



Malvern Wyche CofE Primary School

Inspection Report

Unique Reference Number 116830
LEA Worcestershire
Inspection number 279912
Inspection dates 24 May 2006 to 24 May 2006
Reporting inspector Andrew Watters HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Schools the authority to inspect any school in England. The inspection is to be treated as a section 5 inspection under the same Act.

Type of school	Primary	School address	Lower Wyche Road
School category	Voluntary controlled		Malvern
Age range of pupils	3 to 11		Worcestershire WR14 4ET
Gender of pupils	Mixed	Telephone number	01684 573205
Number on roll	141	Fax number	01684 573205
Appropriate authority	The governing body	Chair of governors	
Date of previous inspection	19 September 2000	Headteacher	Mr Geoffrey Rutherford

Age group	Inspection dates	Inspection number
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors. Discussions were held with the headteacher, deputy headteacher, Foundation Stage teacher, pupils and other adults who work in the school. As well as observing lessons in every classroom, HMI met with the teaching staff at the beginning of the day and again at the end of the inspection in order to provide a brief summary of the outcomes of the inspection. A full feedback was first given to the headteacher, deputy headteacher, chair of governors and a representative from the local authority.

Description of the school

This popular and oversubscribed school is situated on the slopes of the Malvern Hills, close to the town of Malvern in Worcestershire. Many of the pupils come from outside the immediate area, reflecting the school's attractiveness to parents. Its social and economic context is generally very favourable. The proportion of pupils who are on the school's register of special educational needs is below the national average and no pupils are eligible for free school meals. Nearly all the pupils are of White British origin. When children enter the school, their attainment is generally above the national and local authority average.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 1

This is an outstanding school where pupils' personal, social and emotional development goes hand in hand with the pursuit of high standards. The school successfully achieves both. It rightly enjoys the confidence and support of parents who are overwhelmingly positive and actively vocal in their approval of what the school offers their children. Over 80% of families responded to inspection questionnaires to find out what they think about the school, and here are just two of the many positive comments from the parents: 'It is a joy to have a child that wakes up looking forward to her day ahead. We feel that the committed staff contribute 100% towards the after-school clubs that are additional duties to their regular teaching hours. This has created a great sense of friendliness and we know that our child will take fond memories of her years at Wyche School'. Another parent said, quite simply: 'I'm very thankful that our daughter attends this school'.

This is not a complacent school that rests on its many achievements; far from it. Guided by the headteacher's excellent leadership, the school carefully checks its performance, celebrates its strengths and identifies accurately what it needs to do next to improve further, for example introducing more systematic approaches to checking the quality of teaching and learning, extending the role of subject co-ordinators and making even more use of the wealth of assessment information about each pupil.

There is a great team spirit and common sense of purpose. Relationships are excellent and the pupils' behaviour and attitudes are exemplary. The pupils are extremely welcoming, cheerful, courteous and engaging in conversation. They are a joy to spend time with. They know about healthy eating and the importance of leading a healthy lifestyle. The inspection took place during a 'walk to school' week. On arriving at school, staff and pupils' efforts were rewarded by a healthy breakfast of orange juice, croissant and fruit. The pupils and adults really enjoyed this shared and positive experience.

The quality of teaching and learning cannot be anything other than outstanding. This is because of the high standards and excellent achievements of the pupils and their exemplary personal, social and emotional development, from the Foundation Stage to the end of Key Stage 2. The pupils speak very highly of the school and the staff. They are rightly proud of the school and all that is being done for them. They talk sensitively and with great openness about their relationships with each other and their teachers. They clearly love being at school, have great fun, enjoy the challenge in their work and appreciate their responsibilities. They have a strong voice in many decisions that affect them, such as designing the school garden area and making changes to the way playtimes are organised. The care and support shown by the pupils in Year 6 to the younger pupils is exemplary.

The quality of strategic planning is very good. The school development plan provides a very good framework for improvement. The governing body keeps a watchful eye on the school, ensuring that it carries out its statutory duties extremely well. The

school gives excellent value for money, has continued to improve well since the previous inspection and has an excellent capacity to improve further.

