of the Spirit: Temptation</p> <p>SEAL/PSHCE: It’s good to be me; Everyone is different</p> <p>PE, competitive sport, learning to win and lose</p> <p>Guest speakers (e.g. Ian Brierley, Doodle Bug, Oct 2019 visit, sharing their expertise on how to make a good impression/have a positive impact on people; Zoom chats with two Olympians, 2022)</p> <p>Children reflecting on their learning and identifying personal targets.</p>	<p>Forest Friday team activities</p> <p>RE work – similarities and differences in the way people worship (see Twitter feed)</p> <p>Visits to cathedral, churches and Synagogue</p> <p>Anti-bullying work (Nov 2022)</p> <p>Lessons from history: Gandhi, Martin Luther King</p> <p>Sharing our good fortune – raising money for charities</p> <p>Daily act of Collective Worship – themes include respect, cooperation and teamwork</p> <p>Our global schools work – link with Italian school and with St. Chads in Derby</p> <p>Half-termly visits from Reverend Stober</p> <p>International/Theme weeks</p> <p>Using international competition (Olympics, World Cup) to inspire learning.</p>

Mugginton Church of England Primary School



School Results, 2016 - 2022							
EYFS		2016	2017	2018	2019	2022	National
% of pupils achieving a Good Level of Development		62.5	67	90	75	83	71
Key Stage One Attainment		2016	2017	2018	2019	2022	National
% of pupils reaching Expected Standard at KS1	Reading	66	100	78	80	83	74.6
	Writing	77	100	89	100	83	65.2
	Maths	77	100	100	100	83	73.2
	SPAG	77	100	89	100	83	70
% of pupils achieving a High Standard at KS1	Reading	33	100	33	0	17	24
	Writing	11	66	33	0	17	14
	Maths	33	33	33	0	33	18.9
	SPAG	11	66	33	0	33	12
Year 1 Phonics Screening Check Passes		100	78	100	92	71	79
Year 2 Phonics Screening Check Passes		100	100	100	100	100	n/a
Key Stage Two Attainment		2016	2017	2018	2019	2022	National
% of pupils reaching the Expected Standard at KS2	Reading	100	92	100	86	93	74
	Writing	100	92	100	86	100	69
	Maths	100	92	100	86	93	71
	SPAG	100	75	80	86	100	76
% of pupils achieving a High Standard at KS2	Reading	40	50	60	83	21	n/a
	Writing	20	25	40	33	21	n/a
	Maths	20	17	80	33	21	n/a
	SPAG	20	8	20	17	14	n/a
Key Stage Two Combined Attainment		2016	2017	2018	2019	2022	National
% of pupils achieving Expected Standard in reading, writing & maths		100	92	100	100	86	59%
% of pupils achieving a High Score in reading, writing & maths		20	8	40	33	7	5%
Average Scaled Score		2016	2017	2018	2019	2022	National
Reading		108.8	109	111.6	115	105	105
Writing		n/a	n/a	n/a	n/a	n/a	n/a
Maths		105.4	104.5	113.4	108	107	104
Spelling, Grammar & Punctuation		105	103.7	104.8	105	106	105
Progress Measure: Key Stage 1 to Key Stage 2		2016	2017	2018	2019	2022	National
Reading Progress Score		3.8	3	4.3	7.2	-0.8	0
Writing Progress Score		1.7	1.7	2.2	4.4	3.1	0
Maths Progress Score		1.6	-0.5	6.9	1.8	2	0

Quality of Education

Grade Descriptor		Emerging	Developing	Secure	Embedded	Comments / Evidence
Curriculum Intent	Leaders create a curriculum which is ambitious and designed to give all pupils – particularly disadvantaged and those with SEND – the knowledge and cultural capital they need to succeed in life			✓		The quality of teaching is monitored rigorously by the Headteacher who, in turn, is held to account by our committed governing body. A regular and sustained monitoring programme is clear for all, embedded (see SIP 2022) and drives school improvement. Staff are involved in all monitoring discussion and encouraged to focus on teaching and learning over time rather than in short-term lesson observations. Outcomes remain extremely high. The SENCO ensures High Quality Teaching for the least confident 20% in reading, writing and mathematics.
	Our curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment			✓		Teachers take time to plan exciting and challenging series of lessons which meet the needs and motivate all pupils in our mixed age classes. Planning scrutiny demonstrates that key pupil groups (PP, EHC, More Able) are identified clearly and planned for effectively . Assessment for Learning strategies (opportunities for targeted questioning, in-lesson adjustment and mini-plenaries) are embedded deeply. Curriculum is set around 3 Big Ideas & Knowledge Organisers & Skills Progression documents ensure new learning builds on and extends what has already been covered.
	Our curriculum is adapted/ designed to be ambitious and meet the needs of all pupils, with the same academic, technical and vocational ambitions for almost all learners				✓	Teaching is creative, stimulating and challenging. This is mirrored in the feedback children receive (often in-lesson) via written comments which include prompts to act on and clear instructions to improve their work. Our excellent adult-pupil ratios mean all are supported, challenged & know what to do when they find a topic challenging. Our SENCO holds the SENCO award & offers High Quality Teaching to targeted pupil groups including the least confident 20% and the more able.
	There is no narrowing of the curriculum and pupils study a broad range of subjects				✓	The Big Ideas ensure a broad and balanced curriculum. Book scrutiny, lesson observation, learning walks and pupil voice demonstrate a rich and engaging curriculum for all. School trips, music lessons, sports, parental visits & school's focus on the natural world (all evident on school website, Twitter Feed & Facebook page) demonstrate the broad range of subjects studied. Homework is recorded in a workbook. It is planned carefully and frequently reviewed and amended based upon the children's work in class and the views of parents. Clear emphasis is placed on the importance of reading and of engaging tasks, not limited to procedural mathematics and English.
Curriculum Impact	Teachers have good subject knowledge and leaders provide effective support for those teaching outside their main areas of expertise				✓	Our culture of trusting, challenging and professional relationships mean staff are confident to ask when unsure. Staff skills audit (most recently SEND) effective in identifying staff strengths & areas for development – results include employment of maths & science specialist for KS2. Performance management targets are rigorous and designed to extend skills of staff body. Support staff are encouraged to take an active role in class via clear communication and feedback procedures with the class teacher. Performance management meetings allow leadership to identify particular skills support staff have (for example, an outstanding early years professional) and also areas to 'upskill'. The result is two recently-qualified HLTAs, a staff member becoming our 'Outdoor Learning' lead and our new SENCO completing her SENCO Award course. Current focus is SEMH via Nurture. Thanks to leaders' detailed understanding of the school, professional development opportunities and appraisal targets are focussed carefully on school improvement targets, linking back to Ofsted areas for development.
	Teachers present subject matter clearly, promoting appropriate discussion. They check children's understanding systematically, identify misconceptions and provide clear, direct feedback. They respond and adapt teaching as necessary without unnecessarily elaborate or differentiated approaches				✓	Marking/feedback is consistent and scrutiny from across year groups demonstrates that developmental marking, with opportunities for pupils to act on feedback, is leading to improved outcomes. SIP includes focus on offering additional challenge (in-lesson adjustment) quickly to those who demonstrate mastery in lesson. Lesson observation demonstrates outstanding knowledge of the children and effective use of mini-plenaries to adjust learning, address misconceptions and offer challenge. Teaching across school is never less than good and is often outstanding as outcomes over time demonstrate.

