

Madley Brook Community Primary School

Inspection report

Unique reference number	134136
Local authority	Oxfordshire
Inspection number	381619
Inspection dates	17–18 January 2012
Lead inspector	Nina Bee

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	295
Appropriate authority	The governing body
Chair	David Robertson
Headteacher	Katherine Spencer
Date of previous school inspection	2–3 October 2008
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Age group	3–11
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Introduction

Inspection team

Nina Bee	Additional inspector
Penny Orme	Additional inspector
Graeme Burgess	Additional inspector

This inspection was carried out with two days' notice. Inspectors observed 21 lessons taught by 12 teachers. Discussions were held with staff, a few parents, pupils, members of the governing body and a representative from the local authority. Inspectors took account of the responses to the online questionnaire (Parent View) in planning the inspection, observed the work of the school and looked at safeguarding information, teachers' planning, school development planning and academic performance data. Responses to 97 questionnaires from parents and carers were analysed, along with 18 from staff and 80 from pupils.

Information about the school

Madley Brook is larger than the average sized primary school. It shares a building with Springfield Community Special School which caters for pupils with severe and complex difficulties. Most pupils come from White British backgrounds with 10% coming from minority ethnic groups. The proportion of pupils known to be eligible for free school meals is below average. Very few pupils speak English as an additional language. The number of disabled pupils and those with special educational needs is broadly average. There has been a recent high turnover of staff, including senior staff. The school meets the current government floor standards.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	2
Leadership and management	3

Key findings

- This is a satisfactory school.
- Pupils behave well. Their attendance is above average and their behaviour is expertly managed by staff.
- Governors and staff focus effectively on safety and have good procedures for keeping pupils safe. The governing body supports and challenges the school effectively.
- Children in the Nursery and Reception classes get off to a good start and achieve well because they are taught effectively. Achievement is good in Year 1 and Year 2 and this reflects the good quality of teaching.
- Achievement is satisfactory overall because in Years 3 to 6 there is not enough good teaching. Disabled pupils and those with special educational needs achieve as well as their classmates because they are suitably supported.
- Planning and teaching do not always address the different abilities within classes. Teachers’ marking does not always effectively inform pupils about what they need to do to improve their work.
- Not all pupils are aware of the individual targets that have been set for them to try to reach in literacy and numeracy.
- Attainment is broadly average in writing and mathematics, but slightly higher in reading.
- The headteacher has developed excellent links with the adjoining special school, whose pupils and are very well integrated into lessons when they visit the school.
- The senior leadership team and subject leaders are not involved sufficiently in analysing academic performance data and monitoring the quality of teaching and learning.
- Spiritual, moral, social and cultural development is good overall. Pupils’ moral and social development is strong. They enjoy learning and are polite and respectful towards each other and the adults who help them. Pupils’ cultural awareness is not as good. There are too few planned opportunities for pupils to develop a good understanding of the different beliefs and cultures around the world.

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Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit from an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Improve the quality of teaching and learning so that it is consistently good throughout the school by ensuring that:
 - teachers plan activities that are more accurately matched to the pupils' individual needs and abilities in each class
 - all pupils know the targets they are given for literacy and numeracy
 - when teachers mark pupils' work they give them clear guidance on what they need to do to improve their work.

- Develop the monitoring and evaluating role of the senior leaders and subject coordinators, particularly in relation to analysing performance data, raising achievement and attainment and monitoring the quality of teaching and learning, particularly in English and mathematics.

- Provide pupils with more opportunities to engage with different groups beyond the school and local community so that they develop a better understanding of different beliefs and cultures in the United Kingdom and beyond.

Main report

Achievement of pupils

Achievement is satisfactory overall although it varies as pupils move through the school. In the Early Years Foundation Stage, children reach levels that are broadly average by the end of their Reception Year. They achieve well in relation to their starting points. Pupils continue to achieve effectively as they move through Years 1 and 2. As a result, school data show that pupils in Year 2 are on course to reach levels that are above average in reading, writing and mathematics. This is an improvement on previous years and is the result of good teaching.

