

# Myddle CofE Primary School

## Inspection report

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<b>Unique reference number</b>	123487
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	380667
<b>Inspection dates</b>	23–24 February 2012
<b>Lead inspector</b>	Sarah Bentley

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	64
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Wendy Hallam
<b>Headteacher</b>	Sue Dawson
<b>Date of previous school inspection</b>	12 November 2008
<b>School address</b>	Myddle Shrewsbury SY4 3RP
<b>Telephone number</b>	01939 290834
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<b>Age group</b>	4–11
<b>Inspection date(s)</b>	23–24 February 2012
<b>Inspection number</b>	380667



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## Introduction

Inspection team

Sarah Bentley

Additional inspector

This inspection was carried out with two days' notice. The inspector observed the teaching and learning in three and a half hours of lessons taught by three teachers. In addition, inspectors looked at pupils' work in a range of books, and heard a sample of pupils read, and held discussions with pupils about many aspects of school life, including what they needed to do to improve their work. The inspector held meetings with the headteacher, members of the teaching staff, and the Chair of the Governing Body. The inspection took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. A wide range of documentation was examined, including the school's improvement planning, data on attendance, minutes of governing body meetings, the school's self-evaluation and records of pupils' progress. The scrutiny of safeguarding procedures included an evaluation of pupils' behaviour. The inspector analysed questionnaires returned by 37 parents and carers, 40 pupils and 10 members of staff.

## Information about the school

Myddle C of E is a smaller-than-average primary school. Almost all the pupils are White British. The proportion of disabled pupils and those with special educational needs is above average. The proportion of pupils who are known to be eligible for free school meals is well below average. The school has numerous awards including Healthy School status, Active Mark, Arts Mark Gold and the Basic Skills Mark. The school runs a Breakfast Club and an after school club. The headteacher was appointed in January 2011. The school meets the government's current floor standards, which set the minimum expectations for attainment and progress.

**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

<b>Overall effectiveness</b>	<b>4</b>
<b>Achievement of pupils</b>	<b>3</b>
<b>Quality of teaching</b>	<b>3</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>4</b>

## Key findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty’s Chief Inspector is of the opinion that this school requires significant improvement because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to leadership and management.

- The school’s effectiveness is not satisfactory because its leaders and managers have not made sufficient improvements to the school’s performance since the last inspection. There are still weaknesses in how teachers make use of assessment. This has not improved because leaders and managers have not monitored rigorously and used their findings to improve the quality of teaching.
- Although achievement overall is satisfactory, progress is variable throughout the school and not all pupils make consistently good progress. Attainment in mathematics at the end of Key Stage 2 has declined since the last inspection overall. However, improvements in mathematics are now being seen across the school.
- Teaching is satisfactory. It is sometimes good, especially in Years 5 and 6 where pupils are developing their mathematical skills well. In these lessons, there is a purposeful learning atmosphere and the teachers’ good subject knowledge and planning ensure that pupils confidently develop their skills. However, at times the pace of learning is too slow and teachers are not using assessment information well enough, resulting in pupils not making the progress of which they are capable.
- Behaviour is good. Pupils behave well in lessons, and are sensible and courteous around the school. Attendance is above average. Parents and carers are pleased with the quality of pupils’ behaviour and know that their children are well cared for and kept safe.

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- The headteacher understands the strengths and weaknesses in provision, including in teaching. Performance management processes have been put in place and targets set to improve provision in mathematics; as a result a positive start has been made to reversing the decline in standards of mathematics since the last inspection.

## What does the school need to do to improve further?

- Sharpen monitoring and evaluation procedures by:
  - establishing a more rigorous cycle of lesson observations, planning scrutiny, work analysis and pupil interviews
  - ensuring lesson observations and book trawls focus carefully on pupils' learning outcomes, and the feedback given to staff clearly evaluates the impact on pupils' progress
  - developing the skills of all leaders in effective monitoring and evaluation.
- Raise the quality of teaching and accelerate rates of pupils' progress so that they are good throughout the school by:
  - ensuring staff use assessment information rigorously to plan learning that meets the full range of pupils' needs
  - eradicating any inconsistencies in the teaching of mathematics
  - ensuring the marking policy is implemented consistently across the school in all subjects and that the feedback tells pupils how well they have done and how they can improve their work.

