

Cradley CofE Primary School

Inspection report

Unique Reference Number	116874
Local Authority	Herefordshire
Inspection number	379320
Inspection dates	15–16 September 2011
Reporting inspector	Michael Farrell

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	101
Appropriate authority	The governing body
Chair	Robert Ward
Headteacher	Adam Greaves
Date of previous school inspection	5 December 2006
School address	Cradley Malvern WR13 5NG
Telephone number	01886 880315
Fax number	01886 880913
Email address	admin@cradley.hereford.sch.uk

Age group	4–11
Inspection date(s)	15–16 September 2011
Inspection number	379320

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 information 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'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

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 two additional inspectors. Seven lessons were observed and five teachers were seen. Meetings were held with parents and carers, groups of pupils, a member of the governing body, partners to the school including a member of the local school cluster, and staff. Inspectors observed the school's work, and looked at documents including safeguarding policies, records of pupils' progress, school development plans and lesson planning, and scrutinised 55 parental questionnaires.

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

- The school's effectiveness in using data and refining teaching and assessment to improve the attainment of more-able pupils, in writing at Key Stage 1 and in mathematics at Key Stage 2.
- The extent to which the curriculum supports progress in writing in Key Stage 1 and mathematics in Key Stage 2, and the degree to which it challenges more-able pupils.
- In the Early Years Foundation Stage, the quality of provision and its impact on outcomes for children.

Information about the school

This small voluntary aided school educates children from the village of Cradley and surrounding areas. The majority of pupils are of White British heritage. A significant number of pupils join the school at times other than in the Reception Year. Year group sizes vary in numbers of pupils. Pupils are taught in mixed-age classes. A private nursery that is not managed by the governing body shares the school site. On the retirement of the previous headteacher in April 2011 a new headteacher started in May 2011. The deputy headteacher, who is also the Early Years Foundation Stage Coordinator, has been in post for a little over a year.

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

This is good school. It is very welcoming and greatly values its strong ethos. Teaching and assessment, the curriculum, and care, guidance and support are all good. All aspects of leadership and management are good except for safeguarding, which is excellent.

Children in the Reception class gain a satisfactory foundation for their later learning. They are well cared for and supported in this class and grow in confidence in the warm and safe environment. Opportunities are sometimes missed to promote their communication, language and literacy skills in free play, and assessments are not always used precisely enough to match activities exactly to children's needs in this area of learning. This sometimes holds back children's progress. As they pass through the rest of the school, pupils make good progress and achieve well so that by the end of Key Stage 2 they attain above average levels. In Key Stage 1 they do not progress as well in writing as in reading and mathematics. Although direct interventions have been introduced to improve writing, different subjects are not always planned rigorously to make the fullest impact on writing. The curriculum is effective in promoting good progress in mathematics, including at Key Stage 2, and in challenging more-able pupils.

Teachers make good use of questioning in lessons, and assessment data are used increasingly well to inform much of the teaching, including that of more-able pupils and mathematics in Key Stage 2. It is not as strong in improving the progress of children's writing in Key Stage 1 because it is not as fully embedded. Good care, guidance and support and the school's warm ethos help pupils feel cherished and safe, and they grow in self-esteem and confidence as a result. Because pupils enjoy school they attend well and are punctual to lessons. Great care is taken to support pupils in periods of transition, for example as they start school.

The new headteacher is quickly gaining the confidence of the governing body, staff, and parents and carers. Great care is taken with safeguarding policies, procedures and practice so that parents and carers feel very confident indeed that their children are safe. The school's self-evaluation is systematic, realistic and accurate. Since the previous inspection, the school has maintained its good aspects, its Early Years Foundation Stage provision is improving, and staff are highly motivated to do even better. All this gives the school a good capacity to improve further.

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

What does the school need to do to improve further?

- Raise progress and provision in the Early Years Foundation Stage to good by:
 - focusing more time on communication, language and literacy
 - using data more precisely to refine teaching and ensure that activities are pitched at the right level
 - providing frequent and regular opportunities to promote children’s communication, language and literacy skills in free play activities.

- Raise standards of writing in Key Stage 1 by:
 - planning subjects other than English to make a systematic contribution to improving pupils’ writing skills
 - monitoring the impact of this planning rigorously.

Outcomes for individuals and groups of pupils

2

Attainment on entry to the Reception class varies from year to year but is broadly typical for the age of the children. Progress in Key Stage 2 is stronger than in Key Stage 1, where progress in reading and mathematics is better than writing. Pupils with special educational needs and/or disabilities make good progress and learn well because they are identified promptly and receive suitable provision. Boys and girls and pupils from minority ethnic heritages make good progress. Pupils learn well, and enjoy their lessons and other aspects of school life considerably. In a numeracy lesson younger pupils made good progress in understanding ‘more than’ and ‘less than’ in various contexts because the lesson moved at a brisk pace, the teacher and teaching assistant worked closely together and pupils behaved well and tried hard. In a good science lesson for older pupils, the various well-considered practical activities captured pupils’ interest and the teacher’s enthusiasm motivated them well. Consequently, pupils made good progress in classifying solids, liquids and gases.

All aspects of personal development and well-being are good. Pupils feel safe and secure and know they can go to an adult if they have any concerns. A very few pupils expressed worries about the behaviour of other children. However, inspectors found that behaviour is good in lessons and around school because it is managed well and pupils recognise the importance of good behaviour. Pupils make a good contribution to the community, with the school being at the centre of many village activities. Spiritual and moral development is especially positive and assemblies make a very effective contribution.

