

# Martley CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	116831
<b>Local Authority</b>	Worcestershire
<b>Inspection number</b>	363858
<b>Inspection dates</b>	28–29 June 2011
<b>Reporting inspector</b>	Gerald Griffin

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 category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	136
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Helen Sandison
<b>Headteacher</b>	Andrew Massey
<b>Date of previous school inspection</b>	1 October 2007
<b>School address</b>	Martley Worcester WR6 6QA
<b>Telephone number</b>	01886 888201
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<b>Email address</b>	office@martley-pri.worcs.sch.uk

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## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited six lessons taught by five teachers. They observed an assembly and break times, and held meetings with members of the governing body, staff and groups of pupils, and parents and carers in the school yard. Inspectors observed the school's work, and looked at progress records, teachers' lesson plans, pupils' work, school improvement plans, policies and reports. They analysed completed questionnaires returned by 89 pupils, 15 staff and 86 parents and carers.

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

- Do pupils make enough progress in writing?
- Does teaching sufficiently challenge all groups, especially higher attaining pupils?
- Do improvement plans have sufficient rigour to accelerate progress for all pupils?
- Are there any differences in progress in different areas of learning in the Reception classes?

## Information about the school

Martley is smaller than the average sized primary school. Most pupils are of White British heritage. The remainder come from a wide range of other backgrounds. The proportion of pupils with special educational needs and/or disabilities is below average. Most of these pupils have specific learning difficulties or behavioural, emotional and social difficulties. A below average proportion of pupils are known to be eligible for free school meals. The Early Years Foundation Stage provision comprises a full time Reception class taught jointly with some pupils in Year 1. In the last two years, the school has experienced high staff mobility and several changes to the leadership team due to maternity and promotion. The headteacher has been in post since September 2010. The school has gained the Silver Eco Award. The Martley pre-school care facility is managed privately and is inspected separately.

**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?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a good school. In its very caring atmosphere, pupils feel exceptionally safe, behave well and grow into articulate and mature young people. They enjoy all aspects of school very much and their attendance is high. Parents and carers are very pleased with the standard of education the school provides. Typically, one told an inspector, 'My daughter loves coming to school. She is making good progress and is very well looked after.'

Since the last inspection, the school has consolidated and improved on its good performance and pupils achieve well. During the period of staffing and leadership changes, progress in writing slowed, especially for higher attaining pupils. Now that staffing and leadership are stable, appropriate plans have led to effective actions that have accelerated progress in writing so that it is good for all pupils. Attainment is above average at the end of Year 6 and pupils make good progress in mathematics. In Reception children settle quickly into the routines of school and make good progress in its stimulating atmosphere.

Teaching is good. Relationships in class are very positive and pupils enjoy lessons. They work hard because teachers provide them with interesting and challenging tasks. Occasionally, a rapid pace to learning is not sustained throughout a lesson because work does not match closely enough the needs of every pupil in the class. The curriculum is good, and it supports pupils' personal development and creative skills well. Pupils are provided with an outstanding level of pastoral care, guidance and support. They approach staff very confidently with any concern that they have knowing that their worry will be quickly resolved.

Leadership is good. The staff embrace the new headteacher's determined drive to improve the school. Middle leaders are taking a good level of responsibility for standards in their areas. Leaders' rigorous monitoring of the school's performance provides them with secure and accurate information for self-evaluation, and underpins a good capacity to improve further.

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

- Raise the quality of teaching by sustaining a rapid pace of learning throughout lessons and ensuring that the difficulty of the work for individual pupils matches their needs closely, to accelerate their good progress.

**Outcomes for individuals and groups of pupils**

**2**

Attainment on entry to the school varies from year to year because cohorts are small. In 2010, it was below average. Pupils enjoy learning, make good progress and their

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achievement is good. Pupils with special educational needs and/or disabilities make good progress too because staff set them work that is challenging and matched consistently to the next steps in their learning. Teaching assistants make a valuable contribution to their progress. For example, they ensure that those with behavioural difficulties concentrate on their work. They make detailed notes about each pupil's progress which are passed to the teacher to help with lesson planning. Teaching provides carefully planned tasks with specific needs in mind. For example, adults use a wide range of games and other resources to stimulate the speech of pupils with language difficulties and to accelerate their understanding of the meaning of words.

