

Malvern Parish CofE Primary School

Inspection report

Unique Reference Number	116900
Local Authority	Worcestershire
Inspection number	358051
Inspection dates	12–13 October 2010
Reporting inspector	Mark Sims HMI

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	208
Appropriate authority	The governing body
Chair	Martin Worsley
Headteacher	Lynn Gill
Date of previous school inspection	5 February 2008
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. The inspectors visited 13 lessons taught by 10 teachers. All classes were visited at least once. Inspectors also held meetings with the headteacher, staff, governors, pupils, parents, and a representative of the local authority. They observed the school's work and looked at a wide range of documentation including safeguarding documents, improvement plans, progress reports, minutes of governing body meetings and records of pupils' progress. Inspectors analysed questionnaires from 95 parents and carers and took account of questionnaires from staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How high is the attainment of different groups, particularly pupils with special educational needs and/or disabilities, more able pupils, boys and girls?
- How good is teaching, learning and pupils' progress in mathematics and English?
- How effective is curricular provision to broaden pupils' understanding of cultural diversity in the United Kingdom and the wider world?

Information about the school

Malvern Parish CofE Primary is an average sized school. It serves an area of mainly privately owned housing in Malvern. Almost all the pupils have a White British background. Very few pupils speak English as an additional language. A much lower proportion of pupils than average is known to be eligible for free school meals. The percentage of pupils who have special educational needs and/or disabilities, including those with a statement of special educational needs, is also lower than the national average. The school holds a number of awards including Eco-school (silver), Healthy Schools status and the International Schools (intermediate) award.

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: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Malvern Parish CofE Primary School provides a satisfactory standard of education for its pupils. It looks after its pupils well. This is reflected in the unanimous view of pupils who said they feel very safe and well cared for at school. Questionnaires from pupils and their parents and carers were also overwhelmingly positive. Partnerships with parents and carers are outstanding. Almost all who responded said they were happy with their children's' experience at Malvern Parish. According to one parent who summed up the views of many others, 'My child enjoys school and loves the whole environment. I am very happy with the school, teachers and education.'

The pupils themselves make a very significant contribution to the local and wider community. School councillors undertake 'learning walks' in classrooms feeding back their findings to the school's leaders and their peers. They play a full part in events within the local community, for example, visiting care homes, and have developed strong links with a partner school in Tanzania. They act as ambassadors for protecting the environment as eco warriors which has led to the school receiving the Eco-school (silver) award. Pupils enjoy coming to school. Their attendance is above average and improving and they show a positive attitude to their learning in and around school through their good behaviour.

The school offers a good curriculum to its pupils, which has been revised to be more creative and thematic. There is a wide range of extra curricular sports and other activities which are heavily over subscribed. Links with the school's partner school in Tanzania are reflected well in curriculum planning, which has significantly broadened pupils understanding of Africa, but pupils have had fewer direct opportunities to experience diversity in the United Kingdom.

Senior leaders know the strengths and weaknesses of the school including in teaching and learning through its self-evaluation. Capacity to improve is satisfactory because the impact of improvements put in place has yet to be seen sufficiently in raised achievement of pupils. The governing body makes a good contribution to the work of the school. It is well informed to provide both support and challenge to the school's leaders. Partnerships with local organisations, schools and outside agencies are strong. Children, who are at the expected level of attainment for their age when they start school, make good progress in the Early Years Foundation Stage, which offers a welcoming environment with good provision of teaching and extensive resources. By the beginning of Key Stage 1 they have already achieved standards that are above the national average.

Throughout the rest of their time in school pupils maintain a standard in their work that is above expectations. By the end of Key Stage 1 they exceed the expected level for their age in English and mathematics. In the most recent Key Stage 2 national tests the attainment of boys and girls in core subjects was above the national average and pupils with special educational needs and/or disabilities did better than their peers nationally.

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The proportion of pupils who gained the highest level of attainment by the end of Key Stage 2 in English, mathematics and science was broadly average. Pupils' progress is satisfactory overall. This is because, although some of the teaching in Key Stages 1 and 2 is good or better, lesson activities planned for different groups of pupils in English and mathematics are not pitched consistently at the appropriate level and pace of challenge, given pupils' different starting points. Marking does not always give pupils clear guidance on how they could improve their work. The school now sets more challenging targets for pupils to make better than average progress. However, to date this has not had sufficient consistent impact in Key Stages 1 and 2, as monitoring of pupil progress has not been rigorous enough. Middle leaders are not sufficiently involved in monitoring teaching in their subjects and consequently those pupils at risk of falling behind are not identified early enough in order to provide additional support.

