

Madresfield CofE Primary School

Inspection report

Unique Reference Number	116898
Local Authority	Worcestershire
Inspection number	358049
Inspection dates	12–13 May 2011
Reporting inspector	Clive Lewis

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	103
Appropriate authority	The governing body
Chair	Peter Hughes
Headteacher	Deborah Langston
Date of previous school inspection	30 April 2008
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Introduction

This inspection was carried out by two additional inspectors, who observed four teachers and seven lessons and held meetings with groups of pupils, members of the governing body and staff. The inspectors observed the school's work, including a sample of pupils' books, teachers' planning documents, and tracking and assessment data. Questionnaires from 38 parents and carers, 56 pupils and 14 staff were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- To what degree do pupils make consistent progress across the school?
- What are the quality and rigour of the school's tracking and assessment system?
- What impact are subject leaders for English and mathematics having on teaching and learning?

Information about the school

This is a smaller-than-average school. The proportion of pupils from minority ethnic groups is below average and there are no pupils who speak English as an additional language. The proportion of pupils known to be eligible for free school meals is broadly average. The proportion of pupils with special educational needs and/or disabilities is average, although the proportion of pupils with a statement of special educational needs is well above average. Their needs include speech, language and communication difficulties, medical needs, behavioural and emotional difficulties and profound and multiple learning difficulties. The school has achieved Healthy School status and has been awarded the Sports Mark.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Madresfield CofE is a satisfactory school that is on a journey of improvement after a period of significant disruption in staffing. Staff have responded positively to the support and guidance they have received from the local authority in improving teaching and learning in English and mathematics. Parents and carers are very supportive of the school. One commented 'I cannot praise the teaching staff and the headmistress enough for the support they have given to my child and myself. She has improved in many ways both educationally and in her self-esteem, which has grown enormously.' Staff, clearly, want the best for each child and strive hard to achieve this goal by working closely with families and external support agencies.

Teaching is now satisfactory and improving in all year groups. Some lessons observed were good or better, but, where lessons were weaker, it was usually because teachers did not make the best use of time to capitalise on pupils' positive attitudes to learning and challenge them to aim high consistently. Standards of attainment are in line with national averages and, throughout the school, all groups of pupils, including those with special educational needs and/or disabilities, are making satisfactory progress. However, the school is aware that standards in mathematics are a relative weakness across the school because pupils' calculation and problem-solving skills are not as strong as they should be. Pupils have a good understanding of how to keep safe and appreciate the need for healthy lifestyles. Parents and carers say their children enjoy coming to school and pupils agree enthusiastically and, as a result, levels of attendance are well above the national average. A strong moral code is implicit within the school's ethos and it is reflected in pupils' good behaviour. This, in turn, has a positive effect on the progress pupils make in lessons. The revised curriculum ensures that standards of attainment are improving steadily and pupils benefit from a wide variety of interesting activities and experiences, through visits, residential stays and visitors to school. Pupils enjoy the after-school activities and clubs particularly, including physical activities.

The school has good arrangements for the care of all pupils, which contribute to their well-being and support their learning effectively. Staff know and care deeply for all pupils and provide rigorous procedures to help ensure that all pupils, including those in circumstances that make them potentially vulnerable, are able to access the curriculum and make progress. Data from the school's improved assessment and tracking systems are used well to ensure that any pupil falling behind is identified quickly and support is provided promptly. The school has very good links with the local community and organisations, but has yet to develop ties with groups further afield in this country or overseas. The school is rigorous in ensuring the safeguarding of pupils and is particularly successful in involving pupils and equipping them with the skills needed to keep them safe. It has an accurate understanding of how well it is doing and what needs to be done next and demonstrates a satisfactory capacity for sustained improvement.

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Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Improve the quality and consistency of teaching so that it is good or better throughout the school, by ensuring that:
 - a brisk pace is maintained throughout all parts of each lesson
 - lesson activities are carefully planned, with sufficient challenge to motivate pupils and engage them fully in their learning.
- Improve pupils' attainment in mathematics by devising strategies to improve pupils' calculation and problem-solving skills.
- Work to broaden the school's impact on community cohesion beyond the local community by formulating a plan to promote the national and global dimensions.