	Over the course of study, teaching is designed to help pupils remember long-term, the content they have been taught and integrate new knowledge in to larger concepts			✓	Knowledge organisers and progression documents are clear and offer children challenge and make clear to all what skills/knowledge are to be taught and assessed. The Big Idea plan is designed specifically with the integration of new knowledge in to larger concepts. All knowledge organisers for each term are available on the school website. Retrieval Practice time embedded and monitored via Retrieval Timetable.
	Teachers and leaders use assessment well to help learners embed and use knowledge fluently or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens for staff or learners			✓	The school has developed an in-house assessment system which our academic outcomes demonstrate is very successful. The Key Objectives system allows progress to be carefully tracked over time in English and maths and children at risk of falling behind immediately identified. All staff and governors have a strong understanding of the academic profile of each cohort. Intervention strategies with clear, quantitative targets are planned and then reviewed and re-planned on a half-termly basis for pupils identified as at risk of falling behind. Lesson observation demonstrates that all staff understand the principles behind Assessment for Learning and incorporate them effectively into their teaching, including in-lesson adjustment. Staff use knowledge organisers alongside medium term plan, as a guide for staff and parents about what is to be taught/learned but is also used as the means of assessment for foundation subjects (see Assessment Policy) at the beginning & end of each unit. Systematic and rigorous monitoring of data, work in books, planning, teaching and learning over time by the Head teacher as well as half-termly review of intervention strategies for groups of pupils at risk of falling behind further promotes our shared culture of excellence for all and allows all pupils to excel.
	Teachers create an environment that allows learners to focus on learning. The resources and materials we select reflect our ambitious intentions for the course of study and clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment			✓	Teaching and learning is often outstanding across key stages, including EYFS, because core Assessment for Learning principles and deep understanding and close monitoring of the progress of all pupils allow for targeted, pupil-centred feedback and in-lesson adjustment to accelerate progress over time. Staff never use small cohort-size as a reason to offer less-than-excellent provision which is particularly evident after scrutiny of Tapestry and Continuous Provision. Evidence from book scrutiny and assessment data suggests teaching and learning in all year groups, including the Early Years, is never less than good and is outstanding in key stage two. Behaviour is outstanding and low-level disruption is rare and, when it does occur, is dealt with effectively and proportionately by staff.
	Work given to pupils is demanding and matches the ambitious aims of our curriculum			✓	Workbooks, lesson observation and outcomes demonstrate all teachers' relentlessly high expectations of all pupils. Teaching is often outstanding, and is never less than good across the school. Challenge for the more-able a current focus – and is clearly marked in children's books.
	Reading and a love of books is prioritised across school to allow pupils to access all parts of the curriculum			✓	Literacy planning and teaching is centred around a minimum of one 'class reader' per term. Reading outcomes and progress at Key Stage 2 (7.2 in 2019, Mean of 3.5 between 2016 - 2022) is consistently excellent and pupil voice demonstrates children are active readers who can talk with confidence about authors and books they love, particularly in the juniors. Effective systematic synthetic phonics teaching allows all children to make a strong start to reading/blending and this curriculum is supplemented with daily reading of exciting picture books with an adult and reading books closely matched to children's decoding ability in the early stages of reading.
	A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment. Reading impairments are addressed quickly and effectively. Reading books are closely matched to learners' phonics knowledge in early stages			✓	Our SENCO (non-teaching) is adept at spotting and planning interventions for those at risk of reading impairment. Diagnostic assessments such as the YARC, BPVS and the DTWRP are used as required to ensure accurate planning of intervention support. Reading books link with the Read, Write, Inc synthetic phonics scheme and are supplemented with age- and learner-appropriate reading books. Daily reading with an adult is a central part of the day in both classrooms, particularly for key pupil groups and those at risk of falling behind their peers.
Impa	Learners develop detailed knowledge and skills across the curriculum and achieve			✓	Outcomes (progress and attainment) are never-less-than-good and are frequently Outstanding (2019: 92% PSC, Reading & Writing Progress 7.2 & 4.4). See 2022 Outcomes.

well, for example, in national tests					Book scrutiny and lesson observation demonstrates the outstanding progress achieved across the curriculum.
Children are ready for the next stage of education, equipped with the knowledge and skills they need. Pupils with SEND achieve the best possible outcomes				✓	A rich and varied curriculum, with high expectations at the heart, equips pupils with extremely positive attitudes towards school and towards the next stages of their education and beyond. Our outdoor learning lead plans exciting, 'rich' activities for the children to enjoy every Friday afternoon.
Children's work across the curriculum is of a high standard				✓	Children's attitude to their learning and to school life more generally is exceptional. They are resilient learners and the quality of homework in key stage 2 is a demonstration of their deep engagement with school work. Children report that they are determined to 'be the best person they can be.'
Children read widely and often, with fluency and comprehension.				✓	Evident in literacy lessons, in pupil voice and in reading outcomes, consistently over time.