In Years 3 and 6, achievement is not so rapid because teaching is more variable and not enough is of good quality. Pupils currently in Year 6 are on course to attain average standards in English, mathematics, and expected levels for information and communication technology (ICT) and science. School data show that in reading, in Year 6, attainment is higher and achievement is good. The school acknowledges that a few pupils have not made the progress expected of them because of previous underachievement, especially in writing, when they were in Years 3 and 4. In the current Year 5, the picture looks more promising because achievement has been recently accelerated due to consistently good teaching. Disabled pupils and those

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with special educational needs achieve as well as their classmates because their needs are clearly identified and they are suitably supported in class. Pupils who are not on track to reach their targets are given additional support to develop basic literacy and numeracy skills. Achievement in these intervention programmes is usually at least satisfactory and at times good. Almost all parents and carers who returned questionnaires were happy with the progress and achievement of their children. Inspection evidence shows that pupils in the lower part of the school are doing better than those in Years 3 to 6.

Quality of teaching

Teaching is satisfactory overall and supports effectively strong provision for spiritual, moral, social and cultural development. Relationships between staff and pupils and pupils' attitudes to learning are both good. Teaching assistants contribute positively to learning. Good learning was observed during a literacy lesson in Year 5. Planning showed that all abilities were catered for and there was a high focus on pupils' literacy targets. The teacher had high expectations for all pupils and they responded positively because they all understood what they had to do. However, in some lessons, teachers do not consistently plan activities which address the different abilities within their classes. As a result, learning is not as good as it should be because pupils are not sufficiently challenged or they find activities too difficult to cope with. There are some good examples of supportive and informative marking, particularly in mathematics in Year 6 however; this is not consistent across the school. When teachers mark pupils' work they do not always give clear guidance on what is needed to improve or refer to how near pupils are in reaching the targets they are given in literacy and numeracy. Not all pupils can recall their targets. Currently targets are doing little to raise achievement.

School data and lesson observations show that teaching and learning are generally good in the three mixed Years 1 and 2 classes. Teachers focus well on different abilities, especially in numeracy lessons when pupils are placed in ability sets. Good learning was observed as pupils in the highest set focused on place value and ordering number. Higher ability pupils worked confidently and accurately with three-digit numbers. Much enthusiasm and enjoyment was observed. In the middle set, pupils were given good opportunities to articulate their thinking to reinforce and develop their understanding of place value when using two-digit numbers. Class numeracy targets were used effectively to reinforce and develop learning for all pupils. Occasionally, in literacy lessons activities are not always well matched to the different abilities and ages in the class and learning is not quite so good. Children in the Nursery and Reception classes are taught well. Activities are suitably organised, well resourced and successfully planned around the six areas of learning. Children's individual needs are effectively addressed and so they develop positive attitudes to learning and learn well. Much enjoyment was observed in one lesson as children took part in adult-led activities and those which they chose themselves.

In all lessons teachers focus effectively on developing pupils' personal and social

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skills. As a result, pupils were seen getting on well with the adults who help them and behaving well. Pupils are given good opportunities to work together in pairs and small groups and respond positively and maturely on these occasions. Pupils' cultural development is not as strong because there are too few planned opportunities for pupils to learn about different beliefs and cultures in the United Kingdom and beyond. This has been identified as a priority by the school. Parents' and carers' responses on returned questionnaires are positive about how the school helps their children to develop skills in communication, reading, writing and mathematics. Inspection evidence shows that teaching is better in the lower part of the school than in Years 3 to 6.

