

# Madley Brook Community Primary School

The Bronze Barrow, Cedar Drive, Witney, Oxfordshire, OX28 1AR

**Inspection dates** 6–7 November 2013

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

## Summary of key findings for parents and pupils

### This is a good school.

- Leaders have taken decisive steps to improve teaching. As a result all groups of pupils are now making good progress across the school.
- Pupils reach above average standards in English and mathematics by the time they leave the school in Year 6. This represents good achievement from their low starting points.
- Children enter the Nursery with skills and abilities which are below, and sometimes well below, those that are typically expected for their age. They have a good start to their education and make good progress in the Early Years Foundation Stage.
- The quality of teaching is good overall, with some that is outstanding, because most teachers plan lessons which make learning active and enjoyable.
- Pupils' attitudes to learning are strong, their behaviour is good, pupils feel safe and they want to do well.
- Pupil premium funding is used effectively to support the achievement of pupils who are entitled to it. As a result, the gap in the standards reached between this group of pupils and others in the school is narrowing rapidly.
- Leaders and governors have an accurate view of the school's strengths and what needs to be done to make further improvements.

### It is not yet an outstanding school because

- Not enough teaching is outstanding to enable even more pupils to reach the higher levels.
- Teaching is not outstanding because, in some lessons, high attainers are not challenged enough and teachers' marking does not fully help all pupils to improve their work.
- Some teachers do not check how well pupils make progress often enough during lessons, so work is not always challenging enough for the whole lesson.

## Information about this inspection

- Inspectors observed teaching in 23 lessons including five joint observations with the headteacher.
- They held discussions with groups of pupils, listened to a number of pupils read. They also looked at samples of a range of pupils' work across the school.
- Inspectors considered a wide range of documents, including those linked with safeguarding, pupil progress and school policies. They also checked records of lesson observations, how the school evaluates its own effectiveness and minutes of governing body meetings.
- Inspectors held meetings with the Chair and two other members of the Governing Body, as well as a representative of the local authority.
- They took account of parents' views through informal discussions and 71 responses from the online questionnaire (Parent View). The school's own questionnaires to parents were also considered.
- The responses from 33 questionnaires from staff were also examined.

## Inspection team

Carol Warrant, Lead inspector	Additional Inspector
David Nebesnuick	Additional Inspector
Rodney Braithwaite	Additional Inspector

## Full report

### Information about this school

- This school is larger than the average-sized primary school.
- The proportion of pupils supported through school action is below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is also below average.
- Almost all pupils are of White British origin.
- The proportion of pupils known to be eligible for the pupil premium is low. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children who are looked after by the local authority.
- There is a nursery which was inspected as part of this inspection.
- The school shares an integrated site with Springfield School, a special school for pupils aged three to 11 years.
- The school meets the government's current floor standards which set the minimum expectations for pupils' attainment and progress in English and mathematics.

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

- Improve the quality of teaching so that it is consistently good and more is outstanding in order to enable even more pupils to reach the higher levels, by ensuring that:
  - teachers always have high expectations and match the level of work to pupils' differing needs and abilities
  - teachers check pupils' understanding more often during lessons and adjust their teaching where necessary
  - all lessons provide pupils with enough time to become more independent in their learning
  - marking always gives pupils clear guidance on how they can improve their work and teachers make sure that pupils act on the advice given.

## Inspection judgements

### The achievement of pupils

is good

- Children start in the Nursery with skills and abilities that are below, and in communication and language and literacy well below, those expected for their age. They make good progress in the Early Years Foundation Stage, and attainment is broadly average by the time they enter Year 1. Because of mostly good and some outstanding teaching, progress continues to be good in the rest of the school.
- There is a trend of rising standards in the Year 6 tests in English and mathematics since the last inspection. The 2013 test results in reading, writing and mathematics rose to be above the national average. These results represent good achievement by pupils of all abilities when attainment on entry is taken into account. The work seen and the school's own records show that current pupils are making good progress and that above average standards are being maintained.
- Pupils make good progress in early reading because the regular teaching of phonics (letters and the sounds they make) helps to ensure that their basic reading skills are secure. This was reflected in pupils' above average scores in the national reading check at the end of Year 1 in 2013.
- Good progress is made in reading, writing and mathematics because pupils are provided with opportunities to apply and develop their skills in a range of subjects beyond English and mathematics.
- Disabled pupils and those who have special educational needs and pupils from minority ethnic backgrounds make similar progress from their differing starting points to that of their peers, due to the good support they receive from knowledgeable teaching assistants. The progress of more-able pupils is also similar to others and improving so that more pupils are now reaching the higher levels in writing and mathematics.
- Overall, pupils supported through the pupil premium funding make good progress, which is similar and often better than their peers. This is because the additional funding is being used effectively. This has had a positive impact on their achievement across the school and resulted in gaps in attainment rapidly closing between eligible pupils and other pupils. In 2013 the gap between eligible Year 6 pupils and other pupils closed considerably from their starting points at the end of Key Stage 1. At the end of Year 6 these pupils were just over a term behind their classmates in reading. In writing and mathematics the gap also closed but, because it was greater to start with, pupils were two terms behind, more in line with the national picture.

