

St Egwin's CofE Middle School

Worcester Road, Evesham, WR11 4JU

Inspection dates 5–6 June 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- The school has built on the outcomes of its last inspection to ensure that pupils achieve exceptionally well.
- All groups of pupils make outstanding and rapidly improving progress. By the end of Year 8, pupils' attainment is well above that expected for their age, and is rising year on year.
- Leaders check meticulously on how well each individual pupil is achieving. They step in quickly if any pupils look as if they might fall behind.
- Pupils enjoy the exciting and very well planned range of subjects they study. They rapidly develop literacy skills.
- Pupils do particularly well in mathematics. Many have high levels of number skills.
- The headteacher shows great determination in her drive to ensure that all pupils succeed. She is supported very well by senior and subject leaders.
- Leaders have ensured that teaching is far better since the previous inspection. This has brought about great gains in pupils' attainment and progress.
- Senior leaders check the quality of teaching regularly and carefully. They link teachers' pay rises to their effectiveness.
- Teaching is consistently good or better, with much that is outstanding. Lessons are exciting and fast paced. Teachers always expect high standards and hard work from their pupils.
- Pupils respond to their outstanding education with great eagerness and enthusiasm. Their behaviour is outstanding and they feel extremely safe in school.
- Pupils' relationships with one another and with staff are very positive. This helps to generate excellent learning.
- The governing body is very well informed and shares school leaders' ambitions for all pupils to achieve the best they can. Governors carry out their duties exceptionally well.
- Staff are also highly ambitious for pupils. They are fervent in their aim to get the best from each one, academically and personally. Staff encourage them to see their potential, work hard and aim high. As a result, pupils grow tremendously in confidence.

Information about this inspection

- Inspectors observed teaching in 21 lessons, including 10 that were observed jointly with a senior leader.
- Inspectors listened to pupils read and visited classrooms with senior staff to look at how well disabled pupils and those who have special educational needs were learning. Inspectors also visited lessons with senior staff to look at pupils' progress in mathematics, English and science, and at learning in a wide range of other subjects.
- Discussions were held with senior and subject leaders, staff, the Chair of the Governing Body and two other governors, groups of pupils and a representative of the local authority.
- Inspectors observed the school's work and looked at its self-evaluation and planning documents, external evaluations of its work and examples of pupils' work.
- Inspectors took note of the 36 responses to the online questionnaire (Parent View). Parents' and pupils' responses to the school's own recent surveys, and written comments made by parents while attending parents' evenings, were considered. Inspectors also analysed the responses to inspection questionnaires returned by 23 staff.

Inspection team

Michael Merchant, Lead inspector

Additional Inspector

Jane Bonner

Additional Inspector

Lin Bartlett

Additional Inspector

Full report

Information about this school

- The school is an average-sized middle school.
- The very large majority of pupils are from White British backgrounds.
- The proportion of pupils who speak English as an additional language is low.
- The proportion of pupils supported through the pupil premium (additional funding from the government for some groups of pupils, including those known to be eligible for free school meals and those in the care of the local authority) is lower than the national average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average. The proportion of pupils supported at school action plus, or with a statement of special educational needs is broadly average.
- The school does not use any off-site, alternative provision for any of its pupils.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Increase the amount of outstanding teaching by making sure that all teachers use questions in lessons which encourage all pupils to give full answers and think deeply about their work.