What does the school need to do to improve further?

- Ensure that teaching and learning are consistently good by:
 - matching tasks more closely to the needs of different groups of learners
 - providing sufficiently challenging targets for all learners in the tasks set
 - using assessment information including day-to-day marking more effectively to plan the next steps in learning for pupils.
- Ensure that the monitoring of teaching, learning and progress is sufficiently rigorous by:
 - enabling middle leaders to monitor teaching so they can hold staff to account for progress of pupils in their subjects
 - using data more systematically to track progress of all pupils so that intervention strategies can be put in place at an early stage for those at risk of not reaching their targets.
- Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

3

In the best lessons seen learning was good for all groups of pupils because tasks set were equally challenging, whatever pupils' level of attainment. The work was set at the appropriate starting point based on teachers' knowledge of pupils' previous learning. Pupils' learning is also good when they are engaged in problem solving of tasks with a real purpose, for example logging animals on an island or calculating profit on a fundraising exercise. This is not consistent across all lessons, however. As a result of this variation from one year group to another, pupils who have already achieved a higher than expected level of attainment in English and mathematics at the start of Key Stage 1 make satisfactory progress until the end of Key Stage 2.

Pupils have positive attitudes to their lessons, which they enjoy. They behave well, in and around the school. They have a good awareness of the importance of healthy eating and exercise and many sporting clubs are over subscribed. The school has received Healthy

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Schools status. Through 'learning partners' they support each other with their learning. Those with special educational needs and/or difficulties also make satisfactory progress. Pupils respect each other and work well with each other when given group tasks. Pupils have well developed basic skills and through the school's business links have opportunities in their learning to prepare for the world of work. Their spiritual, moral and social and cultural development is good. Religious education lessons and assemblies significantly boost their spiritual and moral development, but their understanding of diversity in the United Kingdom is less well developed.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Lessons typically present pupils with 'learning challenges' although at times the learning objectives set for pupils relate too much to completing tasks. Relationships between teachers, support staff and pupils are good. There is a wide variation in the quality of teaching from outstanding to satisfactory, although none is inadequate. The best lesson planning ensures that different tasks set for pupils are all based on their starting points and set them subtle challenges. Teachers involve teaching assistants well in lessons although the support for pupils with special educational needs and/or disabilities is similarly varied in its effectiveness. While some of these pupils make good progress others do not because the work is not consistently matched to their needs and lacks sufficient

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challenge. Marking varies from comments that give pupils a clear idea how they can improve to brief notes of praise.

The curriculum provides pupils with a range of motivating and imaginative experiences built around whole school themes such as 'Water for All' or 'Extreme Environments'. Pupils speak enthusiastically about their 'essential learning experience' days, which provide a positive stimulus for these themes. Pupils have the opportunity to take part in investigations across subject areas where, for example, pupils make decisions about selling harvest produce to raise money for charity or logging and recording information about animals on an island. After-school clubs further broaden pupils' educational opportunities and add to their enjoyment of school although monitoring of the take up of these clubs by group requires further development.

Pupils are well looked after in school. Those at risk from becoming vulnerable are encouraged to build up their self-esteem and are fully integrated into the life of the school. Good relations with the adults they work with ensure that pupils feel valued. The safe and secure learning environment leads to good outcomes for their social development and well-being. Appropriate programmes are in place to support the learning of pupils who have special educational needs and/or disabilities. Transition arrangements are strong and good links have been established with the main feeder high school. The school has worked well with parents to reduce overall and persistent absence so that attendance is now good. In some instances not all behaviour incidents in the playground are recorded.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher, supported by her senior leaders, has identified accurately the strengths and areas for development in the school. Senior leaders have also been innovative in introducing a thematic creative curriculum. While senior leaders' monitoring of teaching is accurate, middle leaders are not sufficiently involved in the process. Senior leaders identified that targets for pupils were not sufficiently challenging given their attainment at the end of the Early Years Foundation Stage but, although these were modified last year, they have yet to make a sufficient impact on pupils' achievement. Tracking of pupils' progress against their targets is not yet sufficiently robust to allow early intervention for those who are falling behind.

