

Great Malvern Primary School

Inspection report

Unique Reference Number	116709
Local Authority	Worcestershire
Inspection number	358012
Inspection dates	16–17 March 2011
Reporting inspector	Fiona Arnison

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	372
Appropriate authority	The governing body
Chair	Andrew Neil
Headteacher	Paul Jackson-Read
Date of previous school inspection	9 July 2008
School address	Pickersleigh Road Malvern WR14 2BY
Telephone number	01684 574219
Fax number	01684 577582
Email address	office@greatmalvern.worcs.sch.uk

Age group	4–11
Inspection dates	16–17 March 2011
Inspection number	358012

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.

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

W: www.ofsted.gov.uk

© Crown copyright 2011

Introduction

This inspection was carried out by three additional inspectors. They observed 16 teachers and saw 23 lessons. Inspectors observed a whole school assembly and a 'singing assembly', and held discussions with staff, parents, groups of pupils and members of the governing body. They looked at pupils' books and viewed a wide range of documentation including school policies, self-evaluation information, safeguarding and welfare arrangements, and records of pupils' progress. Inspectors analysed questionnaires from 86 parents and carers and took account of staff and pupil questionnaires.

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

- How does the school ensure that all groups of pupils, including those with special educational needs and/or disabilities, make at least satisfactory progress?
- How effective has the school been in improving attendance and reducing rates of persistent absence?
- How effectively are leadership and management at all levels, including governance, driving school improvement?

Information about the school

This primary school is larger than the average. Most pupils are of White British background. Very few speak English as an additional language or are at an early stage of learning English, although this number is increasing. Just over a third of the pupils are known to be eligible for free school meals. The proportion of pupils with special educational needs and/or disabilities is much higher than the national average, as is the number of pupils with statements of special educational needs. The school's Early Years Foundation Stage provides for Nursery and Reception children. There is a specially resourced provision for special educational needs which is managed by the school. This specialist language centre caters for pupils with speech and language disorders. Up to 20 pupils attend the centre for part of each day. They rejoin their classes in the main school, or at other local primary schools, for the rest of their lessons.

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 caring school with a number of strengths. While it provides a satisfactory education for its pupils, there are some outstanding areas, such as the Early Years Foundation Stage. Teaching here is inspirational, and children make excellent progress. The school also provides good care, guidance and support, particularly in the nurture units and the language centre. Pupils know that the school keeps them safe, and their parents and carers agree.

Pupils have a good understanding of what constitutes a healthy lifestyle. They enjoy school, and work and play together well. Singing is a real strength of the school, and inspectors observed pupils' participation in moving and uplifting 'singing assemblies', which contribute positively to their spiritual development. Although there is good provision for pupils' social and moral development, their understanding of other religions and cultures is currently underdeveloped.

Good systems exist to lead and manage teaching and learning, and middle leaders play a key role in monitoring and improving classroom practice. Along with senior leaders, they have worked hard to raise pupils' attainment and improve their rate of progress. Their success is evident in the pupils' work and also from the school's own tracking of pupils' achievement. Overall, teaching is good and some is outstanding. As a result pupils make good progress through the school from their very low starting points. They leave with standards that are broadly in line with the national average. Pupils with special educational needs and/or disabilities, both in the mainstream school and in the resource base, make good progress in line with their classmates. This is because of the well-tailored specialist provision that they receive. In order to enable pupils in all classes to make faster progress and attain higher standards, the school recognises that teachers and teaching assistants need to continue to learn from each others' good and outstanding practice.

Systems to evaluate other aspects of the schools' work are underdeveloped. This is because the governing body and senior leaders do not regularly monitor and evaluate the impact of the schools' policies and procedures. As a result, there are inconsistencies in the way that some policies are implemented across the school. Procedures to collate some aspects of the schools' work are not effective enough. For example, the routine recording of parental concerns and the investigation of alleged bullying are not followed up systematically. This makes it difficult to identify trends and wider school issues. The governing body and teaching staff are not involved in the school's self-evaluation. This means that aspects of the schools' work are not accurately evaluated by those most closely involved. The school's capacity to improve is currently satisfactory.

Pupils' attendance is improving and is currently average over time, which is a considerable improvement since the last inspection. However, in some weeks attendance is below the national average. The number of pupils who are persistently absent has reduced, although

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

a few pupils still do not attend regularly enough and some parents and carers prove to be hard to reach.