Inspection judgements

The achievement of pupils is outstanding

- When pupils join the school in Year 6, their skills and abilities in English and mathematics are generally below those expected of their age.
- All groups of pupils make rapid progress in all subjects. This fast pace of learning reflects the success of the school's commitment to ensuring that all pupils should have an equal opportunity to succeed.
- By the end of Year 8, pupils' attainment is high compared to that expected of their age, and is getting better year on year. The school's information shows that most pupils are working at levels that are, on average, a year ahead of where they would be expected to be nationally. Attainment is particularly high in mathematics where some pupils are working at levels two years ahead of expectations.
- Disabled pupils and those who have special educational needs make outstanding progress. Teachers and other adults prepare work for these pupils at just the right level, and the extra help they give to pupils makes a big difference.
- Across the school, teachers are very aware of the need to develop the reading, writing and speaking skills of pupils and they plan carefully to use these skills in lessons. Very well-considered and highly effective reading support starts in Year 6 for any pupils who need it. As a result, pupils read, write and speak with increasing confidence as they move through the school.
- The school makes highly effective use of funding received through the Year 7 catch-up programme (extra money from the government to support those pupils who attained below expected levels in English and mathematics in Year 6). Through extra classes and additional support, such pupils make rapid gains in acquiring number, reading and writing skills.
- Until recently, pupils supported through the pupil premium were, on average, one term behind other pupils in the school. The school now uses its pupil premium funding very effectively to provide individual help and guidance in lessons, additional tuition and increase participation in out-of-school activities and courses. This support has reduced the gap in attainment between these pupils and others across all year groups, so that it is smaller than that seen nationally.

The quality of teaching is outstanding

- The quality of teaching throughout the school is very rarely less than good and is frequently outstanding. Teachers expect much of their pupils, not just in terms of achievement, but in the amount, complexity and challenge of tasks. Pupils and their parents and carers rightly express great confidence in the quality of teaching.
- Teachers' strong subject knowledge and understanding are used very well to pace learning so that time for imaginative and engaging activities is used flexibly. This was well displayed in an excellent top-set mathematics lesson when pupils in Year 8 were gripped by the sheer speed and demand of the mental arithmetic tasks set by the teacher. They worked flat out, relished the intellectual demand of the activity and took great pride in accomplishing the task.
- Pupils respond very well to the teachers' very high expectations and make excellent contributions to their own and others' learning. They eagerly grasp all opportunities to work in

pairs, in groups or independently. They delight in sharing information and helping each other to learn. Teachers often stand back and let pupils get on by themselves, intervening when necessary, but giving the pupils chances to find things out for themselves.

- Teachers' planning is exemplary. It is detailed and pitched well to meet the needs of all pupils. It contributes to the excellent learning and rapid progress of all groups of pupils. Teachers and other adults have similarly high expectations of pupils who are disabled, those who have special educational needs or who need extra help. They strive, through high quality support, to help them reach the highest standards.
- Pupils are given very clear individual targets to aim for in their work. Teachers check their progress carefully to identify any pupils who are not on track to achieve their target levels. A wide range of additional help and support is provided to make sure that pupils do not continue to fall behind.
- Teachers mark pupils' work regularly and provide very constructive feedback so pupils know how to improve their work. Pupils are encouraged, and given the time, to reflect on and respond to these comments and they are valuable in helping all pupils move on.
- Most teachers use questions very well to encourage pupils to think deeply and debate their work with others. This is not always the case, however, where teaching falls short of outstanding. In these lessons questions are not used as well as they could be to probe pupils and to get them to explain how they came to their answers.

