

Measham Church of England Primary School

Inspection report

Unique Reference Number	120146
Local Authority	Leicestershire
Inspection number	358702
Inspection dates	26–27 January 2011
Reporting inspector	Derek Aitken

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	173
Appropriate authority	The governing body
Chair	Nikki Walters
Headteacher	Derek Mullan
Date of previous school inspection	10 June 2008
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Introduction

This inspection was carried out by three additional inspectors. Nine teachers were observed teaching 11 lessons. Inspectors held discussions with members of the governing body, staff and groups of pupils, and with a very few parents and carers. The inspectors observed the school's work and looked at documents, including policies and procedures relating to the safeguarding of pupils, self-evaluation records and assessment information. The inspectors analysed responses to questionnaires from 135 parents and carers, 93 pupils and eight staff.

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

- Inspectors looked at the quality of pupils' cultural development.
- They considered how well basic skills were being promoted in lessons and across the curriculum.
- They explored the impact of the school's timetabling arrangements on pupils' achievement.
- They considered the contribution that leaders other than the headteacher make to the strategic direction of the school and the development of provision.
- They looked at how successful the school has been in improving children's learning in Reception through changes to the outdoor provision.

Information about the school

Measham is smaller than most primary schools. A very large majority of pupils come from White British backgrounds. The percentage of pupils known to be eligible for free school meals is well above average. The proportion of pupils with special educational needs and/or disabilities is slightly above average. Children in the Early Years Foundation Stage are taught in two mixed-age Reception/Year 1 classes. Almost all children join Reception from a local playgroup, and a pre-school. There are five further classes. All of these are mixed-age classes, except a single class for Year 2 pupils.

The headteacher took up post in April 2008 and a new senior management team was created in December 2009. The school has national Healthy Schools status.

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?

2

The school's capacity for sustained improvement

2

Main findings

Measham has been totally transformed into a good school since it was last inspected three years ago, a view reflected in the words of many parents and carers. During this period standards have risen sharply from well-below average to average in both key stages. Pupils' overall achievement is now good and this means that Measham prepares pupils well for the next stages of their lives.

Key to this transformation has been the inspirational leadership of the headteacher. He has created a climate where pupils are keen to come to school and teachers enjoy their work. Pupils' attendance, which was low, is now average and improving strongly. Children get off to a good start in Reception, although not enough purposeful use is made of the outdoor area to improve their learning. The curriculum has been thoughtfully adapted to promote pupils' achievement in both key stages. Exceptional pastoral arrangements, including the care and attention given to pupils' individual needs, have created a very cohesive school, where all pupils know that they matter equally. Pupils respond very positively and behave excellently, especially in lessons. The school's outstanding arrangements for safeguarding pupils are underpinned by comprehensive documentation. The school has regained the trust and confidence of the wider community which were lost when it required special measures less than five years ago. Teaching has improved and is now consistently good across the school. While there are several good features in the ways teachers use assessment, the quality of marking and its links to pupils' personal targets vary too much.

The capacity to improve further is good. Self-evaluation, in which the headteacher and governors play prominent roles, is realistic and highly accurate. The headteacher's understanding of the strengths and areas for development in teaching is astute. A relatively new tracking system is enabling the school to devise new strategies for monitoring and supporting the academic progress of different groups of pupils. These have not been sufficiently embedded in practice to ensure they have a strong enough impact on pupils' progress. The recent departure from the staff of the former deputy headteacher has led to a reallocation of duties and consequently the new senior leadership team has not yet fully settled in. In addition, the leadership roles of leaders other than the headteacher are not yet sufficiently developed. In particular, they are not fully accountable for monitoring pupils' progress and promoting curricular provision.

What does the school need to do to improve further?

- Raise standards and accelerate pupils' progress by:
 - ensuring teachers make consistently good use of marking linked to pupils' personal targets to help pupils improve their work

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

- ensuring that the systems and strategies for monitoring and supporting pupils' academic progress are refined and fully embedded in the school's work
- developing the accountability of leaders other than the headteacher for monitoring pupils' progress and promoting curricular provision
- Improve the quality of children's learning in the Early Years Foundation Stage by:
 - making more focused use of the outdoor area to enrich their experiences.

