

Madresfield CofE Primary School

40 Madresfield Village, Madresfield, Malvern, WR13 5AA

Inspection dates 30–31 January 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils achieve well because they make good progress in each year group. Attainment in English and mathematics is rising steadily and is above average in Years 4, 5 and 6.
- Teaching is consistently good across the school and improving. Teachers share expertise and ideas to make lessons interesting and challenging.
- Teachers set work at the right level for all pupils, including more-able pupils and those with special educational needs.
- Pupils' behaviour is exemplary. They are self-confident, considerate and eager to learn. They feel very safe and valued. Attendance is high.
- Staff are very good at helping pupils with behavioural, emotional and social needs to manage their feelings and control their behaviour.
- The headteacher provides exemplary leadership. She makes sure that all staff continue to improve their teaching and management skills.
- The governors provide ready support for the headteacher but also demand improvements when they see fit. This exemplary partnership, together with high staff morale, is what drives continuing school improvement.
- Outside specialists are used well to provide variety in lessons, especially in sport, music and art.

It is not yet an outstanding school because

- Pupils do not have enough opportunity to work independently and creatively and to pursue their own ideas.
- Pupils acquire breadth of knowledge across the curriculum but not the same level of skills in each subject.
- Pupils have limited opportunities to gain an understanding of cultural diversity.

Information about this inspection

- The inspector observed six lessons and saw all the teachers and most of the teaching assistants teaching. He also observed pupils' behaviour at playtimes and lunchtimes, talked to them about their views and looked at samples of their work.
- Discussions were held with governors, teachers and teaching assistants and a representative of the local education authority.
- In addition to observing the school's work, the inspector looked at information about pupils' attainment and progress and documents relating to their safety and behaviour.
- The inspector took into account the views expressed in the 28 completed online Parent View questionnaires. He also spoke with some parents and carers at the beginning and end of the school day.

Inspection team

Peter Kerr, Lead inspector

Additional Inspector

Full report

Information about this school

- Madresfield is a small rural primary school serving the village and surrounding area.
- Nearly all the pupils are of from White British backgrounds and none speak English as an additional language.
- A broadly average proportion of pupils is eligible for the pupil premium (this provides additional funding for looked after children, pupils from families known to be eligible for free school meals and those from service families).
- The proportion of disabled pupils and those with special educational needs supported at school action is average. The proportion supported at school action plus or with a statement of special educational needs is well above average. These include pupils with speech, language and communication needs, behavioural, emotional and social difficulties and learning difficulties.
- Year 1 pupils are taught with Reception children for some of the time and as a separate group for literacy and mathematics.
- 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?

- Enrich pupils' learning further by giving them support and encouragement to take initiative and explore ideas that arise during lessons.
- Improve the quality and range of learning activities by putting a programme in place for the systematic development of skills in each subject, particularly the creative subjects.
- Find opportunities to promote understanding of cultural diversity in lessons and through other activities.