Outstanding Descriptors

The quality of education provided is exceptional				✓	Evidence from monitoring, pupil and parent feedback and from academic outcomes demonstrates that this is the case.
Our curriculum's intent and implementation are embedded securely and consistently across school. All teachers have firm understanding of our curriculum intent and what it means for their practice. Across all parts of the school, series of lessons contribute well to delivering the curriculum intent				✓	Excellent work has gone in to this over the previous, fractured, year. Staff are aware of the curriculum intent and played a major role in drawing up our curriculum vision available on our website. Staff are able to discuss the intent behind their planning in core subjects as well as its implementation. They are secure doing so in the foundation subjects and all staff will be able to discuss the impact of the curriculum in each foundation subject by Summer 2023.
Work given to children over time consistently matches the aims of the curriculum. It is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment				✓	This is the case across the curriculum and includes homework tasks which always include the key vocabulary covered over the week. Displays support the curriculum by reinforcing the aims of each subject and sharing key vocabulary clearly.
Pupils work across the curriculum is consistently of a high quality				✓	Book scrutiny demonstrates that children are determined, conscientious and hard workers and marking is not overly demanding for staff but moves learners' understanding on through next steps and challenges.
Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve exceptionally well				✓	Outcomes (2019) demonstrate this. Internal tracking and assessment demonstrates major impact of SENCO on children with SEND and those identified as 'Disadvantaged'. (100% of Disadvantaged children across school met or exceeded the expected standard in 2022).

Self-Evaluation Grade: Secure 'Good' with a number of 'Outstanding' features

External data demonstrates that we are a constantly improving school with results which are never less than good across key stages and often Outstanding. Rapid improvement in the EYFS, key stage 1 and consistent excellence in key stage 2 means the quality of teaching across the school is consistently good with many examples of outstanding practice.

Assessment/attainment is used to track progress and offer in-lesson adjustment/challenge. It is well-used as a diagnostic tool to identify pupils at risk of falling behind and prepare personalised intervention to support them. Our rich, creative curriculum, alongside high expectations for children's work, help children to maintain an outstanding attitude to their learning which in turn helps their progress and attainment.

Next Step

Embed staff's hard work optimising the curriculum via Big Ideas, Progression Documents and Knowledge Organisers with consistent foundation-stage assessment so curriculum-impact is clear and easy to articulate.

Behaviour & Attitudes

Behaviour & Attitudes					
Grade Descriptor	Emerging	Developing	Secure	Consistent	Comments / Evidence
Good	Our school has high expectations for learners' behaviour and conduct and applies these expectations consistently and fairly. This is reflected in pupils' behaviour and conduct			✓	Lesson observations by the headteacher and visits from governors demonstrate that lessons flow smoothly, are exciting and that low level disruption is rare. Behaviour management is outstanding because behaviour expectations are clear and consistent (via our 5 Golden Rules). Visitors to the school and to church services regularly comment on the behaviour and attitudes of our children. Scrutiny of the online behaviour log (CPOMS) demonstrates how rare instances of poor behaviour are. When they do occur, they are dealt with sensitively and within our ethos of 'making a wrong, right'.
	Learners' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements			✓	Our pupils are the school's greatest strength. They are polite, confident and proud of our school. Pupil voice (see school website) consistently demonstrates that they have a genuine love of learning and 'thirst' for knowledge. The school's outstanding progress and attainment measures in Key Stage 1 and 2 is one example of the strong, positive impact of the value and importance placed on learning and the impact of our school culture. Initiatives such as Forest Friday and the Mugginton Mile, as well as our school dog, Monty, help children to develop the attitudes, resilience and determination to succeed.
	Learners have high attendance and are punctual			✓	Attendance is extremely high (97.8% in 2015/2016; 97.95% in 2016/2017; 98.24% in 2017/2018). In the summer term of the 2020-2021 academic year attendance was 98.96% which was testament to the school's policies to combat coronavirus and the desire of children to be in school. Attendance in late September 2022 is 97.83%. We are determined to work with parents and children to maintain and improve our attendance and is willing to have 'difficult conversations' when attendance becomes an issue (for example, a year 5 boy in 2017/2018 had an attendance of below 90%. After conversations in July 2018, his attendance in January 2020 was 100%).
	Relationships among children and staff reflect a positive and respectful culture. Leaders, teachers and learners create an environment where bullying, child-on-child abuse or discrimination are not tolerated. If they do occur, staff deal with issues quickly and effectively and do not allow them to spread			✓	Questionnaire evidence and pupil discussion demonstrates that pupils feel safe in school and know what to do if they do not feel safe. Children are aware of different forms of bullying and actively try to prevent it from occurring – they are kind, supportive children and take pride in looking after their younger school-mates. School policies including Mental Health & Wellbeing, take into account the importance of being a second family to our staff and children. Child-led policies include anti-bullying; 'child-on-child abuse' and 'Staying Safe.'
Outstanding Descriptors					
Outstanding	The school meets all criteria for good Behaviour & Attitudes securely & consistently			✓	
	Behaviour and Attitudes are exceptional			✓	
	Children behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured and bullying and violence are never tolerated			✓	Please see pupil-written anti-bullying policy, Child-on-Child Abuse and Safeguarding policies on website; Ofsted Report (Nov 2017) and our PSHE/RSE policies.
	Children consistently have highly positive attitudes and			✓	The school council are proud of their roles and responsibilities, as are our Head Boy, Head Girl and Forest Friday Leads.

commitment to their education. They are highly motivated and persistent in the face of difficulties. Children make a highly positive, tangible contribution to the life of the school and/or wider community. Pupils actively support the well-being of other children.					
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Self-Evaluation Grade: 'Outstanding'

External data, daily observations, workbook scrutiny, lesson observations, parent and pupil voice demonstrates that we meet all the descriptors for 'Good' securely and consistently.

