



Madley Brook Community Primary School

Inspection Report

Unique Reference Number 134136
LEA Oxfordshire LEA
Inspection number 282468
Inspection dates 9 November 2005 to 10 November 2005
Reporting inspector Christopher Gray AI

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

Type of school	Primary	School address	The Bronze Barrow Cedar Drive Witney OX28 1AR
School category	Community	Telephone number	01993 862976
Age range of pupils	3 to 11	Fax number	01993 708796
Gender of pupils	Mixed	Chair of governors	Mr Victor Burge
Number on roll	184	Headteacher	Mrs Adrienne Martin
Appropriate authority	The governing body		
Date of previous inspection	Not applicable		

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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

This is a completely new school on a new estate. It shares its high quality premises with Springfield Special School for children with complex learning difficulties and the staff and pupils of both schools benefit from one another's experience. The school opened in September 2003 with only three small classes. New pupils arrived frequently and the teaching staff was increased bit by bit. There are now six classes plus a nursery. Virtually all except the very youngest children did not start at this school. National test results were first taken in 2004 and the number of pupils sitting the tests has been very small so far. The school is smaller than most schools but is growing. The percentage of pupils from minority ethnic backgrounds is less than found in most schools and a very small number of pupils speak English as an additional language. Most pupils come from homes whose socio-economic circumstances are more favourable than usual. The proportion of pupils entitled to a free school meal is small. The percentage of pupils on the special educational needs register is low, though the proportion with statements is much the same as in most schools. Children's attainment on entry to school is similar to what is expected.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The school has made a good beginning and is offering its pupils a satisfactory standard of education, with every sign of improvement. This is also the school's view. Its overall effectiveness and value for money are satisfactory. Pupils' personal development is good and they behave very well. Attendance figures are very high. Pupils integrate well with children from the special school and this widens the experience and outlook of all. Good care and welfare are given to pupils. Provision in the Foundation Stage is a strength of the school. Pupils make good progress in nursery and reception and standards by the time they enter Year 1 are higher than usually found at that age. The headteacher and assistant head have been effective in leading the successful setting up of a school which runs well and which has the strong support of parents. The work of the governing body is outstanding and has been a great support to the school. However, management has taken some time to set up rigorous systems of self-evaluation, partly because staffing has not been stable until the current year. The result is that there are some inconsistencies in teaching from class to class, in that pupils of varying ability do not always receive the right amount of challenge. The curriculum has good links between subjects, though these are still under review. Enrichment through visits and extra-curricular activities is just being developed. However, all these issues are on the current school's development plan and the capacity to improve is good.

What the school should do to improve further

* achieve consistency in the match of work to pupils' prior learning and establish consistent expectations for the standards of presentation by older pupils* carry out the planned changes to the evaluation of the school's work, to give greater rigour to checking teachers' planning and the standards of work that pupils produce* continue the review of curriculum to complete cross-curricular links and increase enrichment activities

Achievement and standards

Grade: 3

There are no trends in data because the school is new and there have been very few pupils to take the national tests in the last two years. Results in 2004 were broadly average in both Year 2 and Year 6. Results in Year 6 in 2005 were much higher and school records show that these pupils made good progress, measured against their attainment in Year 2. Year 2 test results were a little lower than in the previous year and pupils made satisfactory progress. The school's self-evaluation and tracking records show that pupils do not make even progress in all classes, and that it is satisfactory overall. Boys and girls achieve equally well. In a few lessons, higher attaining pupils could be given harder work, whereas in a few others, lower attaining pupils are given activities that are too demanding.

Personal development and well-being

Grade: 2

Pupils enjoy coming to school because lessons are interesting and they feel valued. Their behaviour is very good and their good manners are obvious. Pupils cooperate well and have good relationships with others. The school has been successful in creating a warm corporate identity. Spiritual, moral, social and cultural development is good. Pupils are conscious of how their actions affect other people. Older pupils are pleased to support their younger friends. The school works effectively to develop pupils' multi-cultural awareness and invites visitors to school to share their lifestyles. Personal, health, social and citizenship programmes encourage healthy lifestyles and safe practices. Pupils are proud of their awards for their war on waste through the eco council. The introduction of the school council enables pupils to contribute to decision making. The school is becoming an important focal point in a large new housing development. Good links are being secured through community members who help pupils and the school to spread their welcoming messages to families new to the area.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory overall. Teaching is good in the Foundation Stage because teachers consistently match activities to children's stages of learning, based on regular notes and assessments. This enables children to learn well. Teaching is not as consistent in the rest of the school. All teachers have good relationships with the pupils and this has been important in the development of the ethos of a new school. Teachers are good at explaining to pupils what they are going to learn and they help the pupils to make effective assessments of their own learning, which teachers use well to promote further learning. However, teachers are not always equally effective in planning work for different groups of pupils, based on their prior learning. Older pupils are not as neat in the presentation of written work, because teachers do not set high enough expectations for its appearance.