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 pupils' attainment in English and mathematics to be above the national average by:
 - increasing pupils' attendance through continued engagement with parents and carers
 - closing the gaps between the attainment of different groups of pupils
 - improving the quality of teaching by building on current good and outstanding practice.
- Strengthen the ability to improve, by:
 - ensuring that all staff understand and implement agreed school policies
 - ensuring that all aspects of the school's work are evaluated regularly by the leadership and management to inform future planning.
- Develop pupils' knowledge and understanding of the different religions and cultures that exist both in the United Kingdom and the wider world.

Outcomes for individuals and groups of pupils

3

In the vast majority of lessons observed pupils, including those who benefit from the specialist provision, made at least good progress. This is because teaching and learning activities are closely matched to what groups of pupils need to do in order to improve. For instance, in a Year 4 and Year 5 mathematics lesson the teacher questioned pupils about their multiplication tables and set activities to practise multiplication at just the right level. This meant that every pupil made good progress from their individual starting points. Leaders identify any variations in the performance of different groups of pupils, and swift and efficient interventions are put into place. As a result, the attainment gap that exists between some groups of pupils is beginning to narrow, although it remains too wide. The school exceeded ambitious national progress targets in 2010, with every pupil making good or better progress from their starting points in English and the vast majority making good progress in mathematics. Although attainment is currently broadly average, older pupils make accelerated progress as they catch up on previous years' disrupted teaching.

Pupils have a good understanding of how to keep themselves safe, including when using the internet. They say that they are safe because the adults take good care of them. The school has been successful in promoting healthy lifestyles. Most pupils are keen to eat healthily, including varied local produce freshly prepared in the school canteen, and to take regular exercise. They understand the dangers of smoking, drug and alcohol abuse. Behaviour is satisfactory; during lessons, most behaviour was observed to be good, especially where the activities are exciting and engaging. At playtimes and lunchtimes however, where activities and supervision are less structured, behaviour can sometimes become overly boisterous. Working with the education welfare officer, the school has

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

introduced incentive systems and rewards to improve pupils' attendance, and these have been effective in improving some, but not all, pupils' attendance.

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	3
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

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?

The quality of teaching is good. Some outstanding lessons were observed. Pupils learn through engaging, well-planned practical activities. Expectations are high and lessons move at a good pace. For example, in a Year 2 literacy lesson, pupils thoroughly enjoyed acting out a scene from Cinderella, using information technology to help them record their speech. They were then able to transfer this dialogue successfully to a written playscript. Teaching assistants are used effectively, often to work closely with a particular group of pupils, and no time is wasted. 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. Expectations of what different groups of pupils can achieve are not high enough. Marking has improved considerably since the previous inspection and pupils now receive helpful guidance about how to improve their work. Pupils are given opportunities to respond to teachers' comments, which they say helps them to improve further.

The curriculum is matched to pupils' starting points and includes many opportunities for practical work, which pupils enjoy. Enrichment activities and extra-curricular clubs enable pupils to enjoy new experiences; the new school minibus will help further. The newly-

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

appointed curriculum coordinator has purposeful plans to develop the curriculum further, which have not yet had time to become embedded.

The school looks after its pupils well. Adults take careful account of pupils whose circumstances make them vulnerable, and apply pertinent targeted support. Of particular note is the valuable support given to pupils in the school's two nurture units. This enables pupils who might otherwise find school extremely difficult, to integrate socially and learn alongside their classmates. Pupils who attend the language centre are also well cared for, because the provision is very well matched to their individual needs. Good support is given from a range of agencies, including speech therapy. Particular care is taken to ensure that clear communication is established with pupils' mainstream schools.

Past inconsistencies with record keeping mean that the school does not have detailed information about trends in pupils' behaviour. However, incidents of poor behaviour are dealt with consistently well through the use of red and yellow cards. The school has been innovative in improving attendance and punctuality, for instance by giving all pupils toast as they arrive at school each morning. The school also supports parents and carers in learning alongside their children, for example through adult information and communications technology (ICT) classes.

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	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Most aspects of leadership and management of the school are currently satisfactory and improving. The school's senior leaders are clear about how to improve the school further and are ably supported by the staff. Middle leaders understand what needs to be done. They have developed effective and successful strategies to improve attainment and progress through their successful focus on raising the quality of teaching. The school improvement plan is clearly aimed at raising achievement. The governing body supports the school actively and is kept very well informed about pupil achievement and attendance. However, their role in developing, monitoring and evaluating other school policies and procedures, including the school's self-evaluation, is currently underdeveloped. Some policy reviews have yet to be completed. The local authority has given good support to the school in raising standards, although further support is required to improve the school site and make it accessible to parents and carers with pushchairs, and those with mobility difficulties.