Older children are mature learners who relish the additional responsibility of looking after and playing with younger children when appropriate.

Pupil voice demonstrates universally positive attitudes to school (which is reflected in our excellent attendance) and to school work. All junior children are able to talk about work they are proud of, progress they have made and things they have found challenging and how they managed the challenge. Workbook scrutiny demonstrates the outstanding work and progress children across school are making.

Collective Worship, with focus on the Fruits of the Spirit, and our 5 Golden Rules for behaviour allow children to understand and engage with simple, non-negotiable expectations for behaviour.

Next Step

Maintain our outstanding behaviour and attitudes by taking further pupil-voice regarding lunchtimes and playtimes and identify 8 Play Leads to attend training and lead activities accessible to all (Beginning October 2022).

Personal Development

Grade Descriptor	Emerging	Developing	Secure	Consistent	Comments / Evidence
Good				✓	High expectations and a clear shared vision is central to the school's identity (understood by the children as 'being the best you can be' - see video 'why our school is special' on school website and Twitter feed) and our 2022 Curriculum Statement. Displays reflecting our vision are on the display board in the middle of the entrance hall and were positively commented upon during our 'Outstanding' SIAMS church inspection in June 2016.
				✓	Pupils can talk about what makes our school special and how we help them to achieve. The result of our relentless drive for excellence is pupils who are self-disciplined, committed learners. Our SIAMS inspection report 2016 was a clear demonstration of our pupils' outstanding spiritual, moral, social and cultural development. Amongst the older children, sport is used to promote character-development and a sense of belonging – see website. Appointment of ex semi-professional footballer with significant coaching experience to HLTA in November 2021 has had significant impact – see pupil and parent voice.
				✓	RSE Curriculum implemented after staff, pupil and parent consultation by PSHE Lead. Scrutiny of 'Big Books demonstrates breadth of topics covered and effective use of assessment to make sure progress is accelerated for all. Our children understand and can articulate how to live a healthy lifestyle and the importance of living healthily. Collective Worship and pupil-led church services centre around each child's intrinsic importance as a unique individual.
				✓	Sport Premium is invested in finding high quality solutions to logistical challenges such as lack of field (University 4G pitches and membership of Allstree Woodlands Tennis Club). After-school clubs include free-of-charge sports as well as arts and computing. The 'Mugginton Mile', introduced in September 2016 is another method we use to emphasise the importance of exercise to daily life (see factfile on the website). Our successful 5km fun-runs are one example of the success of our sporting provision. Our peripatetic music teacher offers 45 music lessons each week and delivers high quality music lessons to both classes. Mugginton is the only primary school in the country to offer Japanese as our modern foreign language..
				✓	Pupils enjoy school because they are a part of its daily life. Their voice is listened to via the Faith Council and 'Team Time' and they have frequent opportunities to speak and celebrate their achievements in front of peers (for example in the weekly 'Collective Worship Crew' pupil-led assemblies) and in front of a wider audience (for example in our end of term church services and productions). Mrs Wallen, PSHE Lead, continues to work hard to develop the children's understanding of the four core British Values (clear evidence in PSHE floorbooks).
				✓	Our strong links with the church and our identity as an outstanding Church of England school contribute strongly to the children's understanding of what is right and wrong. Core British values are deeply embedded and children debate ideas and issues in a mature way, always showing respect for the views and values of others. Our Faith Council elections are one example of this; others include our Harvest donations to the Padley homeless shelter (every October) and carol singing at Duffield Care Home (Dec 2020).
				✓	There have been no instances of bullying or racist incidents this year (see September 2022 HT report to governors). The school is extremely vigilant and the rare friendship and behavioural incidents are dealt with quickly, openly and effectively by staff and the Headteacher. Our Children's Anti-Bullying Policy, written by our children is available on the school website and on display. The behaviour policy and our school ethos encourage the 'righting' of 'wrong'. Forgiveness is central to behaviour planning and the children understand that our school 'family' does not exclude children (particularly new starters) who

					might behave below the standards we expect when they join. Equality Policy and Objectives are understood by staff and available on the school website.
	Pupils engage with views, beliefs and opinions that are different from their own. They show respect for the different protected characteristics as defined in law. No form of discrimination is tolerated			✓	The children have received visits from a trained vet (ST), an architect (MG), a World War II veteran, a trained management consultant (SW, parent governor), a Russian national as well as trips to Derby Cathedral for a parliament event, the local secondary for a Science, Technology, Engineering & Mathematics (STEM) morning and a local church for community events. Further back in time, we visited London to tour the Houses of Parliament in March 2018 and our next visit is scheduled for Summer 2022.

