

# Malvern Parish CofE Primary School

Manby Road, Malvern, WR14 3BB

**Inspection dates** 27–28 November 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school

- Pupils' attainment has been consistently high in English and mathematics. Achievement has improved since the previous inspection. All groups of pupils, including disabled pupils and those with special educational needs, make good progress, in response to good teaching.
- Teaching has also improved. Teachers use resources well, plan tasks to help pupils learn independently and collaboratively, and use teaching assistants effectively to support the learning needs of individual pupils.
- Pupils' behaviour is exemplary and they are very eager to learn. Attendance is high. Pupils greatly enjoy lessons and other school activities, feel very safe in school and enthusiastically take on responsibility.
- Leaders evaluate the school's performance accurately and have successfully addressed issues from the previous inspection. Senior leaders check the quality of teaching and learning rigorously and plan appropriate support for staff.
- Staff systematically assess pupils' progress and give extra support to any pupils in danger of underachieving. Governors are very active in the school, knowledgeable, supportive and confident in holding it to account. They share the headteacher's determination to move the school on. They insist on a high level of accountability to ensure that pupils achieve well.

### It is not yet an outstanding school because

- There is not enough outstanding teaching to produce excellent achievement. In a few lessons, a slow pace and limited expectations mean that pupils do not reach their potential.
- Pupils' attainment in writing is weaker than in reading, particularly for more able pupils, because they do not write enough in subjects other than English.
- The quality of feedback given to pupils about their progress, including the marking of books, is inconsistent. Pupils are not always told how well they have done, whether their targets have been met and what they need to do to improve.

## Information about this inspection

- The inspection team observed 15 lessons, taught by nine teachers. Several of these lessons were joint observations carried out with members of the senior leadership team.
- Meetings were held with the headteacher, subject coordinators and other staff, pupils, and with three governors. The inspector also had a telephone conversation with a representative of the local education authority.
- Inspectors took account of 18 responses to the on-line questionnaire (Parent View) and also the responses made in 11 staff questionnaires.
- Inspectors observed the school's work and scrutinised a variety of documentation, including data on pupils' current progress, the school improvement plan and reports from the local education authority. They also looked at records relating to safeguarding.

## Inspection team

John Laver, Lead inspector

Additional Inspector

David Westall

Additional Inspector

## Full report

### Information about this school

- The school is a smaller-than-average primary school in which the great majority of pupils are of White British heritage.
- The proportion of pupils eligible for the pupil premium in this school, mainly those known to be eligible for free school meals, is less than half the national average.
- The proportion of disabled pupils and those with special educational needs who are supported at school action is very low, but the proportion of pupils supported at school action plus or with a statement of special educational needs is close to average.
- The school meets the current floor standards, which set the government's minimum expectations for attainment and progress.
- There have been several changes to the teaching staff in the last year.
- The school holds the International Schools award.

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

- Increase the proportion of outstanding teaching, so that all pupils consistently achieve to their full potential in lessons, by:
  - raising the expectations of what more able pupils can achieve and making sure that they are given tasks early enough in the lesson which are sufficiently demanding for them to make the best possible progress
  - ensuring that teachers do not talk for too long, and give pupils enough practical tasks, so that the pace of learning is consistently maintained
  - improving the consistency of feedback to pupils, especially in marking, by making it clear exactly how well they have done and met their targets; and getting pupils to respond to comments so that they have a clear understanding of how they can take their work to the next level
  - giving all pupils, and the more able in particular, more opportunities to write at length in response to demanding tasks in subjects other than English.

## Inspection judgements

### The achievement of pupils is good

- Children join Reception with levels of skill and personal development in line with those expected for their age. All children in Reception respond positively to good teaching and, consequently, exceed expectations by the beginning of Year 1. A particular strength is children's ability to speak confidently and articulately. Inspectors saw lively and effective learning in sessions about linking sounds and letters (phonics).
- The attainment of pupils by Year 6 has been consistently high for several years, with particular strengths in reading and mathematics. Pupils' progress has improved since the previous inspection, particularly in English. Although writing is not as strong as reading, it has improved. Previous gaps in progress, for example between boys and girls, have narrowed because of strategies such as improving the range of fiction likely to appeal to boys. Overall levels of progress compare favourably with national expectations in all areas.
- Disabled pupils and those with special educational needs, and those eligible for support under the pupil premium, share in the good progress. This is done mainly through providing additional support.
- The good learning and progress were observed in many lessons during the inspection. For example, in an English lesson for older pupils, the teacher encouraged them to debate their emotional responses to a film extract. This resulted in pupils using words such as 'contemplating' and 'reflecting' as they explored emotional responses as a prelude to their writing. Pupils considered each other's views in a very mature manner.
- Occasionally some pupils, usually the more able, do not achieve as well as they could in lessons. This happens when less-experienced teachers talk for too long before encouraging pupils to work independently or collaboratively.
- Sometimes progress needs improvement when the tasks set are not sufficiently demanding or varied enough to match pupils' abilities. The results are seen in some of the writing tasks in topics like history. Pupils work conscientiously in gathering and writing up information, for example about the Tudors. However, the expectations of how pupils should use the information to analyse interesting topics are not high enough to enable them to reach their full potential, whereas the quality of writing in pupils' literacy books is often much higher.

