

Christian Malford Church of England Primary School

Inspection report

Unique reference number	126315
Local authority	Wiltshire
Inspection number	381212
Inspection dates	30–31 January 2012
Lead inspector	Joyce Cox

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	86
Appropriate authority	The governing body
Chair	Tom Glass
Headteacher	Amanda Cook
Date of previous school inspection	11 November 2008
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Age group	4–11
Inspection date(s)	30–31 January 2012
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Introduction

Inspection team

Joyce Cox

Additional inspector

This inspection was carried out with two days' notice. The inspector observed four teachers and visited nine lessons, spending five hours observing teaching. She held meetings with the Chair of the Governing Body, staff, parents and carers, and pupils. The inspector took account of the responses to the online questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at the school development plan, assessment information, teachers' planning, pupils' work and safeguarding procedures. She also analysed questionnaires returned by 64 parents and carers, 10 staff and 41 pupils.

Information about the school

This is much smaller than the average-sized primary school. There are four classes in the school and children in the Early Years Foundation Stage are taught in the Reception class. The proportion of disabled pupils and those who have special educational needs is above average; the proportion with a statement of special educational needs is also above average. Almost all the pupils are from White British backgrounds. The proportion of pupils known to be eligible for free school meals is low. The school meets the current floor standards.

In the last two years, there have been several changes in staffing, including a new headteacher and a newly qualified teacher to teach the Years 5 and 6 class. Over the last two years, there has also been significant staffing disruption in Key Stage 1 for reasons beyond the school's control. The school is currently receiving support from a nearby national support school which was judged to be outstanding in its last Ofsted report. The school has an on-site pre-school playgroup which is subject to a separate inspection.

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 that has made many improvements since the new headteacher joined the school. Pupils' achievement, including that of disabled pupils and those who have special educational needs, is satisfactory. Pupils say they enjoy school and most develop positive attitudes towards learning.
- The quality of teaching enables pupils to make satisfactory progress in their learning. Teachers are better at meeting the needs of less-able than more-able pupils. In some lessons, pupils are all given the same work to complete, regardless of their different capabilities. Teaching assistants provide good support to all pupils. The teaching of phonics (letter sounds) is planned carefully and pupils attain average standards in reading by the end of Year 2 and Year 6. Reception children are all given the same early writing experiences, which slows the pace of learning for children of all abilities.
- All pupils, including those with identified behavioural difficulties, respond well to the headteacher's high expectations for behaviour, conduct and attitudes. Adults give high priority to pupils' safety and provide good pastoral support for any who are having difficulties. Most pupils develop good social and personal skills because the curriculum and the teaching support these aspects well.
- Under the determined leadership of the headteacher and the governing body, the school is making a concerted effort to improve, following recent staffing issues which they acknowledge have slowed the pace of change. The use of data to identify and tackle dips in pupils' progress is rigorous but the monitoring and evaluation of teaching have not been successful in improving its quality quickly enough. Subject leaders in English and mathematics have a limited role in improving teaching and pupils' progress in their subjects. The school works well with parents and carers, who make a good contribution to their children's learning.

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

What does the school need to do to improve further?

- By September 2012, move the quality of teaching from satisfactory to good by:
 - ensuring that work is always pitched at the right level for all pupils, especially the more able
 - always providing interesting and stimulating lessons so that pupils are engaged, motivated and challenged
 - maintaining a smart pace and avoiding overlong introductions to lessons.
- Improve the effectiveness of leadership and management by:
 - monitoring teaching and learning rigorously, and giving teachers and support staff very clear feedback and guidance to help them improve pupils' learning
 - ensuring subject leaders, especially in English and mathematics, take a much more active role in school improvement by monitoring and evaluating provision and progress in their subjects.
- Improve the Early Years Foundation Stage provision by :
 - ensuring early writing activities are planned carefully to meet children's different abilities
 - making sure all adults know precisely when to interact with children to accelerate their learning and language development in both child-initiated learning and structured play.