In the lessons seen, learning was always at least satisfactory and most often good or outstanding. In a Year 1 class, small groups of pupils were working hard on rehearsing short plays they had produced. They were curious and enjoyed answering the teachers' questions and discussing ideas in groups. This was effective in promoting their vocabulary, self-confidence, communication skills and understanding. They especially enjoyed the work because they could decide the dialogue and actions of their characters, which meant they worked with a good level of independence. At the end of the lesson, they reviewed each other's plays, which gave them a good understanding of how their own could be made better. Older pupils also work with increasing levels of independence. They understand clearly their challenging targets but they are not always given enough information about their progress to enable them to take a good measure of responsibility for their rate of learning.

Progress in writing has accelerated this year because teachers make better use of assessments to identify specific weaknesses in each pupil's work. They use this information well to provide effective, well-targeted support to rectify the shortcomings. This has particularly raised the progress of higher attaining pupils. Furthermore, teachers are providing topics that especially appeal to boys to stretch their writing skills. For example, Year 6 boys thoroughly enjoyed writing an imaginary diary of a wartime pilot. Progress is improving strongly in mathematics too because pupils have more opportunities to develop their practical and problem-solving skills in the subject.

Pupils say that any rare cases of bullying are quickly resolved. They know precisely how to keep others and themselves safe, for example, on the internet. Pupils do their best to eat a healthy diet and take plenty of exercise. Older ones are well informed about the changes that happen to them as they grow up. Pupils are keen to take responsibility as members of the school council. Opportunities for them to provide school leaders with feedback to help improve learning and the curriculum are improving strongly. Pupils readily help with village activities, such as recycling, which reflects the school having gained the Silver Eco Award. Above average standards in the basic skills and positive attitudes to school mean that pupils' preparation for secondary school is good. They reflect very maturely on their feelings and actions and those of others. A strong moral code underpins their good behaviour. Their understanding of the diversity of British culture is satisfactory and improving strongly.

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*These are the grades for pupils' outcomes*

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

<sup>1</sup> 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?

Teachers use computers and other resources well to engage and develop learning. Their questions are challenging and really make pupils think deeply. Teachers use a wide range of teaching styles to sustain pupils' concentration and motivation. Occasionally, some members of the class do not make rapid progress because they find the work either too easy or too hard. Marking and other feedback provides pupils with detailed information about how they can make their work better.

Memorable stories in class and in lively assemblies provide pupils with very good opportunities to reflect on their feelings and actions. The many bright displays of artwork around the school and the good number of pupils enthusiastically learning to play a musical instrument are just two examples of the good provision in the creative arts. The opportunities for pupils to practise their writing, mathematics and computers skills in subjects across the curriculum are improving and making an important contribution to the pupils' good progress. The many popular clubs and educational visits broaden pupils' horizons and raise their ambition.

Staff use their detailed knowledge of each pupil expertly to provide them with a high standard of personal care. Pupils with special needs and/or disabilities are provided with sensitive support. The school uses experts very well to help assess their needs and to plan appropriate learning programmes. The excellent links with secondary schools means that Year 6 pupils feel very confident about moving to the next stage of their education. The

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school's targeted support for pupils whose circumstances have the potential to make them vulnerable is very effective.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The staff enthusiastically embrace the headteacher's challenging and clearly articulated targets for the school. Leaders, backed up by productive partnerships with other schools and external consultants, have provided successful training that has sharpened teachers' skills, for example, in planning exciting written work. Leaders use assessment well to check progress. In their quest to be even better, they are rightly working hard to fine-tune their use of assessment to pinpoint precisely where improvements can be made in learning. The governing body works hard on behalf of the school and is playing a key role in its recent improvement. Its growing understanding of assessment results means that it challenges the school robustly over its effectiveness.

The school is committed to equal opportunities. The good progress of pupils with special educational needs and/or disabilities and the recent improvements in the progress of higher attaining pupils in writing show that its policies have a positive impact. Safety and safeguarding are given a high priority. Child protection procedures are robust and regularly updated as well as fully meeting current safeguarding requirements. The checks that the school makes on the suitability of adults to work with pupils are rigorous. Lessons on safety and safeguarding provide pupils with a very strong understanding of how to keep themselves safe.

