

# Madley Primary School

## Inspection report

---

<b>Unique Reference Number</b>	116708
<b>Local Authority</b>	Herefordshire
<b>Inspection number</b>	358011
<b>Inspection dates</b>	16–17 February 2011
<b>Reporting inspector</b>	Fiona Arnison

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	194
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	George Snell
<b>Headteacher</b>	Lee Batstone
<b>Date of previous school inspection</b>	21 November 2007
<b>School address</b>	Madley Hereford HR2 9PH
<b>Telephone number</b>	01981 250241
<b>Fax number</b>	01981 250241
<b>Email address</b>	admin@madley.hereford.sch.uk

---

---

<b>Age group</b>	4–11
<b>Inspection dates</b>	16–17 February 2011
<b>Inspection number</b>	358011

---

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. Meetings were held with representatives from the governing body and members of staff. Inspectors observed 16 lessons taught by nine teachers. In addition, meetings and informal discussions were held with pupils. Inspectors observed the school's work, and looked at a range of documentation including that relating to self-evaluation and the safeguarding of pupils. Responses to questionnaires from pupils, staff and 90 parents and carers were considered.

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

- How accurately does the school track pupils' attainment and monitor their progress, particularly at the end of Key Stage 1 and for pupils with special educational needs and/or disabilities?
- What contribution has the curriculum, including creative partnerships, had on improving outcomes for pupils?

## Information about the school

The school is a little smaller than the average-sized primary school. Most pupils are White British. Very few are at an early stage of learning English as an additional language. Fewer pupils than average are known to be eligible for free school meals. The proportion of pupils with special educational needs and/or disabilities is also below the national average. The school works in partnership with the University of Worcester to provide placements for trainee teachers. It has gained a number of nationally recognised awards such as an Eco-schools 'Green Flag' award and a National Healthy Schools award.

Before- and after-school care, as well as a pre-school, are provided on site. These are managed separately and did not form part of this 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: how good is the school?****3****The school's capacity for sustained improvement****3**

## Main findings

This is a school at the heart of its community. While it provides a satisfactory education for its pupils, there are some areas which are truly outstanding, such as the education children receive in the Early Years Foundation Stage. The Forest School, where pupils experience outdoor learning in the school's grounds, provides exceptionally good opportunities for their learning and development. The outstanding care, guidance and support enable all pupils to take part in the many activities that the school offers, and enjoy what they do. The outstanding contribution pupils make to the school and wider community means that they have significant influence both within school and beyond. This is demonstrated in their contribution to the development of the local Parish Plan.

Pupils' well-being and personal development are exemplary; they are confident, articulate young people with positive attitudes to learning. They have an extremely clear understanding about leading healthy lifestyles and about how to stay safe. For example, Year 1 pupils were observed in the 'Forest School' learning how to use an axe and a hammer correctly and safely, under very close supervision. As part of their Friday afternoon workshop choices, some pupils have chosen to take classes in first aid, which they say helps them to feel safe. Pupils enjoy these activities so much that, through consultation in the school parliament, they have chosen to reduce their Friday play time to enable more learning to take place. Inspectors observed outstanding opportunities for spiritual reflection during morning assembly, when pupils discussed their perceptions of happiness openly and with great maturity with their peers from different classes. Parental support for the school is overwhelmingly positive, and the effectiveness of the school's engagement with parents and carers is outstanding. Of particular note is the resounding support and respect that parents and carers have for the school's leaders.

There are some areas for improvement. Children make an excellent start in the Reception Year, because learning is very well matched to their needs, but this rate of progress is not sustained consistently through the rest of the school. Learning and progress in Key Stages 1 and 2 are satisfactory. This is because teaching is variable in quality and challenge, and the very good practice in Reception has not yet been embedded throughout the rest of the school. In some lessons the pace of learning is not fast enough. The exciting, broad curriculum engages all learners, including those who find written work difficult, but expectations of the standards pupils achieve are, at times, too low.

Senior leaders and the governing body are not focused sufficiently on raising attainment through stringent monitoring of lessons to improve the quality of teaching. Other monitoring activities do take place; for example, mathematics subject leaders have recently scrutinised pupils' work. However, the school does not systematically collate the findings of this monitoring, or its impact on pupils' achievement. As a result, standards throughout the school are variable. Although in 2010, Key Stage 1 results were below

**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

those found nationally, typical standards including those observed by inspectors in Key Stage 1, are broadly average. Standards at the end of Year 6 are slightly above the national average. The school recognises that these inconsistencies in both attainment and progress are an area for improvement, and a detailed and accessible pupil tracking system has recently been implemented to ensure that all pupils remain on target; however, this has not yet had time to impact fully upon improving the pace of learning.