Outstanding Descriptors

Outstanding	The school meets all the criteria for good in Personal Development securely and consistently			✓	
	Personal Development is exceptional			✓	
	The school consistently promotes the extensive personal development of pupils, going beyond the expected so that pupils have access to a wide, rich set of experiences. Opportunities to develop talents and interests are of exceptional quality			✓	Focussed outdoor learning every Friday afternoon, led by infant lead and teaching assistant; increased sporting activities including the weekly 'Mugginton Mile' and greater focus on the use of ICT applications to motivate pupils and supplement their learning. 95% of junior pupils identified outdoor learning as one of their most enjoyed parts of the school week and 88% identified the Mugginton Mile as something they enjoy. Alongside our daily act of collective worship, 'Forest Fridays' has helped the children's personal development. Older pupils are expected to take responsibility for younger pupils and all works successfully as part of a group. We were proud to nominate a Year 6 pupil for a 'Bishops Badge' award in early 2022 for exceptional community efforts raising money for the repair of a local church.
	There is strong take-up of opportunities provided by school. The most disadvantaged pupils consistently benefit from this work			✓	Tutoring, after-school clubs, sports clubs, including tennis, and community initiatives such as our whole school Peak District walks; the Mugginton Mile and church services are always well-attended.
	The school provides rich experiences in a coherently planned way in the curriculum and through extra-curricular activities			✓	45 of 57 children take extra-curricular music lessons and tennis and after school sports sessions as well as inter school competitive fixtures are very well attended.
	The manner in which the school develops children's character is exemplary and worthy of being shared with others			✓	We are very proud of the responsible, kind and caring children our Year Sixes grow into over their time at our school. Please see our social media (Facebook and Twitter) for examples of our work on children's character.

Self-Evaluation Grade: Outstanding

The SIAMS church inspection in June 2016 and our Ofsted Report (Nov 2017) confirmed our judgment that the children's personal development, behaviour and welfare is outstanding. The headteacher and governors have increased the focus on safeguarding still further and there is no chance of the school becoming complacent, despite our success in keeping children safe and happy. Pupil and parent feedback is unanimously positive – our children are happy and love coming to school.

Next Steps

- 1) Maintain – and continue to update – our work on online safety. Whilst children report that they know how to stay safe online, our partner secondary schools continue to report online issues as a barrier to success in Key Stage 3.
- 2) Maintain our outstanding behaviour and attitudes by taking further pupil-voice regarding lunchtimes and playtimes and identify 8 Play Leads to attend training and lead activities accessible to all (beginning in October 2022).

Leadership & Management						
Grade Descriptor		Emerging	Developing	Secure	Consistent	Comments / Evidence
Good	Leaders have a clear and ambitious vision for providing high-quality education to all. This is realised through strong, shared values, policies and practice				✓	<p>The highest expectations for behaviour and for scholastic excellence are deeply embedded in day to day school life. Any areas of concern are quickly and supportively acted upon, in order to secure the best outcomes for children. Curriculum vision and values are set out clearly on the school website.</p> <p>The subject leader handbook sets out clearly the values, policies and practice we have in place at Mugginton.</p> <p>Our work during the pandemic - running 3 live lessons per day, maintaining a detailed school blog and re-opening early, safely and to as many children as possible following the two lockdowns are good examples of this.</p>
	Leaders focus on improving staff subject, pedagogical and pedagogical content knowledge to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff is built up over time				✓	<p>Leaders and governors have clear, accurate and deep understanding of the school's effectiveness. We have an 'open' and collegiate culture and our shared commitment to achieving the very best for all pupils means no stakeholders shy away from challenging leaders - no one is afraid of 'difficult' conversations. Judgement on school-effectiveness is made after consultation with all staff, with our SIP, feedback from the pupils either personally or via questionnaire and from parents.</p> <p>Governors and the head teacher are absolutely committed to recognising and developing the diverse range of skills which staff possess. This has led to a second of our three teaching assistants achieving their HLTA award; another receiving training in Forest Schools whilst acting as our 'outdoor learning' lead and a third member of staff has achieved the SENCO Award. A third teaching assistant has been identified as an outstanding early years practitioner and has had her timetable altered to reflect this and to secure the very best outcomes for children.</p> <p>Teaching staff and the head teacher are determined to increase the proportion of outstanding teaching over time by constantly reflecting on and debating the way we teach and the way we mark. Formal lesson observations, day to day observations, work scrutiny and pupil voice demonstrates that teaching is never less than good and the work in children's books is frequently of an outstanding quality – with high quality AfL knowledge being demonstrated in teachers' marking.</p>
	Leaders aim to ensure that all pupils successfully complete their programme of study. They provide support for staff to make this possible and create an inclusive culture and do not allow 'gaming' or 'off-rolling'				✓	<p>Governors, the head teacher, teachers and support staff are determined that all pupils achieve their very best. The school is relentless in our pursuit of academic excellence.</p> <p>Attendance is extremely high amongst all pupil groups.</p>
	Leaders engage effectively with learners and others in our community including parents, carers, employers and local services. Engagement				✓	<p>A cultural of openness and a commitment to being an outward-looking school is evident from our Chair of Governors, headteacher and from all staff. The school accesses school-to-school support via our local cluster – most recently to moderate writing across the curriculum.</p> <p>Close liaison with the church allows for high quality RE teaching and half-termly church services led jointly between our vicar and the children.</p>

