



# Egginton Primary School

## Inspection Report

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**Unique Reference Number** 112547  
**Local Authority** DERBYSHIRE  
**Inspection number** 289321  
**Inspection dates** 22–23 February 2007  
**Reporting inspector** Alison Cogher

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

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<b>Type of school</b>	Primary	<b>School address</b>	Church Road
<b>School category</b>	Community		Egginton
<b>Age range of pupils</b>	4–11		Derbyshire DE65 6HP
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01283 732748
<b>Number on roll (school)</b>	49	<b>Fax number</b>	01283 732748
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr Manjit Thandi
		<b>Headteacher</b>	Mrs Sue Lovelock
<b>Date of previous school inspection</b>	20 May 2002		

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<b>Age group</b> 4–11	<b>Inspection dates</b> 22–23 February 2007	<b>Inspection number</b> 289321
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## **Introduction**

The inspection was carried out by an Additional Inspector.

## **Description of the school**

This is a very small school in the village of Egginton close to the town of Burton-on-Trent. The proportion of pupils with learning difficulties or disabilities is very low and no pupils have a statement of special educational need. No pupils are entitled to free school meals. All but a very few pupils are of White British descent and all pupils speak English as their first language. The school has achieved a number of nationally recognised awards. These include the Basic Skills Quality Mark, the National Healthy School Standard and the Green Flag ECO School award.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 3

Egginton is a satisfactory school. It has the confidence and support of its parents and pupils who value its small family feel. Under the energetic leadership of the newly appointed headteacher the school has re-evaluated its effectiveness and concluded that previous judgements have been overgenerous. The inspection agrees with the most recent judgements made. The headteacher leads by example, both in her exemplary teaching and in her energetic and committed leadership. Together with other staff she has established a clear vision for the future that is sharply focused on enabling all pupils to achieve the school's motto of 'To be all that I can be'. Governors are very supportive but rely heavily on the headteacher for information about how well the school is doing. Leadership and management are satisfactory overall. Subject leaders have good subject knowledge but lack the necessary skills to enable them to contribute fully to school improvement. The school has made satisfactory improvement since the last inspection. Its capacity to improve is satisfactory, as is the value for money it provides.

The school has created an environment where pupils feel safe and they are able to develop productive and supportive relationships. Pupils are appreciated as individuals and their achievements are celebrated. Parents strongly value this aspect of the school's work. Pupils enjoy school and develop good personal and social skills. They behave extremely well and understand the importance of leading a healthy lifestyle. They have good attitudes to learning and work hard but are given too few opportunities to work collaboratively or to develop independence in their learning. The standards pupils reach and their good personal development prepare them well for the next stage of their education and future lives.

Provision for children in the Foundation Stage is satisfactory. They start school with standards that are typically well above those expected and they make satisfactory progress from their individual starting points. Pupils who start school with attainment that is well above others of their age or exceptionally high, generally reach standards that are well above average or exceptionally high at the end of Years 2 and Year 6. Pupils' achievement is satisfactory because teaching is satisfactory. Expectations of the progress pupils can make are not high enough. Procedures for collecting and using assessment information to guide the planning of lessons or activities that challenge pupils to do their best are inconsistent across the school. The targets set for pupils are too low and pupils receive little information about how to improve their work. Consequently, a significant number of pupils often find their work too easy but do not know how to make improvements. Teachers have good subject knowledge and work effectively with teaching assistants to manage the wide age range of pupils in their class. Good use is made of visits and visitors to broaden pupils' experiences. Opportunities for pupils to learn to play musical instruments is good and effective links with other schools and sports partnerships enable pupils to enjoy a wide range of physical activity.

## What the school should do to improve further

- Improve achievement in English, mathematics and science by raising the expectations of the progress pupils can make.
- Develop whole school assessment procedures and use the information gathered to ensure that lessons, activities and target setting challenge pupils to achieve their best and provide them with the information they need to understand how to improve their work.
- Improve the skills of subject leaders so they can take responsibility for whole school improvement in their subject.
- Provide more opportunities in lessons for pupils to work collaboratively and develop their independent learning skills.

## Achievement and standards

### Grade: 3

Standards pupils reach in Year 2 and Year 6 are rarely less than well above average and often exceptionally high. Pupils' achievement is no better than satisfactory because of their standards on entry to the school, which are generally well above those expected for their age. They make steady progress and, by the end of their Reception Year, have exceeded the expected goals. Pupils continue to make steady progress as they move through the school to reach standards that reflect their well above average or exceptional ability. In 2006, standards in Year 2 were well above average in reading and mathematics and exceptionally high in writing. In Year 6, standards were exceptionally high in English and mathematics and well above average in science. The very few pupils with learning difficulties or disabilities make similar progress to other pupils.