Parents and carers say that their children are happy at school. They are pleased with the progress they are making. The school has worked hard to develop partnerships with parents and carers, and most have responded well to the school's drive to improve

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

attendance and reduce the number of late arrivals. Appropriate care has been taken to monitor and track the performance of all groups of pupils accurately and ensure that the school provides equal opportunities for all. The school has fostered effective working relationships with the Traveller community. While community cohesion within the school community is good, additional work is required to formalise the school's plans to promote community cohesion more widely.

Secure safeguarding procedures and policies are now in place and the school has effective risk assessments. There are good partnerships with external agencies in supporting those pupils whose circumstances make them vulnerable and those with special educational needs and/or disabilities. However this aspect remains satisfactory overall because partnerships within the community are just beginning to impact on broadening the school curriculum, as seen, for example, in Year 4 and Year 5's recent visit to the local theatre to see 'Goodnight Mr Tom'.

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	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
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

Children do exceptionally well in the Early Years Foundation Stage. When they join the school in the Nursery class, their skills are well below those typically expected for their age. They make very good progress, so that when they join Year 1, attainment is closer to the average. Relationships between adults and children are excellent, which helps children to develop their confidence and self-esteem.

The stimulating and welcoming learning areas provide outstanding opportunities for children to develop in all areas of learning. The outdoor space is organised very well to provide a wide range of stimulating activities. There is a good mix of planned and spontaneous activities and children are almost unaware that they are learning. Adults intervene appropriately to extend learning without undermining independence. Teaching

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

uses a wide range of resources particularly well. For example, photographs of the morning's outdoor activities shown on the interactive whiteboard encouraged children to talk about what they had been doing. Through skilful targeted questioning, children extend their vocabulary and develop confidence.

Thorough assessment is used to tailor provision and support so that it precisely meets the needs of each individual child, including those with special educational needs and/or disabilities and those who speak English as an additional language.

The leadership of the Early Years Foundation Stage is outstanding. The Foundation Stage leader has created a highly effective team of adults who work closely together, to the benefit of the children. The careful transfer into Year 1 means that children's needs continue to be met as they start on the National Curriculum.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
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

Most parents and carers who responded to the questionnaire were positive about the school. The school's work in supporting individuals with social and emotional problems, as well as those with special educational needs and/or disabilities, was acknowledged. A few parents and carers felt that inappropriate behaviour was not dealt with effectively. This is addressed elsewhere in the report.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Great Malvern 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 86 completed questionnaires by the end of the on-site inspection. In total, there are 372 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	43	50	38	44	4	5	0	0
The school keeps my child safe	46	53	35	41	4	5	0	0
My school informs me about my child's progress	28	33	51	59	5	6	2	2
My child is making enough progress at this school	31	36	49	57	4	5	0	0
The teaching is good at this school	40	47	40	47	3	3	0	0
The school helps me to support my child's learning	35	41	45	52	4	5	0	0
The school helps my child to have a healthy lifestyle	26	30	52	60	4	5	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)	19	22	53	62	5	6	0	0
The school meets my child's particular needs	27	31	51	59	6	7	0	0
The school deals effectively with unacceptable behaviour	19	22	52	60	9	10	3	3
The school takes account of my suggestions and concerns	18	21	55	64	5	6	2	2
The school is led and managed effectively	29	34	47	55	5	6	1	1
Overall, I am happy with my child's experience at this school	37	43	40	47	6	7	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.



18 March 2011

Dear Pupils

Inspection of Great Malvern Primary School, Malvern, WR14 2BY

Thank you for welcoming us to your school recently. We enjoyed talking to you and finding out how well you are doing in your lessons. Thank you also to those of you who filled in questionnaires. I am writing to let you know what we found out about your school.

Yours is a satisfactory school. You told us that you enjoy most of your lessons and after-school clubs. We agree that your school helps you to learn about leading a healthy lifestyle. Those of you in Year 6 told us how much you enjoy your responsibilities as sports captains and house captains. You told us about your Playground Pals, and we saw how they make playtimes better. We agree with you that the school keeps you safe and that adults help you when you have problems.

We have asked your school to do some things to make it even better. We would like you to achieve even higher standards in your school work. In order to do this, we have asked your teachers to make all of your lessons as good as the best ones. We would like them to make certain that each of you makes the best possible progress you can. We have asked your headteacher and governors to make certain that all of the school procedures are clear. We would also like you to learn more about other religions and cultures, both here in Great Britain and abroad.

You can help by coming to school as often as you can. This is because those of you who attend the most often, make the most progress. Every day really does count.

With very 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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.