opportunities are focused and meaningful					
Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including workload				✓	<p>Performance management is used as a vehicle to drive forward school improvement. Staff (including support staff) are encouraged to play a real, meaningful role in their professional development and are challenged to maintain the highest of standards. Teaching staff are encouraged to identify one 'objective' themselves which relates to a particular area of pedagogical interest; another objective is a shared, whole-school target focussed on daily teaching and learning (this links with a SIP target and is a demonstration of the interlinked, focussed nature of all of our school improvement work). Finally, an ambitious but realistic quantitative target is selected to reflect our high aspirations for all pupils.</p> <p>Our Mental Health & Wellbeing Policy demonstrates our curriculum to healthy, happy staff with initiatives such as enabling staff to drop their own children at school or to work from home during non-contact time reflect this.</p> <p>Our Early Careers Teacher receives a full day of non-contact time each week.</p>
Leaders protect staff from bullying and harassment				✓	<p>See staff handbook and school policies. Our ethos as a Church of England school is built around the belief that every person is of unique, intrinsic value.</p>
Governors understand their role and carry it out effectively. They ensure the school has a clear vision and strategy and that resources are managed well. They hold leaders to account for the quality of education				✓	<p>Our current co-Chair of Governors completed a year-long induction plan alongside the Headteacher and former CoG. She has a background in Health & Safety and is a major asset to our school. Her co-chair is a deputy headteacher at a local infant school. The former CoG, currently an Associate Member, was one of 5 NLGs in the county. He is a model to governors, uncompromising in his ambition to achieve the very best for the school by working closely with and holding the head teacher to account. As a result, progress across the curriculum, but particularly by the end of key stage 2, has been outstanding since 2016.</p> <p>Knowledgeable and supportive governors are kept up to date via email, informal conversation and formal meetings and sub-committee meetings. All governors receive a detailed 'Headteacher's Report' a week prior to full meetings. Reports are colour coded to make clear our work against our two Ofsted targets (Increase the proportion of outstanding teaching; raise pupils' achievement in English and Mathematics). Governors support school improvement through personal expertise: General Practitioner advising on safeguarding at visit to local 'ploughing match' and bringing animals to school to motivate children and provide unique learning experiences; a trained architect giving advice on future building work and health & safety in the school.</p> <p>Foundation governors share liturgical knowledge and expertise which helped us to achieve an outstanding SIAMS inspection and continuing outstanding personal development, behaviour and welfare.</p>
Governors ensure the school fulfils its statutory duties, for example under the Equality Act 2010 and other duties such as 'Prevent' and Safeguarding and promote the welfare of learners				✓	<p>Safeguarding at the staff and governor level is central to all school work. Policies and guidance are clear and key roles are understood by all. Our open, collegiate culture means problems are never 'swept under the carpet'; the welfare of pupils is the unequivocal focus of all staff and stakeholders.</p> <p>Governors access a year-round programme of in house and external training opportunities.</p>
The school has a culture of safeguarding that supports effective arrangements to identify pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation; help pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those with the expertise to help; and manage safe recruitment and allegations about adults who may be a risk to children				✓	<p>SEE STAFF HANDBOOK WHICH CONTAINS ALL KEY POLICIES AND PROCEDURES. IT IS UPDATED ANNUALLY.</p> <p>Safeguarding and keeping our children safe are integral parts of our school identity. Pupil voice is collected frequently and suggestions are acted upon (see our new cloakroom space). School initiatives, such as working towards the council Anti-Bullying Award, and homework tasks alongside effective PSHE teaching ensure our children have a mature, age-appropriate understanding of healthy relationships and know what steps to take to stay safe from abuse and exploitation.</p> <p>Safeguarding is rigorous and central to everything we do. It is effective because everyone in school is very clear about which staff members and governors hold responsibility for Safeguarding. In addition, our reporting procedure is clear and an annual safeguarding action plan is drawn up each September, alongside updates to the Safeguarding, Master Safeguarding and Staff Induction folders. Training in Safeguarding meets the expectations set out in KCSIE at the very least.</p>
Outstanding Descriptors					

Outstanding	The school meets all the criteria for good in Leadership and Management securely and consistently				✓		
	Leadership and Management is exceptional				✓		
	Leaders ensure that teachers receive focussed and highly effective professional development. Teachers' subject, pedagogical and pedagogical content knowledge consistently build and develop over time. This translates into improvements in the teaching of the curriculum			✓			Staff have worked on 'Joint Professional Development' projects: drawing up an 'Agreed features of planning which lead to outstanding teaching and learning' document and also an 'Agreed essentials for children's workbooks to promote outstanding teaching and learning' document. These two documents form the basis of the monitoring and scrutiny of planning and of children's books. Self-improvement through collaboration is at the heart of everything we do. In addition, staff have team-taught demonstration lessons to governors and used this as a further opportunity to optimise teaching and learning and to achieve excellent outcomes for all groups of children. Next Step is to embed subject leadership planning set out in the subject leader handbook. Staff will continue to develop a Wider Curriculum portfolio which encompasses all of the wider curriculum subject planning and scrutiny necessary to maintain our outstanding teaching and learning.
	Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified. When issues are identified, in particular about workload, they are dealt with appropriately and quickly				✓		
	Staff consistently report high levels of support for well-being issues				✓		

Self-Evaluation Grade: Strong 'Good' with a number of Outstanding features

Leadership and management of our school is never less than good. Our open, honest and collaborative culture means nothing is 'hidden' and every stakeholder is committed to achieving the very best for our pupils. Our knowledgeable and dedicated governing body has a strong, deep understanding of the school, its many strengths and what the areas for development are. They hold the headteacher to account in a challenging and supportive manner and no one, from the support staff, to teachers, to the headteacher to governors shies away from the 'difficult conversations' which might be necessary to achieve the very best for our pupils.

We have clearly defined ethos and culture which is built around love, our church school identity and initiatives including a love of nature (and dogs!) and outdoor learning; exercise, sports and the Mugginton Mile; increased pupil interaction in collective worship; a more pupil-focussed marking and feedback cycle; a new assessment system and a greater focus on key assessment for learning principles. These are firmly embedded and we have a very clear sense of our identity or 'Mugginton-ness'.

Next Steps:

To recruit a high-quality Foundation Governor to support school with our responsibilities as a Church of England School.