The governing body is fully involved in the life of the school and provides a good balance of support and challenge to the school's leaders, for example in querying rising absence figures which have now subsequently fallen. There is a good range of partnerships to support learning. The work of outside agencies has led to pupils with special educational

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needs and/or disabilities developing strategies to integrate well in lessons. There are very strong links with a school in Tanzania which has led to visiting teachers from the school taking lessons at Malvern Parish. The school has received the international schools award (intermediate). The involvement of local sports organisations has enhanced the extra-curricular provision. The school's very strong relationship with parents has led to many of them joining the parents' forum and attending curriculum evenings to work in partnership to support their children's learning.

All requirements for safeguarding are met. A rigorous approach is taken by the school to ensure all its procedures are robust and staff receive regular and appropriate training. The governing body places a high priority on safeguarding and is well informed. The school promotes equal opportunity well by tracking attainment outcomes of pupils to ensure that no group is significantly over or under represented. The school has ensured that staff have been trained to improve the provision for boys and girls. The school fulfils its duties in the monitoring and reporting of racist incidents. Community cohesion is satisfactory. The school knows its local community well and has strong links with an African school, but other plans for linking with a school in England in a contrasting locality, visiting different places of worship and extending other global links, are at early stages of development.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

The large majority of children make good progress. In lessons, higher attaining children are suitably challenged. All children leave the Early Years Foundation Stage having reached an above level of attainment from a starting point broadly in line with expectations. Assessment information is used well to check children's next steps in development. Children are highly motivated and inquisitive learners and this combined with good teaching leads to children developing their confidence and independence. There

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is a vibrant, well-resourced and welcoming classroom environment which promotes learning, whereas the outdoor setting, while adequate, has more limited resources.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	2
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

A high proportion of parents and carers responded to the inspection questionnaire. The responses reflect their very positive relationship with the school as an overwhelming majority of them said they were happy with their child's experience at this school. Almost all of those who responded said that the staff keep their children safe and that their children enjoy school. They also said that they were well informed about their children's progress. A few who wrote comments said they wanted more opportunities for their children to take part in competitive sport. A small minority did not agree that the school deals effectively with unacceptable behaviour. Inspectors did not see any evidence of poor behaviour during the inspection. A few incidents have been recorded by the school but pupils said that those were always followed up and dealt with effectively.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Malvern Parish CoFE Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 95 completed questionnaires by the end of the on-site inspection. In total, there are 208 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	62	65	32	34	1	1	0	0
The school keeps my child safe	57	60	37	39	1	1	0	0
My school informs me about my child's progress	31	33	60	63	1	1	2	2
My child is making enough progress at this school	37	39	55	58	2	2	0	0
The teaching is good at this school	39	41	53	56	2	2	0	0
The school helps me to support my child's learning	32	34	58	61	0	0	2	2
The school helps my child to have a healthy lifestyle	37	39	53	56	4	4	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	32	34	57	60	0	0	0	0
The school meets my child's particular needs	33	35	57	60	3	3	1	1
The school deals effectively with unacceptable behaviour	15	16	50	53	17	18	8	8
The school takes account of my suggestions and concerns	20	21	59	62	9	9	2	2
The school is led and managed effectively	36	38	55	58	1	1	2	2
Overall, I am happy with my child's experience at this school	46	48	47	49	0	0	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.

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.



14 October 2010

Dear Pupils,

Inspection of Malvern Parish CofE Primary School, Malvern, WR14 3BB

Thank you for the warm welcome we received when we inspected your school recently. We are grateful that so many of you made time to speak to us and for your valuable contribution to the inspection. Malvern Parish is a satisfactory school.

These are the good things that we found out about your school.

You make good progress in your learning when you first join the school. You go on to maintain above average standards by the time you leave at the end of Year 6.

Most of you enjoy school, feel safe and want to do your best.

You like the way adults at the school care about you and help you.

You enjoy learning about interesting topics, such as 'Water for All' or 'Extreme Environments', and we agree that learning is fun in your school.

Those of you who are school councillors do a good job in helping your school's leaders.

The school works very well with your parents to support you in your learning.

We think that these things would make your school even better.

To help you to make faster progress, we have asked your teachers to make sure that all your lessons really challenge you all to do your best.

We have asked your school's leaders to check how well you are doing more regularly to make sure you are making sufficient progress.

We have also asked your teachers to let you know how to improve your work more often, when they mark your books.

You can play your part by asking your teachers if you are not sure how you could improve your work.

Our best wishes to you, and we hope that you have an enjoyable and interesting school year.

Yours sincerely

Mark Sims

Her Majesty's Inspector

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