Behaviour and safety of pupils

Adults in the Nursery and Reception classes work effectively to ensure that the youngest children in the school quickly learn to behave correctly in different situations and play in a safe and secure environment. The importance of getting on with each other is a high priority in this school and behaviour is at least good throughout all year groups. Pupils take their learning seriously and certainly know how to behave in lessons and when out in the playground. As they get older, they display sensible and mature attitudes to life. There have been no exclusions for the last few years and there are effective systems to record any very rare incidents of poor behaviour. Responses from parents and carers to questionnaires show that they all feel that the school keeps their children safe. Almost all of them feel that behaviour is good and that any incidents of any type of bullying are effectively dealt with. A few pupils do not feel that behaviour is good. Inspection evidence clearly shows that behaviour is good and occasionally outstanding. In the Nursery class and on the playground where the older pupils play, behaviour and safety is excellent.

Leadership and management

The headteacher has created a school where everyone is made to feel welcome and valued whether they are pupils, parents and carers, staff or visitors. She has worked well with the staff and the governing body to ensure that the school fully meets all safeguarding requirements. Adults and pupils walk around with smiling faces and pupils thoroughly enjoy attending. As a result, attendance is above average. Excellent links have been established with the adjoining special school to enable very good integration between pupils and staff. Staff morale is high and parents' and carers' views of the school are almost all positive. The views of parents and carers are largely borne out by inspection evidence but this also shows that weaknesses in teaching affect learning for some pupils, particularly in Years 3 to 6. Along with the governors and senior leadership team, the headteacher has handled the high turnover of staff effectively and the quality of teaching is improving quickly. All senior staff and the governing body are ambitious and committed to improving the education currently provided. The school's recent initiatives to develop spelling, writing and mathematics, including opportunities for teachers' professional development, have already resulted in improvements in pupils' achievement in these areas. This is a clear indication that the school has a satisfactory capacity to improve

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further.

The governing body is well aware of its responsibilities. Governors visit the school frequently. They are effectively informed about its work and are able to offer challenge and support when necessary. The senior leadership team and subject coordinators, some of whom are relatively new, are not yet fully involved in analysing performance data and monitoring the quality of teaching and learning effectively. As a result, they do not have a detailed understanding of how well the school is doing, especially in relation to performance in English and mathematics. Recent monitoring of teaching has not been rigorous enough. Leaders and managers at all levels, including the governing body, promote equality of opportunity satisfactorily and tackle any signs of discrimination. Pupils are treated fairly and with respect. The curriculum meets pupils' needs, aptitudes and interests. Pupils enjoy learning and are polite and respectful towards each other and the adults who help them. Spiritual, moral, social and cultural development is strong. Pupils' cultural awareness is not as well developed but has recently been identified as a priority for development.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.

19 January 2012

Dear Pupils



Inspection of Madley Brook Community Primary School, Witney OX28 1AR

Thank you for making us so welcome when we came to visit your school. We really enjoyed talking with you and could see from visiting your lessons that most of you enjoy learning. We were especially impressed with the way you behave, which we think is good and sometimes even outstanding. You go to a satisfactory school. We found a number of things that are good, many that are satisfactory and a few which need to be improved.

These are some of the things we found out about your school.

- Children in Nursery and the Reception classes get a good start to their education and achieve well because they are well taught.
- Teaching is satisfactory overall because not enough is good, particularly in Years 3 to 6.
- Learning is satisfactory overall but better in Year 1, Year 2 and Year 5.
- The staff and governors work well together to make your school a welcoming and safe place to learn and play. Those who look after you at home agree that this is so.
- Your parents and carers are pleased with all that the school does to help you.
- You are kind and considerate towards each other and polite and respectful to the adults who help you.
- You work well alongside pupils from the adjoining school who come and join you in lessons.

We have asked the school to do a few things to improve the education you receive.

- Make sure that teachers check that your work is not too hard or too easy.
- Make sure that you know your targets for literacy and numeracy and understand what you need to do to improve and reach them.
- Make sure that the senior staff check more carefully on how well you are doing, especially in literacy and numeracy, so that you all reach higher levels and make good progress, particularly in Years 3 to 6.
- Give you more opportunities to learn about the different religions, beliefs and cultures in modern United Kingdom and beyond.

You too can help by always doing your very best.

Yours sincerely

Nina Bee
Lead inspector

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