The school self-evaluation is generally accurate; improvements to pupils' personal development and well-being since the last inspection demonstrate a satisfactory capacity to improve.

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.

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

- Raise attainment at the end of Key Stage 2 to be consistently above the national average by:
  - ensuring that robust systems of monitoring and evaluation impact on academic outcomes
  - making rigorous use of pupil tracking to ensure that all pupils make the progress expected of them.
- Improve the quality of teaching so that by December 2011, 75% is judged at least good by:
  - ensuring work is consistently and accurately matched to pupils' different needs
  - increasing the pace of learning in lessons
  - raising teachers' expectations for pupils of all abilities.

## Outcomes for individuals and groups of pupils

3

Pupils thoroughly enjoy school and are very enthusiastic about the opportunities that they have, especially to take part in practical activities. In the vast majority of lessons seen, pupils were working at the levels expected for their ages and made at least satisfactory progress. Boys and girls achieve equally well. In some lessons, progress is good; for instance, in an enjoyable Year 4 mathematics lesson, pupils made good progress because the pace of learning kept them fully engaged in learning to recognise lines of symmetry in two-dimensional shapes. However, work is not always well matched to the needs of all pupils and, as a result, some pupils make only satisfactory progress. In contrast, pupils having special educational needs and/or disabilities make good progress because they receive good quality support and intervention, which is evaluated regularly.

Pupils know that the school keeps them safe, and all of their parents and carers agree. Pupils develop a healthy respect of risks and readily learn how to keep safe from first-hand experiences. Their understanding of an ecologically sustainable lifestyle is excellent, and large numbers of pupils are committed to leading a healthy lifestyle. They engage readily in creative projects with local partners, for example, making a film, which further developed their information and communication technology skills. The pupils themselves are outstanding ambassadors for their school. They are well mannered, thoughtful and

**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

considerate. Their behaviour is good and reflects the responsibility that they take for their own learning. On occasions when the pace of learning slows, pupils respond quickly to gentle reminders from adults about behavioural expectations. Attendance is good, and has improved recently because of the work undertaken by the learning mentor. The plentiful opportunities pupils have to take part in cultural activities, combined with their appreciation of religious and cultural diversity contributes to their outstanding spiritual, moral, social and cultural development.

*These are the grades for pupils' outcomes*

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

<sup>1</sup> 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?**

Some good lessons were observed, although the quality of teaching overall is satisfactory. In the best lessons observed, teachers have high expectations and move pupils on in their learning at a good pace. Teaching assistants are used effectively, often to work closely with a particular group of pupils. Pupils make less progress in the minority of lessons where insufficient account has been taken of their individual learning needs. Consequently, activities in these lessons are frequently the same for all pupils and expectations of what different groups of pupils could achieve are not high enough or made explicit to them. Teachers' assessments are sometimes based on the completion of the task, rather than the knowledge gained by pupils. The quality of marking helps pupils understand what they have achieved and, in some instances, how it could be improved.

**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

However, this developmental feedback is not followed up routinely and, as a consequence, the value and usefulness of the marking is reduced.

A vibrant curriculum centred around giving pupils exciting, real-life learning experiences has been successfully developed since the last inspection, and is acknowledged by several awards. Teachers plan imaginative activities that link well to pupils' interests and needs. As a result, younger pupils especially are well-motivated to talk and write about their experiences. The Year 2 'Journey into the Unknown' project exemplifies this approach. The element of mystery captured pupils' imagination and helped to promote pupils' positive attitudes to learning, alongside a creative learning ethos. This prepares them well for the next stage of their learning. The curriculum is extended well and enhanced by the use of partnerships, frequent off-site visits, including residential trips, and visitors to school. Extra-curricular activities and Friday afternoon workshops provide additional opportunities for pupils to gain new experiences. Many clubs run at lunchtimes and some are led by pupils.

Pastoral care is exemplary, particularly for pupils whose circumstances make them vulnerable. Very good systems have been developed to ensure that any barriers to learning are effectively addressed. Links with outside agencies are strong and efficiently coordinated, and the impact of the school's work is evident in pupils' very positive attitudes. Plentiful opportunities are provided for families to support their children's learning, for example in inviting parents and carers to take part in small group reading and writing support, alongside their child.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

There is no doubting the sustained success of the school's leaders and managers in developing the school curriculum to make learning fun. However, there has been insufficient focus on improving pupils' academic performance. A new tracking system has been introduced to monitor pupils' progress, as previous systems did not make it easy to identify trends in the performance of different groups. As a result, the school's leaders are now able to hold teachers to account for their pupils' progress. The governing body has discharged their statutory responsibilities successfully. However, they have not yet had time to develop a full monitoring and evaluation programme, in order to measure the impact of improvement initiatives. Safeguarding procedures are effective and safe working is evident in all activities. Health and safety checks are undertaken regularly. A clear plan has been implemented successfully to address community cohesion. This work is contributing to pupils' improving understanding about different cultures and to the

**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

harmonious school community. Pupils from different backgrounds in school get on noticeably well with each other; actions that the school's leaders have taken to promote equality have resulted in a narrowing of the gap between the achievements of different groups. The school has established excellent partnerships with other schools including sharing resources and opportunities, as well as working collaboratively to develop good practice. These partnerships contribute to good personal outcomes for pupils, as demonstrated in their positive attitudes and enjoyment of learning.