Outcomes for individuals and groups of pupils**2**

Pupils achieve well. Their skills when they join Year 1 are below average, especially in literacy. The recent improvement in pupils' skills in spelling and in their ability to read more challenging texts is reflected in reading ages which are now close to age-related expectations. National assessment data confirm that all groups of pupils are now making consistently good progress in both key stages in English, mathematics and science. Year 6 pupils achieved the school's best-ever results in 2010. Currently, the attainment of pupils in Year 6 is a little below average, but these pupils are making good progress from starting points which were well below average at the start of Key Stage 2. Observations of pupils' learning and progress in lessons confirmed this positive picture. For example, in a good science lesson all groups of pupils in Year 3 and Year 4 could identify and explain the interrelationships between the component parts of an electric circuit. They were also able to produce useful hypotheses to follow up in the next lesson. In an excellent mathematics lesson, lower-attaining pupils and pupils with special educational needs and/or disabilities in Year 5 and Year 6 showed good recall of key vocabulary related to quadrants. They were able to sketch out two-dimensional shapes accurately, linking coordinate points and to correct for themselves any minor errors.

Pupils enjoy school and have positive attitudes to their learning. Their excellent behaviour promotes their progress and workplace skills well. They are responsive in lessons and support each other well in their group work, even when not directly supervised by the teacher. They say that they feel safe in school and can explain clearly what to do to keep themselves out of harm's way. The school's national status for promoting healthy lifestyles is well merited. Most pupils are active at playtimes and choose healthy food options in school. Pupils are proud of their school and contribute well to the school in a range of useful posts such as school councillors and play coaches. Pupils demonstrate a good awareness and acceptance of cultural diversity as reflected, for example, in the quality of their relationships with other pupils from different backgrounds.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
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	3
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?

Teaching includes several strengths. Teachers manage pupils well and apply rules consistently and fairly. Classroom routines are well established. Consequently pupils respect their teachers and relationships are excellent. Teachers' careful planning enables teaching assistants to play a significant role in monitoring and supporting pupils' independent work. Teachers' explanations and instructions are crystal-clear, so that pupils know exactly what their tasks entail. Teachers model the use of vocabulary effectively and promote pupils' speaking skills well through dialogue and conversation. They use verbal feedback well to keep pupils alert and focused on learning. Although they mark pupils work regularly, there is too much inconsistency in both the style and quality of marking to support pupils' learning to best effect.

The curriculum is designed well to promote pupils' achievement and enjoyment of school. The timetable is suitably adapted to cater for the different levels of ability in literacy and numeracy in the mixed age classes. Staff use the mid-morning lesson highly effectively to enable pupils to consolidate their spelling or extend their vocabulary. Time in the afternoon is used flexibly to extend pupils' experiences, for example, through music lessons targeted at different groups of pupils. Sporting opportunities have significantly expanded and success in inter-school competitions, such as badminton, has had a significant impact on pupils' self-esteem, community spirit and attitudes to learning.

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The school cares for its pupils exceptionally well. Excellent pastoral arrangements support pupils' well-being. Teachers and teaching assistants are highly observant and step in quickly to support pupils when they notice any changes in their emotional state. The headteacher, as pastoral leader, has an in-depth knowledge of pupils and deals with their complex needs firmly but sensitively. Procedures are clearly documented and links with outside agencies are well established to support pupils whose circumstances may make them vulnerable. Very effective measures have been taken to raise attendance, improve behaviour and sharply reduce exclusions. The recently appointed parent support advisor is already making a useful contribution to pupils' well-being.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher's authoritative and skilled leadership has been fundamental in stabilising the school and moving it forward rapidly in the last three years. Staff morale has risen and there is now a good team spirit. Teachers' self-confidence has grown as they note improvements in their own teaching and pupils' learning. There is an emerging awareness that key responsibilities need to be delegated more and leadership roles further developed to enable staff to contribute more fully to the school's future direction. Governance is good. The members of the governing body use their specialist expertise to hold senior leaders firmly to account on curricular matters. They make a telling contribution to the school's excellent arrangements for safeguarding, ensuring appropriate actions are taken in accordance with the latest guidance and regulations. The school promotes equalities and tackles discrimination well, as reflected in good outcomes for all groups of pupils. The school makes a good contribution to community cohesion, particularly with regard to the quality of its work within the school and local area.