The behaviour and safety of pupils are outstanding

- Pupils' behaviour is exemplary and they are exceptionally keen to learn. Pupils thoroughly enjoy the challenge and the excitement of learning. Their behaviour around the school is calm, considerate and courteous. There have been very few instances of poor behaviour recently.
 - Systems to manage any inappropriate behaviour are very well understood by pupils and consistently applied by staff. Exclusions are very rare.
 - A very positive atmosphere permeates the school, relationships are exceptionally strong and this, together with excellent care, guidance and support, results in very happy learners. Pupils develop very well as articulate young people, extremely well aware of how to lead safe and healthy lives.
 - The school promotes pupils' spiritual, moral, social and cultural development very well. They have a highly developed understanding of right and wrong and a deep appreciation and enjoyment of the wonders of life around them.
 - Pupils' personal development is excellent because they are encouraged to see their potential and are given the self-confidence to work hard and aim high. They have a high regard for both their classmates and for the adults who work with them and were keen to engage inspectors in conversation about their school.
 - Pupils' application to their work in lessons is very strong. They work cooperatively and have highly developed skills of listening. Pupils are very good at taking turns and giving and receiving positive criticism.
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- Parents, carers and staff express very few concerns regarding pupils' behaviour. Pupils report that any incidents of bullying are rare and that they are dealt with promptly and firmly when they occur. Pupils are aware of the different kinds of bullying, for example homophobic or cyber-bullying, and say they have been advised as to how to deal with them if they encounter them.
- Pupils are aware of the importance of understanding different faiths and lifestyles. They speak of the school being a place that celebrates diversity. The school does not tolerate discrimination of any kind and effectively promotes equality.
- Attendance is broadly average but is improving for all groups of pupils. Most pupils come to school regularly and are punctual.

The leadership and management are outstanding

- The headteacher has a clear and unwavering vision for the school which is supported and promoted by all staff. She communicates her high expectations persuasively so that all have a shared sense of direction and feel part of a successful team. Consequently, collaborative working among staff is strong, morale is high and pupils' progress is accelerating.
- Members of the senior team check the school's performance rigorously. They use their excellent coaching and mentoring skills to offer constructive advice and training. They make very good use of the most effective teachers to extend and share good practice among others. In this way, the quality of teaching and learning is rapidly improving.
- The leadership and management of teaching are very effective and the quality of learning has improved across the school. There is a very close link between the current teaching standards, teachers' performance and the very well-planned training and support provided for staff.
- Teachers are held to account for their pupils' achievements. The school uses the targets set for teachers rigorously to reward good performance. These evaluations are based on an accurate review of teaching and progress.
- Teachers commented very positively about the opportunities they have to develop their skills at all levels. These are closely matched to teachers' individual needs and the school's overall priorities. The result is seen in the high quality of teaching and adult support observed in lessons.
- The way the school organises its subjects and courses ensures that pupils from all backgrounds enjoy learning and rapidly acquire the basic academic skills they need, particularly in literacy. They also gain many skills in their wider personal development.
- Pupils enjoy many opportunities to reflect on spiritual, moral, social and cultural issues. These are planned for across subjects but also found in the very wide range of clubs and activities beyond lessons.
- There are excellent partnerships with outside agencies to get additional support when it is needed. Skilled teaching assistants also make a very valuable contribution to the learning of pupils who need extra help with their work.

- The local authority has provided a suitable balance of challenge and support to help the school improve.

■ **The governance of the school:**

- Governors bring a wealth of relevant experience to discussions in the governing body and are very supportive of the school. The governing body is robust in holding the headteacher and senior leaders to account for all aspects of the school's performance. Governors keep their skills up to date through regular training. They are very well informed about how well the school is doing. They receive regular and comprehensive information from the headteacher and visit regularly to monitor the school's work. Governors know where the best teaching is in the school and, as a result, are in a strong position to contribute to school development and improvement planning. They set ambitious performance management targets for the headteacher and ensure increases in pay are used to reward teachers whose performance is good. Governors have contributed fully to the discussions on how the pupil premium funding should be spent. They have kept a careful check on the impact of the extra support and guidance provided for eligible students. The governing body meets all its responsibilities very well, including national requirements for safeguarding students.
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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

Unique reference number	116984
Local authority	Worcestershire
Inspection number	411778
Type of school	Middle deemed secondary
School category	Community
Age range of pupils	10–13
Gender of pupils	Mixed
Number of pupils on the school roll	339
Appropriate authority	The governing body
Chair	Edward Pillar
Headteacher	Carol Kennedy
Date of previous school inspection	28 January 2010
Telephone number	01386 446924
Fax number	01386 761016
Email address	school@st-egwins.worcs.sch.uk

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