Main report

Achievement of pupils

The majority of parents and carers believe their children achieve well at the school, although a few would rightly like there to be greater challenge for more-able pupils. The inspection found that pupils' achievement is satisfactory and their attainment is broadly average by the end of Year 6, although their learning and performance in lessons vary. There is some fluctuation in attainment from year to year because year groups are small. Overall, pupils' progress, including for disabled pupils and those who have special educational needs, is satisfactory. There is no significant difference between the learning and progress of girls and boys.

Children enter the Reception class with skills that are similar to those expected for their age. They make satisfactory progress in all the areas of learning. Their progress in developing their early writing skills is limited because they are all expected to copy under the teacher's writing. However, more-able children are clearly able to spell and write several simple words by themselves while less-able children are not yet able to form letters correctly. In a literacy lesson in Years 1 and 2, pupils made good progress in predicting and writing what might happen next in a story about Mr Big because the teacher emphasised the need to use interesting vocabulary ('WOW' words) and correct punctuation. More-able pupils were challenged particularly well in a Year 5 and 6 literacy lesson where pupils had different success criteria closely matched to their abilities. However, progress is not always as quick in other lessons. In a satisfactory mathematics lesson, pupils worked sensibly as they explored coordinates but work was not matched well enough to the needs of all pupils. As a result, some

pupils found the task far too easy and learnt nothing new. Across the school, attainment is highest in reading and is broadly average by the end of Year 2 and Year 6. One pupil in Year 2 demonstrated her confidence in reading by saying, 'It's easy to read because we know how to sound out the words, look at the pictures for clues and think what might happen next.'

Disabled pupils and those with special educational needs, including those with a statement, make satisfactory progress as a result of a detailed analysis of their needs and the careful tracking of their achievements. A review of the provision for these pupils has ensured programmes of support are more effective in closing gaps. Carefully planned support from teaching assistants means that these pupils are able to participate fully in activities and to make steady progress in improving their basic literacy and numeracy skills. The school acknowledges that staffing issues in Key Stage 1 had an impact on pupils' progress over the last two years, but this is not evident this year.

Quality of teaching

The majority of parents and carers feel that their children are taught well at the school. The inspection findings show that there are good elements to teaching in the Years 1 and 2 and Years 5 and 6 classes but that, overall, it is satisfactory. There is a satisfactory mix of adult-led and child-selected learning in the Reception class but adults vary in the way they interact with the children to develop their learning through structured play. Skilled teaching assistants are particularly effective at knowing when to intervene in children's play and learning activities. Each class has pupils with a wide range of abilities, and, in Years 3 and 4 in particular, their differing needs are not always being met in full. Teachers do not consistently have high enough expectations, especially for the more-able pupils. While work includes helpful comments to support pupils, teachers do not always ensure that pupils take notice of this advice quickly.

The planned curriculum supports pupils' personal and academic progress satisfactorily. While teachers' lesson planning describes the activities, it does not always state clearly enough what pupils of differing abilities are expected to learn in each lesson to ensure that the curriculum always meets their needs. There is a good emphasis on reading and, consequently, progress is more rapid than in writing. Good relationships exist between members of staff and pupils, and teaching is effective in promoting pupils' spiritual, moral, social and cultural development. Clear guidance during acts of collective worship and in lessons supports these aspects well and pupils learn to empathise with others. On a few occasions, interesting activities engage the pupils' interest and make pupils keen to learn. For example, in Years 5 and 6, pupils were simultaneously horrified and inspired by a YouTube clip of the Japanese tsunami and produced sensitive and thoughtful, high-quality, journalistic reports. However, some lessons are dull and characterised by overlong introductions and too much talk by the teacher so that all pupils, and boys in particular, are not instantly engaged in, or enthralled by, their learning.