## Personal development and well-being

### Grade: 2

Personal development and well-being is good. Pupils behave extremely well. They are very attentive in lessons and enjoy working and learning together, although they have too few opportunities to work collaboratively or to take responsibility for their own learning. Pupils' well developed personal skills and the standards they reach prepare them well for the next stage in their education. Attendance is good and reflects pupils' enjoyment of school. They are confident and welcome the opportunity to contribute to school life through the work of the school council. Pupils take their responsibilities seriously and are able to discuss and debate their ideas in a mature and considered way. They appreciate the importance of leading a healthy lifestyle and have a good understanding of how to keep themselves safe. Pupils' involvement in village activities and their ecology and charity work ensure they develop a good understanding of their role in the local and world community. Pupils' moral, social and cultural education is good. Their spiritual development is very good and is supported well by the good links with the local church and the emphasis placed on celebrating their effort and achievements.

## Quality of provision

### Teaching and learning

#### Grade: 3

Teaching is inconsistent across the school but, on balance, it is satisfactory. Teachers have good subject knowledge and know their pupils well. Pupils' progress is assessed but teachers do not use this information effectively to plan lessons and activities that challenge pupils to do the best they can. Expectations are too low and pupils are often not stimulated by work that they find easy to complete. They have limited opportunity to take responsibility for their learning because they are not told what they need to do to improve. In some lessons, notably in a Year 3 and 4 literacy lesson, pupils make good progress. This is because they understand what they are expected to learn and the pace is brisk. Pupils are motivated by being active and so respond enthusiastically to their teacher's challenging questions which support their learning very well. In contrast, in lessons where teachers talk for long periods of time or where there is overuse of published scheme workbooks, pupils' progress is satisfactory.

### Curriculum and other activities

#### Grade: 3

development of pupils' independent learning skills. Links are made between subjects but these are not planned for systematically and there is no whole school approach to this practice. As a result, opportunities for pupils to appreciate the relevance of their learning in one subject as they apply it in another are missed. Pupils' learning is supported by the good range of visits and visitors and the school's involvement in sport and music activities. These experiences make a good contribution to pupils' personal development and their understanding of healthy living.

### Care, guidance and support

#### Grade: 2

Care, guidance and support are satisfactory. The school's procedures to safeguard pupils and ensure their health and safety are robust and implemented consistently. The school has a strong family feel and pupils are confident that they have access to good quality support and care. Pupils' personal and academic achievements are celebrated and this does much to raise their self-esteem and confidence. Pupils with learning difficulties or disabilities receive the support they need to enable them to engage in all aspects of school life. The school's productive links with outside agencies and organisations ensure that pupils with specific talents in, for example, music, achieve well. Pupils' academic progress is checked but the targets set from this information are typically not challenging enough to ensure pupils make better than satisfactory progress. The school's partnership with parents is strong and contributes well to pupils' well-being and academic achievements.

## **Leadership and management**

### **Grade: 3**

Since her arrival in September the headteacher has made a very energetic and positive start. She has balanced her teaching and management roles well and provides a very good example to others in her own teaching. The work of the school has been monitored and evaluated thoroughly and, having reflected on previous evaluations, the headteacher finds them to be overgenerous. She knows what the school's strengths and weaknesses are, and what is needed to bring about improvement, but not all staff are as clear in their understanding of the school's performance. Subject leaders have good subject knowledge but their monitoring and evaluation skills are insufficient to enable them to accurately judge the quality of provision made in their subjects throughout the school. Consequently, they are unable to contribute fully to whole school improvement. Parents' and pupils' views are actively sought, valued and responded to. Governance is satisfactory; governors are very supportive of the school and manage the financial aspects of their role well. However, systems to enable them to hold the school to account for its work are limited and they are very reliant on the headteacher for information.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3
<b>How well are learners cared for, guided and supported?</b>	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## Text from letter to pupils explaining the findings of the inspection

23 February 2007

Dear Pupils

Egginton Primary School, Church Road, Egginton, Derbyshire, DE65 6HP

Thank you very much for being so friendly and making me feel so welcome when I visited your school. I appreciated your honesty and really enjoyed talking to you and watching you work in lessons. I was very impressed by your extremely good behaviour and the way you work hard. You told me that you enjoy being at your school. You have fun with your friends and feel safe and cared for. You also said that you enjoy most of your lessons and the opportunities you have to learn to play a musical instrument, to play sport and go on visits. Some of you find your work too easy but are not sure what you need to do to make it better. You also think you have too few opportunities to work on activities together.

Your parents are very supportive of your school. I agree with them that because it is small it has a family feel where you are all looked after as individuals. You all think that you have a really good headteacher who is going to make your school better than it is at the moment. I agree with all the positive things you have to say about your school. I also think you are right about some of the things you think would make it better.

I have asked all your teachers and the governors to work on making your school better by:

- helping you to learn even more in English, mathematics and science
- using what they know about you to plan lessons and activities that challenge you to do your best and to tell you how to make your work better
- making sure that teachers know how to find out how well the school is doing and how to make it better
- making sure you have more chances to work together and find things out for yourselves.

Thank you very much for helping me with the inspection of your school. Keep working hard and enjoy your time at Egginton so that you really do get 'to be all that you can be'.

Alison Cogher

Lead Inspector