

# Miserden Church of England Primary School

Miserden, Stroud, Gloucestershire, GL6 7JA

**Inspection dates** 13–14 November 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- The quality of teaching, although improved, is not yet consistently good.
- Pupils' achievement is improving, but is still not good enough in writing and mathematics.
- Until recently, improvements have been due solely to the hard work and drive of the headteacher.
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### The school has the following strengths

- Teaching has improved significantly. Until quite recently there was an unacceptable proportion of inadequate teaching. This has been eliminated and there are examples of good teaching and learning.
- Pupils' achievement in reading is good. Achievement in mathematics and writing is improving, and in some classes it is good.
- Pupils' behaviour and safety are good. Pupils are particularly keen on their work, concentrating well in lessons.
- The headteacher has initiated many changes for the better, particularly to improve the quality of teaching. Middle management teams have also been instrumental in improvements, particularly recently. The staff team is fully behind the drive for further development and, as one put it, 'All staff work as a strong committed team.' Although there have been several changes of governors, they are now playing an effective role in supporting and challenging leaders and managers.

## Information about this inspection

- The inspector visited eight lessons. Five of the observations were carried out jointly with the headteacher.
- The inspector held meetings with leaders and managers, staff, pupils, the Chair of the Governing Body and a representative of the local authority.
- The inspector met informally with parents and carers at the beginning and end of the school days and analysed the 22 responses to Parent View, the Ofsted on-line survey.
- The inspector observed the school's work, and looked at its self-evaluation, development planning and policies and procedures, particularly those relevant to keeping pupils safe.
- The inspector evaluated the school's information on the progress that pupils are making.

## Inspection team

John Eadie, Lead inspector

Additional Inspector

## Full report

### Information about this school

- Miserden Church of England Primary School is a much smaller than average-sized primary school. Pupils are grouped in four classes, one for Reception and pre-school children, one for Years 1 and 2, one Years 3 and 4 and one Years 5 and 6.
- The proportion of pupils eligible for the pupil premium is below average as is the proportion of pupils known to be eligible for free school meals.
- The proportion of pupils from minority ethnic groups is broadly average, though few pupils speak English as an additional language.
- The proportion of pupils identified as disabled and those who have special educational needs supported at school action is below average. The proportions supported at school action plus or who have statements of special needs are average. Most of the latter two groups have moderate learning difficulties.
- The proportion of pupils who join or leave the school at times other than the usual starting and finishing stages is significantly above average.
- The school meets the government's current floor standards, which set the minimum expectations for attainment and progress.
- The school has recently started taking children of pre-school age for three mornings each week. These children learn in the Reception class.
- The headteacher and all the teaching staff are new since the last inspection and three of the four teachers have joined the school in the last year.
- The school does not have, or use, any alternative provision.

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

- Improve the quality of teaching so that it is typically good or better by July 2013 by:
  - ensuring that pupils of all ability levels, but especially the most able, are given work that challenges them in all lessons
  - ensuring that time is used well in all lessons so that pupils do not spend too long doing the same task or sitting listening.
- Improve pupils' achievement in writing and mathematics by:
  - improving pupils' spelling and giving them more opportunities to write for a purpose and at length and base more of their writing on their own experiences
  - ensuring that pupils' skills of addition, subtraction, multiplication and division are improved throughout the school and that pupils have more opportunities to use and apply their mathematical skills.

## Inspection judgements

### The achievement of pupils

### requires improvement

- The levels of knowledge and understanding of children when they join the school vary, as one would expect in a small school. However, they are generally below those expected. Children make good progress in Class 1 and usually join Year 1 with above average attainment.
- Children make progress at the expected rate through the rest of the school and leave with attainment that is a little above average overall. However, there is variability between subjects as attainment in reading is above average, whereas that in writing and mathematics, whilst improving rapidly, is broadly average.
- The key reason for the success of pupils' reading is the effective system of learning letters and sounds (phonics) that the school has introduced. For instance, the pupils who took the national phonics assessment in Year 1 in the summer attained above average scores. Pupils are enthusiastic readers and read widely.
- Initiatives have already been put in place to improve pupils' writing. However, they have not been in place long enough to have had a major impact and, for instance, pupils' spelling is a weakness. Although the school has been working to improve the opportunities for pupils to write at length and for a purpose or to base their writing on their own experiences, these have not as yet had a full impact in raising pupils' achievement in writing.
- In mathematics similar initiatives have been started. Once again it is early days and pupils' basic skills of calculation are weaker than expected for their ages. Plans are in place to enable pupils to use and apply the mathematical skills they are learning, both in mathematics lessons and in other subjects, but these have not yet had the fullest possible impact.
- Pupils with disabilities and those with special educational needs make the same progress as their classmates, as do those who are eligible for the pupil premium or known to be eligible for free school meals.
- The very few pupils who speak English as an additional language have sufficient command of English to take part in all lessons. They make expected progress.
- Pupils who join the school after the normal time of starting are quickly assimilated and given good support so that they can quickly settle into their classes. Many of these pupils make good progress.

