

Egginton Primary School

Church Road, Egginton, Derbyshire, DE65 6HP

Inspection dates 22–23 October 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress, enjoy their lessons and do well in the national tests at the end of Years 2 and 6.
- Pupils' behaviour is consistently good. In lessons, it is often excellent and pupils are eager learners.
- All members of staff, including non-teaching staff, know every pupil. The standards of care and support for learning are good. As a result, pupils feel very safe at school.
- Pupils' social, moral, spiritual and cultural development is effectively promoted and is a strength of the school.
- Leadership and management of the school are good. The headteacher provides strong and ambitious leadership and is determined to secure the best for each pupil.

It is not yet an outstanding school because

- Progress in mathematics for the more-able pupils is not as fast as it is in reading and writing.
- Teachers do not always make good use of pupils' individual targets for improving their work in lessons.
- Teachers' marking does not consistently give enough information to pupils about what they need to do to improve their work further.
- There is not enough outstanding teaching in the school. Teachers do not get enough opportunities to see outstanding practice in other schools.

Information about this inspection

- The inspector observed an assembly and parts of 7 lessons, involving all the teachers and teaching assistants. One lesson was jointly observed with the headteacher.
- The inspector listened to pupils read, looked at samples of pupils' work in mathematics, literacy and cross-curricular topic work, and reviewed children's records from the Early Years Foundation Stage.
- Meetings or discussions were held with: the headteacher; teachers; the Chair and Vice-Chair of the governing body; a group of pupils; and a representative of the local authority.
- The inspector took account of 23 responses to the online questionnaire (Parent View), three letters from parents and six responses to the staff questionnaire. The inspector also spoke to a number of parents and carers at the beginning of the school day.
- The inspector looked at the school's development plan and documents relating to its own evaluation of its strengths and weaknesses, as well assessment data that teachers use to monitor pupils' progress.
- The inspector looked carefully at the arrangements and records kept to safeguard pupils.

Inspection team

Dorothy Bathgate, Lead inspector

Her Majesty's Inspector

Full report

Information about this school

- This school is much smaller than the average-sized primary school.
- Most pupils are of White British heritage.
- The proportion of disabled pupils and those who have special educational needs supported at school action, school action plus or with a statement of educational needs is below average.
- The school receives additional funding, known as the pupil premium, to improve the progress of particular groups of pupils such as those known to be eligible for free school meals or looked after by the local authority. The proportion of pupils supported is below average.
- In addition to the headteacher, who has a significant teaching commitment, the school has one full-time teacher and two part-time teachers, all of whom take on leadership roles. Pupils are split into three classes.
- The school has achieved the Basic Skills Quality Mark, the Eco-Bronze Award and the Physical Education and Sports Gold Award.

What does the school need to do to improve further?

- Improve the quality of teaching so that more is outstanding and enable more able pupils to accelerate their progress, particularly in mathematics by:
 - ensuring there is always a high level of challenge for the more-able pupils in lessons
 - making more explicit reference to pupils' targets at the start of lessons, so pupils know exactly what they are aiming for
 - giving written feedback to pupils that informs them clearly how well they are doing and how they could improve their work
 - providing enhanced opportunities for teachers to observe outstanding practice.

Inspection judgements

The achievement of pupils is good

- Pupils make good progress during their time at the school, reaching standards in Year 6 that are above average in reading, writing and mathematics.
- Children make good progress from their varied starting points during the Early Years Foundation Stage and are well prepared for Year 1, with the majority of them reaching a good level of development.
- In 2013, the proportion of Year 1 pupils achieving at the expected level in the phonics screening check was well above average. Pupils use their phonic knowledge (the sounds that letters make) to tackle unfamiliar words with confidence and, as a result, are reading above the expected level for their age. Pupils in Key Stage 2 take pleasure in reading and enjoy discussing their books and favourite authors. They are confident readers who are progressing quickly.
- Pupils' learning in lessons is good. Their positive attitudes to learning help most pupils gain knowledge and skills quickly. All pupils make at least the progress expected nationally, with many doing better than this. However, the more-able pupils tend to reach higher standards in reading and writing than in mathematics. Pupils show good levels of perseverance and resilience as they progress through the school.
- Disabled pupils and those who have special educational needs make good progress. This is because they are well supported in lessons and in small withdrawal groups by very effective teaching assistants. In addition, they benefit from the small class sizes and often receive individual attention.
- The school uses its pupil premium funding to enhance the support for pupils. Teaching assistants provide effective support to individuals and groups who learn equally successfully as a result. The school has not published its analysis of the impact of pupil premium funding on Key Stage 2 results to avoid identifying individual pupils.