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

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
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	2
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	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

When children start Reception their skills and knowledge are well below age-related expectations. Leaders have been very effective in increasing the range of opportunities for children to play and learn independently. This has promoted good progress, particularly in children's personal, social and emotional development. By the time children join Year 1, the gap between their attainment and the expectations for their age nationally has significantly reduced. The curriculum for children's indoor learning, in particular, is well balanced. Well-planned activities, linked to on-going assessments, provide sufficient challenge for children of different levels of attainment. Another major strength is the active involvement of teaching assistants, for example, in children's play. This promotes strong relationships, which are reflected in children's excellent behaviour. They develop highly positive attitudes to their learning and try hard to master tasks, such as counting exercises. More-able children demonstrated the ability to identify the properties of two-dimensional shapes. Work on display and in books reflected children's useful skills in craft work, for example in representing aspects of the Chinese New Year. Although some improvements have been made to resources in the outdoor area, not enough focused use is made of this area to extend children's learning. Excellent safeguarding arrangements ensure that children's welfare needs are fully met. The school's growing reputation has enabled leaders to forge stronger links with parents and carers to support their children's learning.

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

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
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

Parents' and carers' responses to the questionnaire, as reflected in the percentages in the accompanying table, reflect a high level of satisfaction with the school's work. The number of questionnaires returned was very high in relation to the school's size. Almost half the respondents provided comments, the vast majority of which were complimentary. Many of these comments testified to the significant improvement the school has made under the headteacher's leadership. Inspection findings, as described elsewhere in the report, fully endorse these very positive views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Measham Church of England 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 135 completed questionnaires by the end of the on-site inspection. In total, there are 173 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	84	62	48	36	0	0	1	1
The school keeps my child safe	96	71	38	28	0	0	0	0
My school informs me about my child's progress	78	58	54	40	2	1	0	0
My child is making enough progress at this school	65	48	65	48	2	1	0	0
The teaching is good at this school	82	61	50	37	1	1	0	0
The school helps me to support my child's learning	85	63	46	34	3	2	0	0
The school helps my child to have a healthy lifestyle	78	58	53	39	1	1	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)	71	53	56	41	2	1	0	0
The school meets my child's particular needs	73	54	58	43	2	1	0	0
The school deals effectively with unacceptable behaviour	83	61	46	34	1	1	1	1
The school takes account of my suggestions and concerns	71	53	57	42	3	2	0	0
The school is led and managed effectively	98	73	35	26	0	0	0	0
Overall, I am happy with my child's experience at this school	94	70	38	28	3	2	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).

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"> ■ 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.



28 January 2011

Dear Pupils

Inspection of Measham Church of England Primary School, Swadlincote, DE12 7LG

I would like to thank you for your help when the inspection team visited your school recently. This is what we found.

Yours is a good school. The headteacher and the staff look after you outstandingly well. The following reasons are particularly important for explaining why your school is successful.

You are taught well and this makes sure that you make good progress. By the time you leave school at the end of Year 6 your standards are average.

School leaders have designed a curriculum which interests you and makes sure each one of you gets the chance to develop new talents, become more confident and learn successfully.

Your behaviour is excellent and you get on really well with the staff.

Your headteacher, helped by governors and other staff, has really changed the school for the better in the last three years.

There are a few things that the staff need to do to help you learn even better. I have asked the teachers to make better use of marking and your personal targets to help you to improve your work. I have asked the headteacher to make sure that the new systems the staff use to chart and support your progress work really well. I have asked school leaders to make sure that leadership tasks are shared out a bit better so that staff other than the headteacher can contribute more fully to the school's work. Finally, I have asked the Reception leader to make sure the outside area is used better to benefit children's learning.

You can help by keeping up the recent improvement in your attendance levels and trying your best at all times in school.

Yours sincerely

Derek Aitken Lead inspector

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