Inspection judgements

The achievement of pupils is good

- Children in Reception make good progress and most achieve at least the age-related expectations in all areas of learning by the time they leave Reception.
- The children enjoy learning and develop a high degree of independence and confidence. They increasingly communicate and cooperate with each other. For example, lots of children happily built a house of wooden bricks for the 'three little pigs' in the outdoor area, talking animatedly to each other. Children with speech, language and communication needs make rapid progress in this environment.
- Good progress is maintained throughout Years 1 to 6. Pupils make good progress in reading. Their good learning in phonics (the sounds letters make) means that their reading and spelling skills steadily improve. They read widely. They enjoy reading stories together in guided reading groups because the books are modern and well-illustrated and the staff skilfully guide their reading and discussions.
- Progress is good in writing in each class. Pupils enjoy writing and strive to produce their best work. They are especially skilled at checking their own and each other's writing to see how good it is and how it can be improved. The standard of their writing is above average in each year group. Some of the poems produced in Years 4 and 5 about snow, imagined as having personal qualities, were exceptionally mature and refined, for example.
- Pupils make equally good progress in mathematics because they learn skills systematically and apply them in a range of practical situations. They enjoy working together to solve problems and are increasingly able to review their own work and see what they need to do to improve.
- Pupils develop science skills well and use new technology confidently. They learn skills in all other subjects, such as art and music, but not in such an organised way, and some of their learning is not consolidated because they do not regularly use and apply their skills.
- Pupils enjoy success in specialist lessons in art and music and in occasional drama productions, but skills in the creative subjects are under-developed in the curriculum.
- Disabled pupils and those with special educational needs make good progress because their work is set at just the right level. As they participate fully in all aspects of school life, they gain in confidence and do well relative to their starting points.
- Children with physical disabilities learn well because they receive the right kind of support. For example, the use of signing throughout the school helps pupils with hearing impairment feel fully included.
- Pupils eligible for the pupil premium make similar progress and attain as well as other pupils in the school.

The quality of teaching is good

- Teaching has improved steadily since the last inspection and is now consistently good and occasionally outstanding.

- Teachers and teaching assistants in the Reception class are very skilled at making lessons fun for the children so that they all pay attention and learn rapidly. Staff support the children's learning very well while they play by encouraging them to extend their vocabulary and to communicate and cooperate with each other. They use new technologies very successfully to efficiently record the children's responses and adjust their lesson plans accordingly.
- Teaching is good throughout Years 1 to 6. Teachers set high expectations for behaviour and effort. Pupils respond well and apply themselves to lessons because they are interesting and challenging. Teachers and teaching assistants work closely together to provide guidance and support for all pupils when they require it.
- The flexible grouping ensures pupils learn at a rate that suits them. Additionally, teachers check pupils' progress and use this information well in their planning. This ensures that work is suitable for pupils across the ability range.
- Occasionally, however, teachers set tasks which require the practise of skills that some pupils have already developed, when they could profit from exploring ideas and working more independently. Occasionally too, staff miss opportunities to adjust tasks to capitalise on pupils emerging interests and ideas.
- Teachers' marking is used very effectively in English to give individual feedback to pupils on how to improve. Additionally, pupils often check each other's work and suggest improvements. Marking in mathematics is beginning to follow a similar pattern and have a similar effect on helping pupils to see how well they are doing and what they need to do next.
- Pupils who are eligible for the pupil premium receive one-to-one support to reduce any gaps in attainment that are identified between them and other pupils of the same age. In reading and in mathematics, for example, successful intervention has enabled these pupils to progress as well as their peers.
- Teaching of pupils with disabilities and special educational needs is good. Each pupil has an individualised programme of activities aimed at improving their performance in the areas in which they are weak. This is regularly reviewed and updated. As a result, they make good progress.
- The individualised support is delivered in such a way that the pupils are fully included in school life. For example, a Key Stage 2 pupil with profound learning difficulties successfully joined in a presentation of research findings with his friends because of the confidence he got from being included in the group and the help he received with his reading.

The behaviour and safety of pupils are outstanding

- Pupils say that behaviour is good in school and the great majority of parents who completed the Parent View on-line questionnaire strongly agreed. All the behaviour seen during the inspection was exemplary. Pupils with behavioural, emotional and social difficulties are helped very effectively to manage their feelings and control their behaviour.
- Pupils say that they feel very safe in school and parents and carers strongly agree. The outstanding systems to ensure the safeguarding of pupils reported at the last inspection have been maintained. None of the pupils spoken to could think of any examples of bullying in the school and say they do not feel frightened of or intimidated by anyone. They know what cyber

bullying is and know what to do if they encountered it.