## Main report

### Achievement of pupils

Almost all the parents and carers who returned the inspection questionnaire consider that their children make good progress overall and almost all felt the school helps develop skills in communication, reading, writing, and mathematics. Inspection evidence shows that progress is satisfactory rather than good. One reason for this is that there are inconsistencies in the quality of teaching and this has not been picked up well enough and rectified.

From starting points that are around those expected nationally, children make satisfactory progress through the Early Years Foundation Stage and, by the time they move into Key Stage 1, they have achieved the goals expected. At the end of Key Stage 1, standards attained are around the national average. The standards in reading and writing at Key Stage 1 have improved since the last inspection. By the end of Year 6, attainment is broadly average in reading and writing but not in mathematics, where attainment has been low for the past three years and has declined. Evidence gathered on inspection supports the school's judgement that improvements have been made in the teaching of mathematics. Assessment information shows that pupils are now making at least satisfactory progress across

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the school and levels of attainment have improved.

Assessments are improving, for example in the tracking of phonics (the sounds the letters make) and, as a result, pupils' progress is accelerating. Pupils are competently developing their reading and writing skills; for example after learning the digraph 'or', pupils confidently wrote words such as 'corn' and 'storm' in their daily 'letters and sounds' session. However, early letter formation varies in consistency and quality. Pupils are heard read regularly but, sometimes, the books they read are not well enough suited to their ability level to help them develop their fluency and confidence.

Lesson observations and pupils' work books show that, though progress across Key Stage 1 is satisfactory overall, it varies because some of the activities are not planned well enough and pupils are not always expected to apply their phonic skills in their independent writing. The school's tracking data shows progress in Key Stage 2 also varies. In Years 5 and 6, an increasing proportion of pupils are now making good progress because the teaching is consistently good. For example, pupils thoroughly enjoyed a guided reading session where they were discussing their opinions about the use of effective language in the book *War Horse*. The teacher's good questions helped pupils to think carefully before responding. Disabled pupils and pupils with special educational needs make at least satisfactory progress and the latest analysis of the school's own data shows that this is improving. This is because these pupils receive focused support individually targeted to their learning needs and because they are well supported within 'intervention' sessions, by able teaching assistants who are highly committed to ensuring they develop the basic skills.

### Quality of teaching

The Reception and Key Stage 1 classroom provides a stimulating place to learn. The outdoor environment offers a safe working area for pupils to experience their learning in a range of practical activities, including the 'forest school' area. During the inspection, pupils were observed enjoying learning how to count out money to buy items in the class shop for the 'grandad' puppet. The lesson was practical and planned well; pupils made good progress and thoroughly enjoyed developing their basic skills.

Where teaching is good, pupils are challenged well and the range of learning needs within the class is well catered for. However, in lessons where teaching is satisfactory some time is wasted when pupils sit passively. The additional support of teaching assistants enables disabled pupils and those with special educational needs to understand the work and make satisfactory progress. Teachers and their assistants take opportunities to promote pupils' spiritual, moral, social and cultural development through providing chances to collaborate together. Other opportunities to reflect and work together are evidenced in a range of displays across the school.

Teaching in both key stages varies in quality. Teachers relate well to their pupils and explain tasks clearly, but their expectations within the planned curriculum of what pupils can achieve are not always high enough. On occasion, planning is not

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matched to pupils' learning needs, nor does it take account of their capabilities or what they can already do. When questioned, some children told the inspector that they found the work too easy or they were not sure what they had to do to achieve their targets and progress further. This is because teachers have not shared with them the criteria for how to be successful. There is considerable variation across the school in the quality of marking and feedback given to the pupils. Some is of good quality with clear guidance on what to do to improve their work. However, feedback can be just an encouraging comment and pupils, when questioned, are not clear about how well they are doing or what they need to do to improve. Where development points are identified, pupils do not consistently respond because teachers' expectations vary. Better and more consistent marking is seen in pupils' work in Years 5 and 6.

The vast majority of parents and carers think the teaching is good. Although good teaching was seen during the inspection, lesson observations, pupils' work and their progress information confirms that there is too much teaching over time that is only satisfactory.

**Behaviour and safety of pupils**

Pupils have very positive attitudes towards learning and enjoy school. As a result, attendance is above average and punctuality is good. Pupils' social development is also good. They enjoy and respond well to opportunities to collaborate and feed back to one another. They told the inspector that they relish the opportunity to engage in practical activities working together in groups. Parents and carers agree their children are kept very safe. Pupils said they feel extremely safe in school and gave examples of how the school keeps them safe. They have a good understanding of how to keep themselves and others safe, for example by talking about the risks when they go to new places on school trips.