Outcomes for individuals and groups of pupils

3

Although there are variations from year to year due to the small year groups, when children enter the Early Years Foundation Stage, skills levels are broadly in line with those expected nationally. Children make satisfactory progress as they move through the Reception class and all groups, including those with special educational needs and/or disabilities, continue to make satisfactory progress in Years 1 to 6. The school ensures that pupils who have a statement of special educational needs gain confidence by being included fully in all aspects of school life. Observations during lessons demonstrate that pupils' progress is improving due to the recent improvements in teaching and the rigorous whole-school assessment strategies introduced since the last inspection. Behaviour in lessons and around the school is a credit to the school and reflects pupils' good spiritual, moral, social and cultural development. Pupils show considerable respect for the feelings and beliefs of others. They have good attitudes to learning and develop considerate relationships with their peers and with adults. They feel safe and understand the need for healthy lifestyles and the need for exercise. Pupils have a good range of opportunities to contribute to school and local communities through the work of the school council, worship committee and Eco committee. They value their school community and participate constructively in school life. Pupils' satisfactory skills in literacy and numeracy and their good behaviour and good social skills prepare them soundly for secondary education and the future world of work.

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Please turn to the glossary for a description of the grades and inspection terms

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

There are some strong features in the teaching provided and a number of good lessons and one outstanding lesson were observed. Nonetheless, teaching is not yet consistently good enough to ensure the rapid progress pupils must make in order to overcome historic weaknesses and further raise attainment. Teachers demonstrate good subject knowledge. They ensure classroom routines are made clear and reinforced regularly so that learning takes place in a well-structured environment in which all pupils can contribute to lessons. Learning intentions are made clear at the beginning of each lesson and, as a result, pupils know precisely what it is that they are expected to do. In one excellent numeracy lesson, the teacher motivated and inspired the pupils very effectively, providing an outstanding learning environment, with pupils of all abilities, clearly, enjoying their work and keen to learn and make progress. However, in some lessons where teaching was satisfactory, the pace of learning was slower and too much time was given over to activities reviewing work that the majority of pupils understood already.

Teachers are developing a better understanding of the progress the pupils in their care are making, due to a regular half-termly analysis of assessment and tracking data. Teachers' marking of pupils' work is up to date and encouraging and, in the best cases, points out what steps pupils should take to improve. The curriculum provides carefully adapted activities to ensure all groups of pupils experience success. There is an appropriate emphasis on developing key literacy and numeracy skills and on extending pupils'

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knowledge and skills in other subjects, particularly in music and art. Staff link different subjects to make learning more meaningful. The school's good arrangements for the care of all pupils, including those with special educational needs and/or disabilities, contribute to their good development and well-being and support their learning well. When needed, a wide range of specialists and support agencies is called upon to support those pupils whose circumstances make them potentially vulnerable.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher, with the support of the local authority, has successfully introduced a number of initiatives designed to arrest underachievement and instil a culture of accountability in the staff and pupils. Improvements since the last inspection include securing the accuracy and strengthening the rigour of systems for assessment and tracking and monitoring and supporting teaching so that it is now satisfactory or better across the school. The school has also improved significantly the use it makes of assessment and tracking data and has introduced a more child-friendly curriculum. Key subject leaders are starting to effect improvements in English and mathematics. Progress is improving steadily as a result of the initiatives.