*These are the grades for leadership and management*

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

## Early Years Foundation Stage

The Early Years Foundation Stage is outstanding. Children enter the Reception class with skills typically at or slightly above what is usually expected for their age and experience. Most children, including those with special educational needs and/or disabilities, make excellent progress and enter Year 1 with above average attainment. This effectiveness is a result of recent improvements to the provision, which include outstanding leadership and management, and a shared understanding of how young children learn.

There is a buzz of learning in the well-resourced classroom. Both the inside and outside areas offer rich and imaginative experiences for children to learn and play together, which they do exceptionally well. Activities flow seamlessly between the two areas, as a result of which, children enthusiastically enjoy carefully planned learning opportunities. They are very safe and secure, because the adults are well-qualified and take very good care of them. Children behave exceptionally well, and inspectors observed many examples of good manners and mature, thoughtful interactions between children, and with adults. Children enjoy planning their own future activities, and make good use of the interactive board to share their proposed ideas for 'doing' and for 'learning'. All children are able to



**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

contribute, because of the consistent, knowledgeable way in which adults develop their confidence and enable them to become independent.

Thorough assessment is used to tailor provision and support so that it precisely meets the needs of each individual child. An innovative development plan has recently been introduced to ensure that this level of detail continues into Year 1, so that the children's needs continue to be met as they start following the National Curriculum. The Early Years Foundation Stage leader has established high standards for all staff, and has implemented a clear vision for continuous improvements.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

## Views of parents and carers

A high proportion of parents and carers responded to the inspection questionnaire. Those who did were overwhelmingly supportive of the school's work in introducing innovative learning. Many wrote comments to reinforce their positive views. In particular, many praised the opportunities that their children are given for outdoor learning, as well as the approachability of the headteacher and the staff.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Madley 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 90 completed questionnaires by the end of the on-site inspection. In total, there are 194 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	71	79	17	19	1	1	1	1
The school keeps my child safe	72	80	18	20	0	0	0	0
My school informs me about my child's progress	54	60	34	38	1	1	0	0
My child is making enough progress at this school	67	74	22	24	1	1	0	0
The teaching is good at this school	73	81	17	19	0	0	0	0
The school helps me to support my child's learning	57	63	31	34	0	0	0	0
The school helps my child to have a healthy lifestyle	67	74	23	26	0	0	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)	62	69	26	29	0	0	0	0
The school meets my child's particular needs	65	72	25	28	0	0	0	0
The school deals effectively with unacceptable behaviour	65	72	21	23	1	1	0	0
The school takes account of my suggestions and concerns	65	72	23	26	2	2	0	0
The school is led and managed effectively	69	77	21	23	0	0	0	0
Overall, I am happy with my child's experience at this school	73	81	17	19	0	0	0	0

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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and 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 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



18 February 2011

Dear Pupils

**Inspection of Madley Primary School, Hereford, HR2 9PH**

Thank you for making me and my colleagues so welcome when we visited your school. We very much enjoyed talking with you to gather your views and looking at your work.

You say you enjoy the many different things at Madley that you have the chance to do, such as Forest School and Eco Club. You are rightly proud of all the learning and activities that your school provides. You feel, and we agree, that you have plenty of opportunities for physical exercise through all the different sports clubs you attend, as well as in lessons. This is an example of your excellent approach to leading healthy lifestyles. You also get very involved in the school community and many of you do important jobs such as being a school ambassador or contributing to the Parish Plan. These are good ways to help prepare you for the future.

You go to a satisfactory school. Most of your lessons are interesting and you make the expected progress. In some lessons, you make good progress. We have asked your teachers to try to make all of your lessons as good as the best ones. They need to make sure that all the lessons challenge you at the right level and that you know what you are expected to complete in each lesson. We have also asked them to check on your progress and standards more often, to make sure that you achieve your best by the time you leave Madley.

All of your teachers and headteacher are working together to make your school even better. They want to make sure that you all achieve high standards, and follow your school motto to 'be the best you can'. All of you can help by continuing to be enthusiastic about your learning, and playing your part through your school parliament.

With best wishes to you all

Yours sincerely

Fiona Arnison  
Lead inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**