The school has a clear and effective behaviour policy. Pupils are well behaved and this was seen in all the lessons observed. At times, when lessons were not pitched effectively enough to match pupils' prior learning needs or when they were expected to listen for too long, then they became fidgety. However, when actively engaged in their work, for example in a mathematics lesson when developing and applying their knowledge and understanding of how to estimate and measure accurately, they contributed eagerly and good concentration was evident.

Assemblies are used effectively to reinforce the school's behaviour policy. The headteacher ensures close monitoring of behaviour and provides feedback to teachers on the impact of this area of the school's work and, as a result, instances of unacceptable behaviour and exclusions are very rare indeed. Anti-bullying week is a well-established feature of the school's work. This focus provides an opportunity for pupils to learn about the different types of bullying. As a result, they have good understanding of the different types, including cyber bullying.

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## Leadership and management

The headteacher has worked with the staff and the governing body and has established a shared vision for the school's future. Teachers' training needs have been identified in mathematics and a plan has been drawn up to support them to improve. The vast majority of parents and carers say they would recommend this school to others.

However, leaders and managers have not done enough to improve teaching so that it helps pupils make rapid progress and weaknesses in mathematics have been tackled only relatively recently. The headteacher, since taking up her post, has started to address this. The action plan she has drawn up has had the impact of halting the decline in standards since the last inspection in mathematics. Standards in reading and writing are also improving across the school

Monitoring and evaluation systems still lack the rigour required to bring about consistent and embedded improvements. For example, the school tracks pupils' progress but staff are not held accountable for how well pupils attain their targets and not all pupils are aware of what they need to do to improve.

The detailed analysis of pupils' performance is not used effectively enough to identify where improvements are needed or to establish an accurate picture of the school's effectiveness. As a result, there is still too much variation in the rates at which pupils' progress. The school's self-evaluation is too generous.

The curriculum is satisfactory and is broad and balanced. It promotes satisfactory progress but is not always tailored well enough to the levels of the pupils. Subject leaders are not sufficiently involved in monitoring and evaluation. Monitoring of lesson observations, for example, are too descriptive and focus too much on what teachers are doing rather than the impact of teaching on how well pupils are learning and progressing.

Safeguarding procedures meet all current regulatory requirements. Equality of opportunity is promoted and discrimination is challenged. The school provides good opportunities for pupils in assemblies, for example, to value the similarities between different faith celebrations. It supports and promotes spiritual, moral, social and cultural development satisfactorily. Leaders ensure all pupils have the opportunity to take part in the full range of activities including 'forest schools'. The governing body is very supportive and is now more aware of the school's strengths and weaknesses. In recent months, it has worked closely with the headteacher to challenge the school's performance.

## 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](http://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.**



27 February 2012

Dear Pupils

### **Inspection of Myddle CofE Primary School, Shrewsbury, SY4 3RP**

I would like to thank you for being so welcoming and helpful when I visited your school. Thank you also for completing the questionnaire and for talking to me about your work. I am writing to let you know what I found out about your school when I worked alongside your headteacher.

These are the best things about your school.

- You enjoy coming to school.
- You behave well and get on well.
- You particularly enjoy 'forest school' activities.
- You listen carefully to your teachers and this helps you to learn.
- Your attendance is good.
- Your teachers and teaching assistants care a lot about you and do a good job of making sure that you are safe and happy.

Your school is providing you with a satisfactory education but it is not helping you to make the good progress of which you are capable. Your headteacher agrees that there are some important things that need improving to help you to make better progress, so I have asked your teachers to always give you work that builds upon what you can already do and ensure that you all respond to the marking comments. Also, your teachers are going to make sure that you know what your targets are and how to achieve them. You can help too, by always reading the comments teachers make when they mark your work and trying your best to follow your teachers' advice. I have asked your headteacher to check your books and visit your lessons more frequently to make sure you all make the best possible progress.

Your school has been judged to need a 'notice to improve' because the school has not improved enough since it was last inspected and your books have not been checked often enough to see how well you are making progress. This means that inspectors will visit again to check on how well your school is doing. I wish you every success in the future. Thank you once again for your help on this inspection.

Yours sincerely

Sarah Bentley  
Lead inspector

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