The governing body has a reasonable overview of the school's work and future priorities and is fulfilling its roles satisfactorily. The school has good relationships with parents and carers and its good partnerships with outside agencies support pupils' learning and well-being well. The school promotes equality of opportunity well so that pupils with additional learning needs narrow any gap with their classmates. The school has outstanding safeguarding procedures. It identifies dangers, fosters a realistic understanding of risk and helps pupils to keep themselves safe. It encourages and enables pupils to report concerns and, routinely, involves pupils in risk assessment walks around the school. The school promotes community cohesion within its own and the local community very effectively. It is aware, however, that pupils' understanding of those living in contexts which are different to their own is not developed well enough, for example through links with schools in more contrasting urban environments in the United Kingdom and with schools overseas. The school makes satisfactory use of resources and provides satisfactory value for money.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Provision for the youngest children is satisfactory. Children, clearly, enjoy school, have settled into the routines well and play happily together and independently. They undertake a variety of whole-class and group activities and, in most cases, cooperate well when working with others. They delight in learning and seeing new things. Good relationships are being developed with parents and carers through daily contact. Pastoral care and welfare arrangements are effective. Consequently, children are safe, well cared for and aware of how to be healthy. Children with special educational needs and/or disabilities are identified quickly, are well supported and are integrated well into all activities. A strong emphasis is placed on developing children's language and communication skills at every opportunity. The Early Years Foundation Stage department has recently moved to new, purpose-built and more spacious accommodation. However, although the new classroom has a small secure outdoor area, directly accessible from the classroom, there is no covered area which would allow the outdoor curriculum to continue in inclement weather. Adults have a sound knowledge of the learning and development and welfare requirements and guidance for the Early Years Foundation Stage. They manage children and their behaviour appropriately. There are satisfactory systems for the long-term assessment and tracking of children's progress and planning builds securely on accurate assessments of children's needs. All staff monitor and record children's progress on a day-to-day basis effectively and observations and achievements are recorded in children's individual profiles.

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Please turn to the glossary for a description of the grades and inspection terms

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The vast majority of parents and carers declare themselves happy with their children's experience. They believe that teaching is good and that their children enjoy being in school, that the school meets their children's needs, and that it keeps their children safe and encourages healthy lifestyles. A very small minority felt that the school does not prepare their children well for the future. The inspection team looked carefully at this issue and found that, although parental concerns were understandable during the prolonged period of disruption in staffing and accommodation following the last inspection, the school has recovered from these setbacks and current provision is satisfactory and improving rapidly.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Madresfield CofE Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 38 completed questionnaires by the end of the on-site inspection. In total, there are 103 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	28	74	9	24	0	0	1	3
The school keeps my child safe	29	76	9	24	0	0	0	0
My school informs me about my child's progress	23	61	14	37	1	3	0	0
My child is making enough progress at this school	24	63	11	29	3	8	0	0
The teaching is good at this school	28	74	7	18	2	5	0	0
The school helps me to support my child's learning	21	55	12	32	5	13	0	0
The school helps my child to have a healthy lifestyle	25	66	12	32	1	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	22	58	10	26	5	13	0	0
The school meets my child's particular needs	21	55	16	42	1	3	0	0
The school deals effectively with unacceptable behaviour	21	55	15	39	1	3	1	3
The school takes account of my suggestions and concerns	20	53	16	42	1	3	1	3
The school is led and managed effectively	28	74	9	24	0	0	1	3
Overall, I am happy with my child's experience at this school	30	79	7	18	1	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



16 May 2011

Dear Pupils

Inspection of Madresfield CofE Primary School, Malvern WR13 5AA

Thank you for welcoming the inspectors to your school and for talking to us about what you do there. Madresfield CofE is a satisfactory school. Those who lead your school do so satisfactorily and provide you with good care and guidance. It was good to see that you, clearly, enjoy school and that you know how important it is to eat healthily and take regular exercise. Your very high levels of attendance demonstrate clearly how much you enjoy being in school. It is to your credit that most of you behave well and get on well with each other and with all the staff. However, although your standards in reading, writing and mathematics are clearly improving, I have asked the school to further improve standards by:

- improving teaching so that all your lessons are as exciting and interesting as they can be in order that you all make good progress in every lesson
- finding ways to help you improve your calculation and problem-solving strategies so that your work in mathematics improves
- making plans to develop links with schools and other organisations in the United Kingdom and overseas so that you can gain a better understanding of the way communities live in other parts of the world.

You can do your bit to help by continuing to attend the school regularly and working hard to learn your mathematical tables.

Once again, thank you for being so welcoming during our visit.

Yours sincerely

Clive Lewis

Lead inspector

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