### The quality of teaching is good

- Teaching is typically good, sometimes outstanding, and never inadequate. Pupils and parents recognise the strengths in teaching, the result of the leadership's determined efforts to drive up standards.
- Strengths in the teaching include the effective use of a range of visual and written resources to interest pupils and assist their learning. Support staff use questioning well to help the understanding of pupils with particular learning needs. Teachers show high expectations when getting pupils to debate ideas and develop their thinking skills.
- Teachers usually make sure that pupils learn actively, for example by collaborating with their

classmates and assessing each other's work. Pupils enjoy these opportunities and their very positive attitudes to learning, along with their confidence in expressing themselves, contribute greatly to the good progress in most lessons.

- These qualities were seen, for example, when pupils developed imaginative imagery in their writing as they watched film extracts about stormy weather at sea.
- Disabled pupils and those with special educational needs make good progress, because teachers plan well for their learning in lessons, and they also receive good additional adult support.
- The quality of teaching only falls occasionally, usually when teachers' expectations are not high enough to take advantage of pupils' eagerness to learn, so that tasks are insufficiently demanding. It was seen, for example, when mathematics exercises were too similar to each other and able pupils, who understood the concepts early on in the lesson, did not get to move on to more demanding and interesting tasks.
- Teachers do not always make pupils respond to their comments when marking their work, in order for pupils to directly correct mistakes.

### **The behaviour and safety of pupils** are outstanding

- Pupils behave exceptionally well both in and out of lessons, and their considerate attitude towards each other and the welcoming, friendly environment are among the strengths of the school.
- A very small minority of parents have concerns about behaviour and bullying. However, all parents and pupils believe that pupils are safe in school. Pupils understand that bullying can range from physical and verbal abuse to cyber-bullying and other concerns, but they are confident that none of these are issues that affect them. Pupils believe that they are very well cared for.
- Pupils enjoy taking on responsibility. Besides the school council, there are a large number of committees such as the Global, Eco and Collective Worship Committees, and older pupils support younger classmates very well.
- Pupils are very enthusiastic about additional activities such as the visit to Birmingham's Sea Life Centre. Younger children and pupils were very excited by the 'pirate day' activities organised by an outside visitor.
- Attendance levels are very high, reflecting parents' and pupils' enthusiasm for the school.

### **The leadership and management** are good

- The headteacher, well supported by the leadership team, has improved the school considerably since the previous inspection and this demonstrates that the school has the capacity to improve further. Other staff share the commitment to continued improvement, and are very positive about all aspects of the school. This commitment is based on very solid foundations, since the school evaluates itself very accurately, the planning for improvement is well structured and the checking of both pupils' progress and the quality of teaching and learning is very rigorous.

- Pupils' progress is now tracked very systematically. It results in regular meetings to discuss pupils' progress, which in turn leads to an 'assertive mentoring' programme which gives pupils demanding targets for their expected progress and attitudes. The results have been very evident in the good progress made by almost all pupils.
- Funding through the pupil premium has had a direct, positive impact on the learning of those pupils who are eligible for this help. For example, the school has employed an experienced teacher to provide additional support for these pupils.
- Leaders check teachers' performance carefully. Increased accountability of staff has been ensured by the close link kept between staff remuneration and the progress of pupils.
- Pupils enjoy the school curriculum, including themes such as 'commotion in the ocean', which has resulted in some good art and literacy work. Pupils enjoy the rich music provision, for example, with all Year 4 children learning to play a stringed instrument.
- There is outstanding provision to develop pupils' spiritual, moral, social and cultural development. Close links with local churches and reflective assemblies, in addition to a range of fund-raising and other activities, have given pupils a strong awareness of the nature of belief and community responsibility. This also springs from the strong Tanzanian link, which has had a direct impact on the curriculum, for example through joint projects, and is one of the reasons why the school holds the International Schools award.
- Malvern Parish Primary is a school which meets the needs of all its pupils. There is no discrimination, and everyone has the opportunity to achieve well. The innovative organisation of lessons in morning sessions, which combine pupils from a wide age range in their literacy and numeracy classes, has not only had a positive impact on achievement, but encourages pupils to react and collaborate to an exemplary degree with classmates of different ages.
- The school meets all safeguarding requirements. Pupils know how to keep safe, whilst staff are appropriately trained and know their responsibilities.
- **The governance of the school:**
  - Governance has improved since the previous inspection. Governors are very active in all areas of school life. They are linked to subjects, regularly checking pupils' progress. They also have a keen understanding of the school's strengths and the areas needing improvement, having a good grasp of data and assessment systems. Governors monitor how effectively the pupil premium is used and share the headteacher's high expectations. They challenge the school constructively about how resources are used, and clearly understand the links between the performance of staff, their professional development and pupils' progress. Governors make good use of the opportunities to update their knowledge and expertise in carrying out their responsibilities such as safeguarding.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	116900
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	405677

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>	Voluntary Aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	209
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Martin Worsley
<b>Headteacher</b>	Lynn Gill
<b>Date of previous school inspection</b>	12 October 2010
<b>Telephone number</b>	01684 574084
<b>Fax number</b>	01684 577964
<b>Email address</b>	office@malvernpark.worcs.sch.uk



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