Effectiveness of the Early Years Provision

Grade Descriptor		Emerging	Developing	Secure	Consistent	Comments / Evidence
Intent	Leaders construct a curriculum which is ambitious and designed to give children, particularly the most disadvantaged, the knowledge, self-belief and cultural capital they need to succeed in life				✓	Our curriculum and continuous provision (referred to as 'Busy Learning' is based around the standards required in the 2021 EYFS Statutory Framework and the non-statutory Development Matters framework (last updated 2021). Staff understand that the small numbers in EYFS do not mean there can be any lessening in the quality and structure of our EYFS provision. Systematic synthetic phonics is taught rigorously from the first week of term.
	Our Early Years curriculum is coherently planned and sequenced. It builds on what the children know and can do, towards cumulatively sufficient knowledge and skills for future learning			✓		Moderation visits from the Local Authority and our close links with three local primary schools has ensured we quality-assure our judgments and keep our planning and assessment up-to-date, particularly by close scrutiny of Tapestry and pupil progress meetings with staff. In the moment planning means that staff are responsive to children's needs and interests.
	There is a sharp focus on children acquiring a wide vocabulary, communicating effectively and a knowledge of Phonics in preparation for them to become confident and fluent readers				✓	Our Phonics lead ensures that synthetic phonics is taught systematically and effectively (Read, Write, Inc). This quality phonics teaching is supplemented with quality picture books which are matched to children's decoding ability alongside daily stories shared with an adult. Scrutiny of Tapestry (October 2022) demonstrates that children have a rich learning environment which promotes vocabulary acquisition. Pupil-led church services offer all children, including the very youngest, the opportunity to speak in front of an audience/congregation.
	Our approach to teaching early reading and synthetic phonics is systematic and ensures that all children learn to read words and simple sentences accurately by the end of Reception				✓	Systematic synthetic phonics is taught using the Read, Write, Inc scheme. Progress is closely monitored and children at risk of falling behind receive additional review sessions. Outcomes in the Phonics Screening Check are consistently at and above county and national averages.
	We have the same academic ambitions for almost all children. For children with SEND, their curriculum is designed to be ambitious and to meet their needs.				✓	Our non-teaching SENCO works closely with teaching staff and ensures training in pupil-specific areas such as ASD is available to all.
Implementation	Children benefit from meaningful learning opportunities across the curriculum				✓	All staff work exceptionally hard to provide the children with rich and exciting learning experiences both inside and outside of the classroom. Observation, feedback from the children and parents and recordings on our assessment system (Tapestry) demonstrate that our children are happy and inquisitive learners and are able to exercise a strong degree of independence when learning. Parental feedback (Oct 2022) is exceptionally positive.
	Staff are knowledgeable about the areas of learning they teach. They manage the EYFS curriculum and pedagogy in relation to the learning needs of our children. Staff are expert in				✓	Our Infant Lead is experienced across EYFS and Key Stage 1 and is ably supported by our Early Years Specialist Teacher. Lesson observations and tapestry scrutiny demonstrate the high quality provision the infant team offers their children on a daily basis,

teaching systematic, synthetic phonics and ensure that children practise their reading from books that match their phonics knowledge					
Staff present information clearly, promoting appropriate discussion about the subject matter taught. They communicate well to check children's understanding, identify misconceptions and provide clear explanations to improve their learning. They respond and adapt their teaching as necessary				✓	A real strength of the EYFS is the effective balance between pupil-lead learning and well-timed, effective adult input and guidance. Our excellent outcomes demonstrate this. Lesson observation and Tapestry's scrutiny demonstrate this.
Staff read to children in a way that excites and engages them, introducing new ideas, concepts and vocabulary				✓	Evident on a daily basis in Collective Worship and at the end of the school days as well as in class.
Staff are knowledgeable about the teaching of early mathematics. They ensure children have sufficient practice using and understanding numbers. The curriculum provides a strong basis for more complex learning later on. Teaching is designed to help children remember long-term what they have been taught and to integrate new knowledge into larger concepts. This is checked well by staff and leaders. Leaders understand the limitations of assessment and avoid unnecessary burdens on staff or children				✓	Staff are effective using concrete apparatus to reinforce basic number and arithmetical knowledge and do so in an engaging, fun and challenging manner (see Tapestry log).
Staff create an environment that supports the intent of an ambitious, coherently planned and sequenced curriculum. The resources chosen meet the children's needs and promote learning				✓	Lesson observation and scrutiny of Tapestry online learning log demonstrates the interactive and stimulating environment our Infant Team provide for their children on a daily basis.
Curriculum and care practices promote and support children's emotional security and development of their character. Leaders and staff are particularly attentive to the youngest children's needs				✓	A strength of our school is the willingness of the older children to play with and model appropriate behaviour for the younger children. As a result, children in the EYFS cooperate well with others and enjoy group activities such as sports and Friday outdoor learning sessions. Our caring staff know the procedure for reporting a safeguarding concern and responsibility for the safety of our children is taken by all rather than just EYFS teaching staff.
Staff give clear messages to children about why it is important to eat, drink, rest, exercise and be kind to each other. They teach children to take managed risks and challenges as they play and learn, supporting them to be active and develop physically				✓	Behaviour across school revolves around our 5 Golden Rules, but is reinforced by effective modelling in class from staff. Children understand our most important rule – Treat others as you would like to be treated.
Staff provide information for parents about their				✓	Staff offer an Infant Parents' Information evening, two parents evenings and an end of year report. In addition, letters are sent out at the beginning of