Behaviour and safety of pupils

Most pupils have good attitudes towards learning and behave well in lessons. The majority of parents and carers are pleased with behaviour at the school and the way

pupils are kept safe. A small minority of pupils are critical of behaviour at playtime, but there is evidence that the new behaviour policy is having a positive impact, with a reduction in minor incidents occurring at these times. Most pupils work and play together sensibly. Pupils say they feel safe and clearly understand the dangers of cyber-bullying, internet chat rooms and social networking sites. All the parents and carers who replied to the Ofsted questionnaire felt that their children are kept very safe at school. Pupils' good behaviour and attitudes in most lessons and around the school are key factors in their steadily improving achievement. They say they respect the school's behaviour code and that very few pupils have red cards for poor behaviour. Various groups of pupils say that, although 'some pupils with behavioural difficulties can kick off occasionally', on the whole there is no bullying. Pupils have a good understanding of different types of bullying and how to deal with them. Attendance levels are above average and most absences are due to illness.

Leadership and management

The headteacher and governors demonstrate a clear capacity to improve the school and are tackling with rigour the staffing difficulties and slight dip in pupils' achievement since the last inspection. Their determination to raise attainment and the positive impact of recent work can already be seen in the improved teaching in the Key Stage 1 and Years 5 and 6 classes. The headteacher has also improved the way pupils' progress is tracked so that more rigorous targets are now being set, which is also helping to raise attainment. The headteacher and governing body are aware of strengths and weaknesses in provision and are setting the right agenda for further improvement. They have maintained and then built on strengths in pupils' much-improved behaviour and attitudes, and the recent focus on writing has improved pupils' interest and keenness to learn in the subject. However, subject leaders in English and mathematics are not yet fully involved in monitoring and evaluating provision and progress, which means that some areas of weakness are not identified and tackled as soon as they arise. Nevertheless, training has increased their awareness of what to do to help the school to become better in the future. In addition, close liaison and highly effective support provided by a nearby national support school has paid huge dividends in supporting the headteacher and newly qualified staff.

Equal opportunities are promoted well and discrimination tackled competently. Pupils from different backgrounds are supported and encouraged equally; they are included well socially, and the school is working appropriately to eliminate any unevenness in learning and progress between classes and subjects by providing staff coaching and training as required. The close relationship between parents and carers and members of staff is a strong feature of the school. The school's safeguarding arrangements meet requirements and all pupils and their parents and carers have confidence in the safeguarding arrangements. The curriculum is being improved so that it more successfully meets pupils' differing needs. It already provides well for pupils' spiritual, moral, social and cultural development, with sensitive guidance on recognising and respecting cultural differences and how to respond to the various emotions and needs of others.

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

	Overall effectiveness judgement (percentage of schools)			
Type of school	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.

1 February 2012

Dear Pupils



**Inspection of Christian Malford Church of England Primary School,
Chippenham SN15 4BW**

Thank you for the warm welcome you gave me when I visited your school. I enjoyed coming into lessons and talking with you about school life and hearing some of you read. I have judged your school to be giving you a satisfactory standard of education. These are some of the things I found out.

- You enjoy school, feel safe and your behaviour is good.
- Teachers help you to make satisfactory progress in your work and you attain average standards at the end of Year 6.
- Your headteacher and governors know what the school does well and what needs to happen to make it even better.
- You parents and carers support your school well by listening to readers and helping in classrooms.

I have asked the headteacher, staff and governors to do the following things to improve the school.

- Help teachers to make sure they always prepare interesting lessons, give you work that is just right for you, and expect those of you who are quick at learning to do harder work so that everyone makes good progress.
- Make sure that leaders who look after subjects check that you are all learning quickly and put things right straight away when you are not.
- Make sure that Reception children do not have all the same writing tasks to do and that all adults know when to talk with the Reception children to encourage their language, learning and play.

All of you can help by always working hard and continuing to behave well. I wish you all the very best for the future.

Yours sincerely

Joyce Cox
Lead inspector

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