The school is good at engaging parents' and carers' support for their children's learning at home. For example, it provides them with specific information about how they can help their children to prepare for the tests at the end of Year 6. It provides experts to advise families who need help with parenting skills and health matters. The school is a happy and harmonious community in which pupils integrate well. Its promotion of wider community cohesion is developing strongly. For example, the school promotes membership of the local gymnastic club and actively supports village and church events. It is developing links with communities in this country and abroad to extend further pupils' understanding of diversity.

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*These are the grades for leadership and management*

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

## **Early Years Foundation Stage**

Children make good progress across all areas of learning, and boys and girls make similar progress. Their progress in writing is especially good because staff use assessments very well to provide each child with activities that are challenging and reflect the next steps in their learning. Children are very safe and well looked after. They are polite and well behaved. They are gaining good levels of independence, for example, through helping to clear up resources at the end of a lesson. Parents and carers are very pleased with the information they receive about their children's progress. They value the opportunities they have to work with their children from time to time and the advice they are given on how they can help their children learn at home.

The good teaching provides an appropriate balance of adult-led and child-initiated learning both indoors and out. For example, in one lesson seen, a group working with the teacher was making rapid gains in calculation by using addition to solve mathematical problems. Earlier, a group of children had chosen to practise their writing skills outdoors by clearly labelling objects and writing warnings of possible dangers that might be encountered outside. They then chose to cover their signs with plastic to make them waterproof. This activity provided good scope for developing a whole range of skills.

The outdoor learning area provides restricted opportunities for physical development. Leaders are aware of this and appropriate plans are already in place to address this shortcoming. Leaders ensure that staff extend their skills through training which helps to ensure that adults are well qualified in Early Years Foundation Stage teaching.

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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Around 63% of parents and carers returned their questionnaires. Their comments indicate that they believe their children are very safe, enjoy school and are very well cared for. They feel the school is led and managed well and are pleased with the quality of teaching. The inspection endorses these views. A few parents and carers thought that their children's progress was not good enough. The inspection found that progress in writing last year was satisfactory rather than good, especially for higher attaining pupils. The school's work to address this has been effective and progress in writing, as well as in reading and mathematics, is now good.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Martley 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 86 completed questionnaires by the end of the on-site inspection. In total, there are 136 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	59	69	24	28	3	3	0	0
The school keeps my child safe	62	72	24	28	0	0	0	0
My school informs me about my child's progress	38	44	45	52	3	3	0	0
My child is making enough progress at this school	33	38	47	55	4	5	1	1
The teaching is good at this school	49	57	34	40	2	2	0	0
The school helps me to support my child's learning	40	47	43	50	2	2	0	0
The school helps my child to have a healthy lifestyle	49	57	35	41	0	0	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)	49	57	36	42	0	0	0	0
The school meets my child's particular needs	40	47	43	50	2	2	1	1
The school deals effectively with unacceptable behaviour	39	45	44	51	2	2	0	0
The school takes account of my suggestions and concerns	38	44	46	53	0	0	0	0
The school is led and managed effectively	58	67	28	33	0	0	0	0
Overall, I am happy with my child's experience at this school	56	65	29	34	1	1	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](http://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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



30 June 2011

Dear Pupils

**Inspection of Martley CofE Primary School, Worcester WR6 6QA**

Thank you for being so polite and friendly when we visited your school recently. We enjoyed our visit and having the opportunity to talk to some of you and to see you in lessons and at play. I especially enjoyed joining you for assembly. You are rightly proud of the school's happy atmosphere in which you all get on so well together. Martley is a good school. Here are some of the things we found out.

You told us that you enjoy school and feel very safe and secure. You work hard in lessons and your progress is good. Your behaviour is good and you all attend very regularly. You are keen to take responsibility in school and in the local community. You have good relationships with your teachers. The curriculum provides plenty of exciting clubs and visits, which you enjoy. Adults look after you very well and are always ready to help you. The headteacher and staff are working well together to make the school even better.

We have asked the school to make sure teachers always give you work that is neither too hard nor too easy so that your learning is even better and you make faster progress.

All of you can help the school by continuing to behave well and attending very regularly. We wish you all the best in the future.

Yours sincerely

Gerald Griffin  
Lead inspector

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