- Pupils clearly enjoy their lessons and are highly motivated. They answer questions enthusiastically and get on with their work without having to be closely supervised. They undertake a range of responsibilities. For example, they participate in the Worship Committee that decides on how to organise prayers and assemblies. Older pupils look after younger ones informally, and 'reading buddies' help younger and less confident readers to enjoy reading and books.
- The pupils' spiritual, moral and social development is strongly supported through school assemblies. These encourage a sense of a school community where everyone feels valued. Pupils and staff use sign language while singing, creating a sense of belonging for pupils with hearing impairment and speech, language and communication needs. This illustrates the impact of the school's strong commitment to promoting equality of opportunity, tackling discrimination and fostering good relations.
- Pupils are always punctual and attendance rates have been well above average for the past three years.

The leadership and management are good

- 'Madresfield is led with integrity and an incredible sense of fun. This enables the children to have a desire to learn and succeed'. This written comment from a member of staff sums up the spirit of the school. The headteacher expertly channels this energy to very good effect.
- The school's plans for improvement are based on an accurate analysis of its strengths and weaknesses. The headteacher regularly observes all teachers and teaching assistants and discusses with them what they do well and what they can improve. She also encourages them to undergo training when this is thought appropriate. This has led to individuals learning new skills, for example in helping pupils catch up in mathematics, which have proved useful throughout the school and can now be taught to the rest of the staff.
- All members of the teaching staff know that they are expected to meet high expectations regarding the quality of their work and that they have to earn salary increases by their contribution to pupils' achievements.
- Leadership at subject level has improved. The leaders of English and mathematics have identified where improvements were needed and taken appropriate action. A very effective marking policy has been implemented, first in English, then in mathematics. This helps pupils to see what they need to do to improve and as a result attainment is rising. A calculation policy in mathematics has ensured consistency in methods from class to class.
- The staff responsible for managing support for disabled pupils and those with special educational needs have greatly improved the planning of support for these pupils and the way their progress is checked. This has led to improving progress for these pupils.
- All other members of staff play an active part in helping the school to run smoothly and happily. For example, the male and female lunchtime supervisors are excellent role models for the pupils and contribute enormously to the family feel of the school.
- The school's involvement with the local community continues to be strong, with good support for the school from the families and friends of the pupils. The flourishing vegetable garden is a

notable example of this and pupils have harvested and sold the vegetables, giving them good experience of real-life money transactions.

- The school provides a varied and interesting curriculum. Lessons in subjects other than English, mathematics and science ensure breadth in pupils' learning, but insufficient attention is paid to the systematic development of skills in these subjects.
- Specialist teachers are employed through the local authority to provide basic instrumental tuition to whole classes so that all the pupils experience playing a variety of instruments. Artists are engaged to visit the school regularly to work with the pupils and give them experiences of using different media and techniques. Sports specialists are employed to provide skills lessons in specific sports.
- Pupils' spiritual, moral, social and cultural development is strongly promoted, but the pupils' knowledge of diversity in the wider society is under-developed. Pupils learn about different religions in religious education lessons, but do not securely retain this knowledge because it is not tied in to other aspects of different cultures. The school has tried linking with other schools to widen the pupils' view of the world but these have not been sustained for reasons outside the school's control.
- The local authority provides light touch support to this school, which it considers independently capable of sustained improvement.
- **The governance of the school:**
 - The governance of the school has improved significantly since the last inspection and is now outstanding. Governors check data to see how well the pupils are doing. They insist that the progress of the headteacher and staff on the salary scale is conditional on improvements in achievement. Working closely with the headteacher and through direct observations, the governing body gathers an accurate picture of the quality of teaching and strives to ensure that successful teachers and teaching assistants are recognised and rewarded appropriately. Their systems for checking whether the things they ask the school to do have the desired effect are exemplary. They ensure that money spent specifically to help pupils eligible for the pupil premium is used well.

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	116898
Local authority	Worcestershire
Inspection number	405676

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	99
Appropriate authority	The governing body
Chair	Rachel Davies
Headteacher	Deborah Langston
Date of previous school inspection	12 May 2011
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