Achievement and standards

Grade: 1

The pupils achieve well in Key Stage 1 and many reach standards above the levels expected for their age. They continue to do very well in Key Stage 2 and by Year 6, standards and achievement are outstanding. The pupils do really well in information and communication technology (ICT), where both provision and outcomes are excellent. The pupils are extremely articulate and knowledgeable. Rates of progress range from satisfactory to excellent and all pupils are gaining skills and understanding at a good, and sometimes excellent, rate across each key stage.

Personal development and well-being

Grade: 1

This is a real strength of the school. The pupils' behaviour and attitudes are excellent and their attendance is very good. They really enjoy coming to school: 'I don't want to leave' said one of the Year 6 pupils. Another said: 'we have great fun in our lessons' but then remarked quickly, 'we also have to work really hard'. Education for health and safety is excellent and the pupils' personal qualities such as their empathy, respect and support for adults and each other are outstanding. They are well rounded, mature and confident young people. Their good humour is borne out of feeling safe, secure and at ease with themselves. They are a credit to their families, and to themselves and are excellent ambassadors for the school.

Quality of provision

Teaching and learning

Grade: 1

The quality of teaching and learning is outstanding overall and consistently good. The relationships built up between adults and pupils are excellent. Teachers have good subject knowledge and know their pupils well. They strive to ensure that the pupils achieve highly and that their learning is enjoyable. Both aims are met exceptionally well. One parent said: 'all of the staff, without exception, are friendly and approachable. I would have no hesitation in entrusting the education and care of my children to any one of them'.

Curriculum and other activities

Grade: 1

The curriculum is innovative, responsive to the needs of the pupils and well planned. The range of extra-curricular activities is excellent, including French, German, sports and dance clubs. These are greatly appreciated by the pupils and the parents: 'the

school offers wonderful enrichment activities...and my daughter has taken full advantage!' said one parent. The 'eco' committee exemplifies the school's commitment to developing the pupils' community responsibilities and engaging them with global and local environmental issues, such as recycling and sustainable energy. By the end of Year 6, the pupils' above average standards in literacy, numeracy and ICT, combined with their excellent social skills, provide a very secure platform for the next stage of education and the future world of work.

Care, guidance and support

Grade: 1

The school cares extremely well for the pupils. Its guidance and support for their personal, social and emotional development is outstanding. It is no surprise that the pupils feel very well cared for and say they have adults to turn to should they have any problems, knowing that their opinions and concerns will be listened to. Pupils have great confidence in the adults who work with them and really appreciate the strength of relationships they have with their teachers. By the end of Year 6, the great majority of pupils reach their challenging targets.

Leadership and management

Grade: 1

Leadership and management are outstanding. The headteacher's passion, drive and vision for excellence are exemplified by the excellent learning environment, the high standards achieved by the pupils and their impressive personal qualities. The headteacher is an excellent role model for other teachers. When he sees an area for improvement, he does not just talk about what needs doing, he also demonstrates what he means through his own teaching. He is a strong advocate of coaching and training teachers by example. This approach clearly works well at Malvern Wyche School! He receives very good support from the deputy headteacher who is much respected and liked by the pupils, as are all the staff. Subject leaders also play an important role in school improvement and are well placed to extend their work further in monitoring and evaluation.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	1	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	1	NA
The standards ¹ reached by learners	1	NA
How well learners make progress, taking account of any significant variations between groups of learners	1	NA
How well learners with learning difficulties and disabilities make progress	1	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	1	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	1	NA
How well are learners cared for, guided and supported?	1	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	1	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

What a delight and privilege it was for me to visit your school and see how well you are doing. You are all extremely friendly, cheerful and keen to talk about your work. Many of you told me how much you appreciate all the things your teachers and other adults do for you, especially the after-school clubs and the fun you have in lessons.

I am very pleased to tell you, but I think you know already, that you are really lucky and go to a very good school, among the best in the country. Your headteacher and all the teachers and adults who work in school with you take great care of you and make sure that you do really well in your lessons.

I am very impressed by the way you look after each other and also how confident you are in talking about your feelings and sharing your opinions. You also listen really well during conversations. These are very important skills and should help you do really well in the future. You also do very well in your work. The quality of some of your writing, your discussions and work in your numeracy lessons is excellent.

Mr Rutherford and your teachers are determined to carry on improving your school and have got lots of good ideas as to how they will do this. Of course they will also continue to need your help, support and views as well as those of your parents!

I shall take away lots of good memories about your school and have really enjoyed the time I have spent with you. Thank you again for being so helpful and friendly.