### The quality of teaching

is good

- The quality of teaching has improved since the previous inspection and is now good, with some which is outstanding. A very small minority of teaching requires improvement.
- Teachers now have good subject knowledge and expectations of what pupils can achieve are high. Teachers' assessments of what pupils know and can do are now regular and accurate. Most teachers use this information well to plan activities and learning tasks closely suited to pupils' individual needs, including the most able, and, as a result, progress for most pupils is good. Most lessons move at a good pace and the activities provided are motivating and challenging.
- Teachers' marking is good, but some teachers do not always give pupils enough guidance on how to improve their work or the opportunity to carry out advice when it is given.
- The very strong focus now placed on teaching pupils the basic skills of reading, writing and numeracy is helping to raise standards. In reading, for example, the teaching of phonics is good and daily guided reading sessions are helping to develop the reading skills of older pupils.
- Good teaching in the Early Years Foundation Stage lays the basis for pupils' enthusiasm for learning that is evident throughout the school. This is seen across all year groups in pupils'

positive attitudes to learning and their willingness to share ideas and try their best.

- In the best lessons, teachers continually encourage pupils to find out things for themselves. They ask challenging questions that make pupils think deeply. They assess pupils' understanding throughout the lesson and adjust their teaching where necessary.
- Where teaching is less strong, there is too much time spent when the whole class work on activities under the direct guidance of the teacher. This means that pupils are not always enabled to be independent in their learning or can move their learning on at a pace that is just right for them. This occasionally hinders pupils' progress.

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

- Pupils' attitudes to learning in lessons have improved considerably. This is because teaching is good and, in the best lessons, now ensures that pupils are challenged and motivated. Pupils listen attentively and respond rapidly to adults' instructions and play a full and active part in lessons. Occasionally, a few pupils are more passive, such as in lessons where they are not given enough opportunities to work independently or at a pace that suits them.
- Pupils are well behaved in lessons and around the school. They are polite and respectful. School records show that behaviour over time has improved and is now good.
- Pupils say that they feel safe, and know how to keep themselves and each other safe. They have a good understanding of the many different forms bullying can take, such as verbal and cyber bullying, and know what they should do if it occurs; such instances are rare, well documented and managed effectively by the school.
- Attendance continues to improve and is broadly average. Leaders have taken effective steps to ensure regular attendance. Clear expectations and guidance for families are central to this improvement. Pupils are invariably punctual to school.
- The few pupils who find behaving well difficult are well supported through a range of support systems.

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

- The calm and purposeful leadership provided by the headteacher and senior leaders provides a very clear direction for the work of the school. They have the full support of staff and governors in their determination to strive for the best and all staff are working well together as an effective team.
- The careful checking of pupils' progress and accurate evaluation of the school's work provide all leaders with a clear understanding of the school's performance. This ensures that improvement planning is sharply focused on identified weaknesses. The improvement in the quality of teaching and rise in standards demonstrate the school's good capacity for continued improvement.
- Improvement planning is supported by effective procedures for evaluating individual teachers' performance and setting targets based on the impact of teaching on pupils' progress. Teachers and other staff say that they are well supported to achieve their targets.
- Pupil premium funding is used to provide academic and personal support for eligible pupils through, for example, additional staff and resources. The progress of these pupils, disabled pupils, those who have special educational needs and pupils from minority ethnic backgrounds is checked to ensure that the variety of interventions and strategies being implemented have a positive impact on pupils' progress.
- The local authority supports the school well through, for example, the evaluation of the school's performance and the training of staff and governors.
- The curriculum promotes achievement well and is enhanced by a variety of after-school activities and visits out of school. Pupils' spiritual, moral, social and cultural development is nurtured well through school assemblies, music and the arts. A particular strength is the integrated activities

with pupils from Springfield School. The impact is seen in, for example, pupils' acceptance of clearly defined boundaries of what is right or wrong and their understanding and ready acceptance of the differences and uniqueness of others.

- Primary school sports funding is being used appropriately to ensure pupils experience a wide range of activities and to improve teachers' understanding of how to develop pupils' physical skills and their health. Pupils were particularly excited to try archery and fencing sessions which started during the inspection. The school has identified appropriate ways of evaluating the spending.
- The school has very positive relationships with the vast majority of parents and carers, and staff strive to involve them fully in their children's learning.
- **The governance of the school:**
  - Governors know the strengths and areas for development in the school and how well the school compares with others. They appropriately challenge and support senior leaders. They have a good understanding of the information from tests and know that pupils are now achieving well when compared to pupils nationally. They have discussed and agreed how pupil premium funding should be spent and have reviewed the difference this has made to the progress of these pupils. They have also discussed and agreed how additional sports funding will be spent and understand how the impact of this on participation and pupil health will be monitored and evaluated. Performance management arrangements are very thorough, matched to best practice and well understood by governors. They are well informed about the quality of teaching and make sure that pay and promotion are justified by the impact of teaching on pupils' progress and achievement. Governors ensure sound financial management, equal opportunities for all and that discrimination is not tolerated. All statutory duties are well met, including safeguarding.

## 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>	134136
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	426526

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>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	309
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	David Robertson
<b>Headteacher</b>	Katherine Spencer
<b>Date of previous school inspection</b>	18 January 2012
<b>Telephone number</b>	01993862976
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