

## PROTECT-INSPECTION



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25 October 2012

Suzanne Dawson  
Headteacher  
Myddle CofE Primary School  
Myddle  
Shrewsbury  
SY4 3RP

Dear Mrs Dawson

### **Notice to improve: monitoring inspection of Myddle CofE Primary School**

Thank you for the help which you and your staff gave when I inspected your school on 24 October 2012 and for the information which you provided during the inspection. Please thank the pupils for their excellent cooperation and also the governors for their time to meet me in school.

Since the time of the previous inspection, the time available for the headteacher to monitor the work of the school has been increased by reducing her teaching commitment and all three classes have a permanent teacher. The headteacher, Chair of the Governing Body and an adviser from the local authority attended a school improvement seminar in Manchester. The school has been supported by a Local Leader in Education from a partner school.

As a result of the inspection on 23 February 2012, the school was asked to address the most important areas for improvement which are set out in the annex to this letter.

Having considered all the evidence, I am of the opinion that at this time the school is making good progress in addressing the issues for improvement and in raising the pupils' achievement.

The school has ensured that achievement in reading and writing continues to be good. The strong focus on raising achievement in mathematics by leaders has meant that this is also good. The small numbers of pupils in each year make year-to-year comparisons of limited value because the success or not of just one pupil can make a big difference to the overall statistics.

The previous group of children in the Early Years Foundation Stage started with skills and knowledge in line with those expected for their age. When they joined Year 1 they were performing above average, particularly in communication and language

and their personal skills. Children were observed as part of a mixed-age class purposefully shopping and learning about money.

Reading continues to be a strength of the school. Pupils enjoy reading, and standards are well above average in all years. Pupils were observed reading for pleasure and being able to explain characters in their books, what they thought was going to happen next and why they enjoyed reading. Parents and carers support their children and fill in reading logs to let the school know when they have heard their child read. In the test to check how well they read and understand how words are formed from letters, Year 1 pupils achieved in line with pupils nationally.

In Key Stage 2, early results for the test in 2012 show that all pupils met and many exceeded the expected levels in reading, writing and mathematics. This is a significant improvement for mathematics. All pupils also made at least the expected progress from Key Stage 1. Results in Key Stage 1 assessments show that pupils continue to achieve in line with national figures. The school has very few pupils who are eligible for the pupil premium (additional government funds) but it has used these funds to give effective additional support to pupils for reading, writing and mathematics in extra lessons during the afternoon. This has contributed to the improvement in mathematics.

The school has improved the way in which it checks and records how well pupils are progressing. These records show that pupils make good progress in all years. The school had identified that, previously, pupils did not do as well in Years 3 and 4. Staff now check frequently to make sure that these pupils are always being stretched and are making good progress. Pupils who need additional support make good progress.

The quality of teaching and learning has improved so that now all teaching is at least good. Teachers are skilled at meeting the needs of the wide range of abilities within their classes. They make good use of the information on how well pupils are progressing so that work is well matched to pupils' abilities. Relationships between staff and pupils are good. Pupils were observed working very well when not under the direct control of the teacher in the computer room. Pupils enjoy working outside in the Forest School area and undertaking practical work in mathematics and science. Behaviour is very good because pupils enjoy learning. Pupils get on well with each other and have a clear understanding of how to be social.

Lessons get off to a purposeful start and staff quickly engage pupils in their learning. Pupils find lessons interesting because teachers make sure that they include a wide variety of activities to motivate and enthuse them. Lessons often include opportunities to help pupils to develop their moral and spiritual understanding of the world around them. Pupils enjoy music and drama, including dance, which helps them gain understanding of different cultures. Marking is good. Marking is up to date in all books and it includes advice on how pupils can improve their work as well as

giving praise for their efforts. In the best marking, pupils are asked to extend their work and respond to comments which are made in their books.

Leaders have been very successful in bringing about improvements to the quality of teaching and raising achievement in mathematics. The headteacher monitors different parts of the school's work weekly, including looking at pupils' books, looking at what teachers intend to teach, checking how well teachers teach and meeting pupils to find out how well they are doing and enjoying school. These observations are then fed back to staff and whole-school and individual areas of improvement are identified. Areas of improvement have also been part of how the school makes sure that staff improve their teaching. Good work with the partner school is supporting other leaders in developing their observation and monitoring skills, although as yet these are still in the early days. The school finds out how well pupils are progressing at frequent intervals and uses this information to check that pupils are all making good progress and to make sure that they are being taught well.

The governing body works well with the school. Governors make sure they get frequent reports on how well the school is progressing to improve the areas identified in the last report. They are often in school and have a direct understanding of how effective leaders have been able to bring about improvements.

The local authority supports the school well. Its statement of action is good. It gives clear areas and advice on how the school can improve, including strengthening subject expertise and suitable support for the leadership of the school and the governing body. The attached adviser is a regular visitor and the school has benefited from support from the headteacher and staff at the partner school. Actions by subject consultants have been effective in improving both the quality of teaching and the role of subject leaders.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Michael Smith  
**Her Majesty's Inspector**

## Annex

### **The areas for improvement identified during the inspection which took place in February 2012**

- Sharpen monitoring and evaluation procedures by:
  - establishing a more rigorous cycle of lesson observations, planning scrutiny, work analysis and pupil interviews
  - ensuring lesson observations and book trawls focus carefully on pupils' learning outcomes, and the feedback given to staff clearly evaluates the impact on pupils' progress
  - developing the skills of all leaders in effective monitoring and evaluation.
  
- Raise the quality of teaching and accelerate rates of pupils' progress so that they are good throughout the school by:
  - ensuring staff use assessment information rigorously to plan learning that meets the full range of pupils' needs
  - eradicating any inconsistencies in the teaching of mathematics
  - ensuring the marking policy is implemented consistently across the school in all subjects and that the feedback tells pupils how well they have done and how they can improve their work.