The quality of teaching is good

- The overall impact of teaching on pupils' learning is good, which is reflected in the good progress most pupils make.
- A notable feature of the school is specialist teaching in French, music, physical education and information and communication technology (ICT). This enriches the learning and enhances the development of pupils.
- The recently extended Key Stage One classroom is a stimulating environment where a wide range of interesting activities excite and inspire children. From this very early age, the school successfully motivates children into becoming enthusiastic learners who are excited to come to school and experience each new day.
- Teaching and learning is well planned and carefully structured so that almost all pupils make good progress. Teachers encourage and enthuse pupils so that they confidently contribute their ideas during discussions. In a good Year 5 and 6 lesson, pupils engaged in high quality discussions about their recent residential trip to Lea Green, to gather and share ideas for their

recount writing.

- Small-group teaching, as well as individual support for pupils who are disabled or who have special educational needs ensures that they make rapid progress and improve their skills in reading, writing and mathematics.
- Within each class there is a wide range of needs and age groups. Teachers usually plan effectively for individual needs. However, the more-able pupils are not always stretched enough, particularly in mathematics.
- Marking is regular and accurate. However, it does not always tell pupils clearly how well they have done and what they need to do to improve. Targets for improvement are displayed in the front of pupils' books, but they are not routinely referred to at the start of lessons so that pupils know how the work will help them to reach their targets.
- School leaders have worked effectively to ensure that good teaching is the norm. However, they are aware that further opportunities for staff to see outstanding practice in other schools is required in order to raise the standard of teaching still further.

The behaviour and safety of pupils are good

- Pupils are rightly proud of their school. They enjoy their work and have positive attitudes to learning. Their good behaviour makes the school a safe, happy and harmonious place to be. This judgement is endorsed by parents and staff, with almost all saying that pupils are well behaved.
- In lessons, pupils' behaviour and attitudes to learning are often excellent, creating a superb climate for learning.
- Pupils understand that bullying can take different forms, including cyber bullying, but say that it is rare. Pupils show respect for each other and as a result, there are few occasions when they fall out. Any minor disagreements are quickly resolved.
- Provision for pupils' spiritual, moral, social and cultural development is an important strength. From Reception onwards, pupils develop strong values and acquire a wide range of social skills that help them to develop into mature individuals. All staff cultivate mutual respect and cooperation and promote pupils' confidence and self-esteem effectively. Assemblies provide pupils with appropriate times of thoughtful reflection.
- Pupils are clear about what the school expects of them because whole-school strategies for ensuring good behaviour are consistent in all classes. Pupils rarely need to be 'told off' and good behaviour is the norm.
- Attendance is above average. The monitoring of attendance is rigorous and the school has high expectations of pupils and their families. Punctuality in the mornings is good.

The leadership and management are good

- The headteacher provides energetic and enthusiastic leadership. She enjoys the overwhelming confidence and support of both staff and parents. She has established a strong, caring, family ethos within the school, where pupils are eager to learn and achieve well.

- All of the teachers in the school take on leadership roles. They are able to identify accurately strengths and weaknesses in teaching and marking and can demonstrate the impact their monitoring has had in bringing about improvements.
- Leadership and management are good in the Early Years Foundation Stage.
- The school has well established systems for tracking pupils' progress and use these effectively to identify where pupils might need extra support. In addition, because of the small class sizes, staff know pupils well and are not reliant on data. They frequently take pupils' personal circumstances into account when reviewing their academic progress and learning needs. This ensures that pupils' needs are well met.
- The school is developing good partnerships with parents and carers, who are very happy with their children's education. The overwhelming majority would recommend the school to others. Parents appreciate the warm welcome they receive at celebration assemblies, followed by the opportunity to meet informally with staff for refreshments. The school has a community-focused approach and consequently, enjoys a good and growing reputation locally.
- The small size of the school does not limit pupils' learning experiences. They enjoy a rich and well-balanced curriculum which includes music, drama, sporting events and gardening. Pupils talk enthusiastically about their links with an orphanage and elephant sanctuary in Kenya.
- Safeguarding requirements in relation to child protection and the checking of suitability of staff prior to appointment meet current requirements.
- The local authority successfully steered the school through a period of turbulence prior to the appointment of the current headteacher in April 2012. The local authority adviser knows the school well and provides effective and timely support.
- The school is using additional funding for physical education and sport to invest in specialist coaches, develop inter-school sports, and invest in a range of professional development opportunities for staff to promote pupils' health and well-being.
- **The governance of the school:**
 - The governing body is capably led by the Chair and Vice-Chair. It holds the school suitably to account. Governors keep a careful check on pupils' progress, the quality of teaching and arrangements for safeguarding. They know that teaching is good and understand what needs to improve for teaching to become outstanding. Good decisions are made about staffing, salary progression and the budget. Governors make sure that additional funding received from the government is spent wisely and monitor the impact of this to ensure that it is being used effectively to help pupils make rapid progress. This can be seen in the decision made on how to spend the pupil premium which has improved pupils' achievement, and on the use of additional sport funding. Arrangements for safeguarding meet government requirements.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	112547
Local authority	Derbyshire
Inspection number	427401

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

Type of school	Primary
School category	Community
Age range of pupils	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	63
Appropriate authority	The governing body
Chair	Mark Czechowski
Headteacher	Carol Daly
Date of previous school inspection	11 March 2010
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