Curriculum and other activities

Grade: 3

The school's curriculum is under review as the number of classes expands but is satisfactory overall. It meets statutory requirements and is being well planned to link subjects together in an interesting way. A strength is the plan for weaving ICT into every topic, and this work is going on at the moment. Good evidence of the impact of this is seen in the newspapers which Year 4 and 5 pupils produced, as if written in Manchester at the height of the Blitz. There are good opportunities for pupils to use their literacy and numeracy skills, though presentation is often not of the best quality. Curriculum plans include visits for each topic, some of which are still to be added.

Extra-curricular activities have been started, but there are plans to extend this in the current year.

Care, guidance and support

Grade: 2

The quality of care, guidance and support is good. Parents are confident that their children are well cared for. Health and safety provision is of high quality. Good provision is made for pupils with specific medical or personal needs. Child protection procedures are clear and widely understood. As a result, pupils feel safe and secure. The school has high expectations of pupils' behaviour and has effective strategies to monitor vulnerable pupils. Prompt and effective action is taken on the rare occasions when bullying occurs. The progress of pupils with learning needs is closely monitored and shared with parents. Parents are supportive and work closely with the school to improve their children's quality of life and prepare them for the next stage in their education. Teachers enable pupils to make good use of self-assessment but sometimes the level of challenge is inconsistent from class to class.

Leadership and management

Grade: 3

Leadership and management are satisfactory overall, with strong features. Beginning a new school from scratch is a tall order and everything cannot be up and running immediately. This school has been set up successfully. This is reflected in pupils' good attitudes and the positive support of parents. The headteacher and senior managers give a good lead and provide clear direction. However, management has not been in place long enough for all its systems to be complete or for their full impact to be felt. Regular testing to identify pupils not reaching their full potential has recently been introduced, though it is too early for the effectiveness of this to be evident. Teaching is monitored regularly by the headteacher and senior managers. This has brought about improvement in standards in English, mathematics and science. However, systems are not yet sufficiently rigorous to have ironed out all the inconsistencies in teaching. The school's self-evaluation processes are satisfactory. Further improvement is needed through additional monitoring, for example, of the quality of work in pupils' books. The school improvement plan is comprehensive and is closely reviewed by staff and governors. Governors are very supportive of the school and make outstanding contributions to its development. Prospective new governors are interviewed and trained. Committees are designed to match sections of the development plan and they are responsible for evaluating them. Planning is closely linked to the budget and is carefully monitored. A reduction of the deficit budget, inevitably occurred at opening, has been agreed with the local authority.

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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?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	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?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	1	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	2	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?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	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

We, the inspectors, enjoyed visiting your school this week and want to thank you for the friendly way you welcomed us and shared your work with us. We think you are very lucky to have such a beautiful new school and we were pleased to see how well you treat your surroundings, including the work of the eco council on recycling.

You told us that you enjoy school and your very good behaviour and attendance show this clearly. You know what you need to do to keep safe and healthy and most of you are keen to do this. You work hard and concentrate well on your lessons. The headteacher and her staff have done a good job in setting up your school and making sure that it runs smoothly. Even when we all were without electricity for four hours on the first morning of the inspection, the school ran well and everyone knew what to do. Adults look after you well and have your interests at heart.

There are still things for the adults to do to complete all the work they have done in opening the school. One of them is about developing more links between different subjects in your lessons - such as the lesson we saw in Year 2, where pupils were learning about history in an English lesson. Those in charge of the school need to check how well you are learning by looking regularly at the work you do in your books. Sometimes, a few of you get work that is too easy and, occasionally, a few of you find your work too hard. We have asked teachers to give you more work at your own level. You can help them by telling them, politely, if you find it too hard or too easy. Older pupils could also help by being neater in their written and mathematics work.