children's progress, in line with the requirements of the EYFS. They provide information to parents about supporting their child's learning at home, including detail about the school's method of teaching reading and how to help their children learn to read					every year emphasising the importance of reading and reinforcing basic skills such as toileting and getting changed independently. They are a visible presence at the beginning and end of every day. The school website has detailed information about reading, phonics and the curriculum.
Children develop detailed knowledge and skills across the seven areas of learning. Children develop their vocabulary and use it across the EYFS curriculum. By the end of Reception, children use their knowledge of phonics to read accurately and with increasing speed and fluency			✓		Outcomes in the Phonics Screening Check (Y1) demonstrate the effectiveness of our phonics provision.
Children are ready for the next stage of education, especially Year 1. They have the knowledge and skills they need to benefit from what school has to offer. By the end of Reception children achieve well, particularly those from lower starting points			✓		Percentage of children reaching a Good Level of Development is always at or above national averages.
By the end of Reception, children have the personal, physical and social skills they need to succeed in the next stage of their education. Most children achieve the early learning goals, particularly in Maths and English			✓		Children enter our school at broadly age-related expectations and make good progress. Baseline assessments are carried out carefully within the first three weeks of term. Close collaboration with colleagues from neighbouring schools and moderation work conducted with the local authority confirm the accuracy of staff judgments. Because of the small size of our cohorts, year-on-year trends are difficult to describe.
Children enjoy, listen attentively and respond with comprehension to familiar stories, rhymes and songs. Children develop their vocabulary and understanding of language across the seven areas of learning			✓		Tapestry and lesson observation demonstrates this.
Children demonstrate their positive attitudes to learning through high levels of curiosity, concentration and enjoyment. They listen intently and respond positively to adults and each other. Children are developing resilience to setbacks and take pride in their achievements			✓		The teaching staff's hard work and commitment to offering the children an exciting, rich and dynamic learning environment means the children are happy and increasingly independent learners. Recordings on Tapestry and classroom observation demonstrate that they are able to work on activities for sustained periods and show very positive attitudes to their learning.
Children are beginning to manage their own feelings and behaviour, understanding how these have an impact on others. They are developing a sense of right from wrong			✓		Collective Worship and PSHE teaching focuses closely on kindness and self-control in the first half term and beyond. Behaviour is outstanding and our expectations are modelled to the youngest children by our juniors.
Outstanding Descriptors					

The school meets all the criteria for good in the effectiveness of early years securely and consistently			✓		
The quality of early years education provided is exceptional			✓		
The EYFS curriculum provides no limits or barriers to the children's achievements, regardless of their backgrounds or circumstances or needs. The high ambition it embodies is shared by all staff			✓		
The impact of the curriculum on what children know, can remember and do is strong. Children demonstrate this by being deeply engaged and sustaining high levels of concentration. Children, including those from disadvantaged backgrounds, do well. Children with SEND achieve the best possible outcomes				✓	
Children are highly motivated and eager to join in. They share and cooperate well, demonstrating high levels of self-control and respect for others. Children consistently keep on trying hard, particularly if they encounter difficulties				✓	Attitudes to all aspects of school life, including Forest Fridays, PE, Music as well as curriculum learning is always extremely positive.

Self-Evaluation Grade: Outstanding

Since 2016, the improvement in EYFS is remarkable. Children are happy and learn well regardless of their starting points. They are quickly taught the procedures and behavioural expectations of the school through staff/older pupils modelling expectations and because of our skilled staff who establish trusting relationships with all children.

Staff work closely with parents to support children and further develop their knowledge of each child which in turn allows for In the Moment Planning which promotes engagement and learning.

Synthetic Phonics teaching is never less than good and is supplemented with a language-rich curriculum where children enjoy listening to quality picture books read with expression on a daily basis. Children's progress is recorded on the Tapestry learning platform, shared with parents, and used to inform future planning and teaching.

Next Step

Ensure all support staff access quality training in the Early Years including Read, Write Inc training.

Overall Effectiveness

Good with many Outstanding features

Ours is a school with a unique offer which is never less than good. We offer a rich, engaging curriculum and love to celebrate nature, the outdoors, sports and running and have a school dog which emphasises our love of the natural world. We want to be a second family to our children and our inclusive, nurturing environment gives our children a secure base from which to develop. We celebrate the excellent progress, attainment and hard work of our pupils, which comes about because of our collaborative, collegiate culture. Strong, supportive leadership and management and a relentless commitment to helping our children become the best person they can be are core tenets of our school vision.

We challenge our pupils to be the best they can be and the result is 'optimal growth in individuals and the school' (SIAMS report) and outstanding progress and attainment by the end of Year 6.

Strengths

High expectations from all staff leads to outstanding progress over time, evidenced in the children's workbooks and the majority of assessment data.

Our warm, supportive culture where every child is celebrated as a unique individual and is challenged to be the best they can be. As a result, behaviour and safety is outstanding and we have detailed knowledge of every child in our care.

Excellent academic outcomes, particularly in reading, for all children, particularly by the end of key stage 2.

Strong, committed leadership which recognises and celebrates the potential of all staff and of all children. A clear vision for excellence in teaching and learning understood by all and a unique, inclusive school identity.

A commitment from all stakeholders to continuous improvement which has led to an open, honest culture where all can succeed, including a highly skilled governing body.

A rich and varied curriculum which fosters motivation and enthusiasm and offers new experiences, cultural capital and challenge for all pupils. Weekly outdoor learning and running as supplements to our curriculum.

The children's Spiritual, Moral, Social and cultural development is outstanding – as reflected in our SIAMS inspection.

Clear capacity for self-improvement. Mathematics - identified as area for development in key stage 2 in Ofsted and previous school improvement plan – now a strength. 100% of year 6 pupils achieved the nationally expected standard in May 2016, 92% in 2017. In 2019, progress in reading and writing was 7.2 and 4.4. Key Stage 1 data, including Phonics Screening Check is another strong example.

Next Steps

- 1) **To make sure all children make good and better than expected progress by ensuring rigorous challenge for all, particularly the more-able.**
- 2) **Secure and optimise our curriculum-development by implementing the curriculum vision set out in the Subject Leader Handbook.**
 - a) The intent, implementation and impact of each subject is understood and recorded by not only the subject coordinator but by all staff and governors.
 - b) Teaching sequences build upon previously learnt material – all staff and governors can explain how this is achieved.
 - c) assessment methods across subjects is clear and well-understood by staff and governors. It is used to optimise planning and teaching and secure outstanding outcomes for all.
- 3) **To secure outstanding progress for the least confident 20% of learners, particularly in English and Mathematics.**