### The quality of teaching

### requires improvement

- The quality of teaching has improved significantly over the last year. Within this time, the unacceptable incidence of inadequate teaching has been eliminated. The proportion of good teaching is rising and there are occasionally examples of outstanding teaching and more frequently outstanding features in lessons.
- Teachers' awareness of what pupils know and understand is good. Teachers use this information well to plan for future learning, although there are occasions when tasks set are not sufficiently closely matched to the abilities of the pupils, particularly the most able.
- Teachers' marking is also good and helps pupils to know how to improve their work. As a pupil said, 'I find the teacher's marking very helpful because it tells me what to do next.'
- Teachers are also good at using questions to establish and extend pupils' learning. For instance, in a lesson with the youngest pupils, the teacher was constantly asking questions while children were comparing objects, using words such as 'longer', 'wider', 'shorter' and 'taller'. This increased the children's understanding and their vocabulary.
- In less successful lessons, time is often not used well. For instance, pupils spend too long sitting listening rather than engaged in tasks that interest them and extend their learning. There are also times when pupils spend too long doing the same task, when they could be increasing their learning by moving on to new work.

- Teaching assistants play a strong role in aiding pupils' learning. For instance, they often take small groups of more able pupils or those with special educational needs to give them work appropriate to their needs.

### **The behaviour and safety of pupils** are good

- Pupils behave well and are eager learners and say that they feel very safe. They say that behaviour observed was typical of usual standards. Parents and carers who responded to the on-line questionnaire and staff and governors also consider behaviour to be good.
- Pupils are courteous and considerate. For instance, a boy was observed going up to remind the headteacher that she had forgotten to hand over the special microphone to a visitor in assembly so that a profoundly deaf girl could hear. Just occasionally, this consideration is not always so evident, as was seen during a playground game of football when a few older pupils, playing with younger ones, did not always have due thoughtfulness for the younger pupils.
- Pupils say that they feel very safe, one, when asked to identify the best thing about the school, said that pupils feel safe. Staff, governors and parents and carers are unanimous in their agreement that children are kept safe.
- Incidents of bullying recorded are rare and minor. Pupils, parents and carers say that it is very well dealt with when it occurs. One parent made a point of finding the inspector to confirm this, saying that, once reported, an incident was dealt with extremely well and there had been no recurrence.
- Pupils are well aware of different types of bullying. They are also very well informed about cyber-bullying and the strategies that they have to keep safe in a variety of situations.
- Attendance is high and has been for a number of years, reflecting pupils' enthusiasm for school. There are no significant problems with punctuality.

### **The leadership and management** are good

- The headteacher provides very strong leadership and has been instrumental in driving improvements. The changes in staffing have hindered progress, but it says much for the present team that impact of recent initiatives is already beginning to be seen. There is a very clear ambition to improve, shared by all staff and governors.
- The school has established middle management teams, responsible for aspects of the curriculum, specifically English, mathematics and the creative curriculum. These teams have analysed areas for development and put in place good plans to address these, which are already being effective. The school has rightly identified the need to develop the skills of staff still further so that they can play a more significant role in monitoring and evaluating teaching, learning and pupils' achievement.
- A major factor in the improvements has been accurate and effective analysis of the quality of teaching. Consequent training and support have been effective and are the key element behind the improved teaching.
- Careful records are kept of the progress that pupils are making. This enables leaders and teachers to identify any in danger of falling behind. Effective strategies are then used to help them catch up.
- A particular improvement since the last inspection is links with parents. The report of the inspection in 2008 stated 'the majority of parents replying to the inspection questionnaire expressed significant dissatisfaction about the school'. Parents spoken to and the responses to the on-line questionnaire this time were hugely positive.
- The school has developed the curriculum well to engage the pupils. Pupils say that lessons are interesting, with 'a hint of fun in every lesson'. They particularly enjoy the creative curriculum and being able to choose the topic for the term and deciding what questions they wish to

answer.

- Pupils' spiritual, moral, social and cultural development is good and enhanced through many aspects of the curriculum. For instance, visitors and visits out of school increase pupils' awareness of the range of diversity in Britain.
  - Funding for those pupils eligible for the pupil premium is used effectively to further their learning. For example, several of them are supported in small groups to enable them to successfully focus on particular areas of difficulty.
  - Safeguarding procedures are thorough and pupils are kept safe.
  - Equality of opportunity has a high priority and discrimination is dealt with well. This is demonstrated in pupils treating all equally and ensuring that all are included. They are keen to celebrate differences.
  - The local authority has supported the school well, for instance by providing training for governors, support for the headteacher when she was new and during the difficult times as a result of staff changes.
  - The recent improvements, and the shared determination of all staff and governors, indicate that the school is well placed to continue to improve.
  - **The governance of the school:**
    - Governors have received well-focused training and their role in checking on and evaluating the effectiveness of the school is good. Governors are aware of strengths and weaknesses of the school, and are very supportive, but recognise that they need to be further involved in first-hand monitoring to enable them to challenge leaders fully. They are well aware of the quality of teaching and have been supportive of the headteacher in her efforts to improve this. Governors understand the requirements of performance management, but the number of staff changes has not enabled governors to put in place an overall strategic salary structure for the school. However, their careful management of the budget has ensured that the school can now finance four teachers and they have a good overall strategic view.
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## 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

<b>Unique reference number</b>	115692
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	401533

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	80
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Roger Eldridge
<b>Headteacher</b>	Jacqui Sollars
<b>Date of previous school inspection</b>	7–8 October 2009
<b>Telephone number</b>	01285 821463
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