These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning Taking into account:	2
	2

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

Pupils' attainment ¹	2
The quality of pupils' learning and their progress	
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	2
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	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Among the common strengths in teaching are the enthusiasm of staff and close working relationships between teachers and teaching assistants, as well as children and staff. Behaviour is managed well and staff uphold high expectations of good behaviour. Lessons move along at a brisk pace and interesting activities help motivate pupils. Assessment for learning during lessons is good and teachers use a variety of questions to probe what pupils know. Information and communication technology is used effectively to enhance learning and motivate pupils.

The curriculum is balanced and contributes effectively to the good progress pupils make. More-able pupils are suitably stretched by challenging activities. Personal and social development is well provided for. The curriculum is enriched by a wide range of after-school clubs which children say they enjoy. They include dance, sports, gardening and drama. The 'forest school' is popular with pupils. Opportunities to develop key skills through a wide range of curriculum subjects are generally good, but they are not planned systematically to support pupils' writing skills.

The physical environment and ethos of the school are very welcoming so pupils feel valued and grow in confidence. Considerable care is taken to ensure children are supported as they pass through the different age groups and as the time comes for them to go to secondary school. Pupils have good opportunities to think about their later education and work. There are vivid examples of the school helping and supporting children and their families whose circumstances make them vulnerable. The school draws on the skills and knowledge of outside professionals and school partners effectively to enhance support and care.

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

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 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	2

How effective are leadership and management?

Safeguarding procedures are very thorough and great care is taken to assess risks and act accordingly. Staff also take great care to encourage pupils' awareness of safety and staff training is undertaken regularly. The governing body maintains a good awareness of the views of parents and carers through regular consultation. Its support for the school is strong and it provides appropriate challenge. It has an increasingly clear picture of the relative strengths and weaknesses of the school.

Because self-evaluation is effective and the school has a clear sense of direction, staff are optimistic and highly ambitious. Equal opportunities are promoted well so that no groups of pupils are disadvantaged and all pupils feel valued. Any indications of discrimination are dealt with effectively. The local and international aspects of community cohesion are promoted particularly well. Local links are especially strong and helped by partners such as a local dramatic society, an on-site private nursery and the local cluster of schools. The school is aware that wider national links are currently relatively limited.

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

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

Early Years Foundation Stage

Children in the Reception class make satisfactory and improving progress. Progress in communication, language and literacy is not as good as that in personal, social and emotional development. Teaching is satisfactory but improving, and some good teaching and use of assessment were observed during the inspection. Activities are interesting and capture children’s attention so that they behave well and try hard. The warm and welcoming ethos enables children to grow in confidence. Leadership and management are satisfactory and improving. Great care taken to help smooth the transition from nurseries to the Reception class and the close liaison with parents and carers. As a result, children who had just started were beginning to settle very well. In one session children made satisfactory progress in understanding phonics and letter shapes because this was presented in an engaging way, including the use of a puppet. Children enjoy the opportunities to move between the classroom and the outside play area and to engage in a rich variety of activities.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The proportion of parents and carers who returned questionnaires was above average. They were positive about most aspects of the school, and particularly safety, healthy lifestyles, preparation for the future, and management. Less positive views were expressed about the school informing parents and carers about pupils’ progress and helping them to support learning. Inspectors looked at these areas and judged that the school does try to keep parents and carers informed and support their child. The school recognises these areas can always be improved and is keen to try to do so. In discussions with a group of parents and carers, they conveyed their great appreciation of the school’s work and their good engagement with the school.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Cradley 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 55 completed questionnaires by the end of the on-site inspection. In total, there are 101 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	38	69	15	27	1	2	0	0
The school keeps my child safe	36	65	18	33	0	0	0	0
The school informs me about my child’s progress	25	45	19	35	8	15	0	0
My child is making enough progress at this school	30	55	20	36	3	5	0	0
The teaching is good at this school	32	58	19	35	1	2	0	0
The school helps me to support my child’s learning	27	49	19	35	8	15	0	0
The school helps my child to have a healthy lifestyle	28	51	25	45	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)	32	58	17	31	0	0	0	0
The school meets my child’s particular needs	29	53	21	38	2	4	1	2
The school deals effectively with unacceptable behaviour	21	38	25	45	4	7	1	2
The school takes account of my suggestions and concerns	23	42	28	51	2	4	0	0
The school is led and managed effectively	33	60	17	31	0	0	0	0
Overall, I am happy with my child’s experience at this school	39	71	12	22	1	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 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 2010/11 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.



19 September 2011

Dear Pupils

Inspection of Cradley CofE Primary School, Malvern WR13 5NG

It was a great pleasure to meet you and speak with you when my colleague and I inspected your school recently. Thank you for making us so welcome and telling us about the school, including the things you enjoyed such as the many after-school clubs and being with your friends.

Cradley is a good school. The teaching and the activities you are offered are good. The staff care for you well and the school is managed well. The procedures for keeping you safe are very strong. The provision for the very youngest children is satisfactory and improving. There are some things the school could do better so I have asked the staff to make sure that:

- speaking and writing are encouraged more for the very youngest children among you in the Reception class
- the activities for those of you who are aged 5 to 7 years help improve your standards of writing, and that this is checked carefully by the school.

You can all play your part by continuing to do your best when these opportunities are provided for you.

Thank you again for making us feel so welcome.

With every good wish for your future,

Yours sincerely

Michael Farrell
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.**