

Myddle CofE Primary School

Myddle, Shrewsbury, SY4 3RP

Inspection dates 1–2 May 2013

Overall effectiveness	Previous inspection:	Inadequate	4
	This inspection:	Good	2
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.

- Children make a good start in the Reception Year. They are confident and respond well to stimulating activities which help them make good progress in the Early Years Foundation Stage.
- Pupils' achievement in reading is excellent. It is good in writing and mathematics.
- Teaching is always at least good as it meets the needs of the different abilities of children and pupils in the mixed-aged classes.
- Teachers regularly check on how well pupils are working and make suitable changes to the work so all pupils achieve well.
- The quality and frequency of marking is good and has improved since the previous inspection.
- Pupils' outstanding behaviour and high attendance contribute well to a happy and supportive school.
- Pupils have an excellent understanding of how to keep themselves safe, including contributing to the school's risk assessments for educational visits.
- Leaders and managers, including the governing body, have been very effective in overcoming the weaknesses identified in the previous inspection, particularly in improving the quality of teaching.
- The school shows an outstanding capacity to carry on improving.

It is not yet an outstanding school because

- Achievement is not outstanding because older pupils have had to make up for the slower progress made in previous years.
- In mathematics lessons, teaching does not always make sure that pupils understand the concepts being covered.
- Pupils do not get enough opportunities to write at length when they are working on their topics.
- Teachers do not always give questions to extend pupils' learning or check their understanding.

Information about this inspection

- The inspector visited lessons in each class twice and observed six lessons, two of which were observed jointly with the headteacher. The inspector also observed the before- and after-school sessions of the Sunrise and Sunset Extended School Service and walked with the pupils to the local church for their weekly service.
- Meetings were held with governors, members of staff, a representative of the local authority and groups of pupils. The inspector also heard a number of Year 3 pupils read.
- There was a high proportion of responses to the online questionnaire (26) for parents and carers (Parent View). The inspector took account of these responses along with those from 10 staff questionnaires and comments made by parents as they were bringing their children to school.
- The inspector observed the school's work and looked at a number of documents, including the school's information on pupils' progress, records of the headteacher's monitoring of the work across the school and documents relating to safeguarding.
- The inspector also drew on evidence from the previous monitoring visit.

Inspection team

Michael Smith, Lead inspector

Her Majesty's Inspector

Full report

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

Information about this school

- The school is much smaller than the average-sized primary school and pupils are taught in three mixed-aged classes.
- The proportion of pupils supported by the pupil premium (the additional government funding for pupils known to be eligible for free school meals and those looked after by the local authority) or the service children premium (the additional government funding for pupils from armed forces families) is well below average.
- Around a tenth of pupils who are supported at school action plus or with a statement of special educational needs with a similar proportion supported through school action. Both of these are around the average.
- The school has received a number of awards, including Healthy Schools and Artsmark.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school runs a breakfast club, Sunrise and an after-school club, Sunset Extended Schools Service.
- There is an independent preschool on the school site which is inspected separately.
- In February 2012, the school was given a notice to improve. The school received a monitoring visit in October 2012, when it was judged to be making good progress in addressing the issues for improvement and in raising the pupils' achievement.

What does the school need to do to improve further?

- Raise achievement to outstanding by ensuring that:
 - pupils complete extended pieces of writing in their topic work
 - the teaching of mathematics consistently focuses on developing a good understanding of the concepts covered
 - marking identifies additional tasks for pupils which will extend their learning and check how well pupils have understood the work covered.

Inspection judgements

The achievement of pupils is good

- Children start in the Early Years Foundation Stage with skills and knowledge in line with those expected for their age; their personal, social and emotional development is often higher than their early experience of reading, writing and number. Children make good progress in their Reception Year and enter Year 1 with skills and knowledge at least in line, and often above, those expected for children of their age.
- Pupils across all ages are keen readers and achievement in reading is outstanding. Pupils are able to make words by using the different sounds letters and groups of letters make (phonics). They can explain different types of book and why they prefer one author more than another.
- Pupils write well. They have a good understanding of how to use the correct grammar and also the different elements of speech. For example, a group of Reception children and Key Stage 1 pupils were keen to let their teacher know that she had used alliteration when she was writing the start of a story. Children in the Reception class have nearly all developed good writing skills, and all are able to write their name and other simple words.
- Achievement in mathematics has improved greatly since the last inspection and is now good. Pupils are good at tackling real-life problems and identifying which mathematical operations they need to use to answer questions.
- Many pupils have been able to make up for the slower progress they had made in previous years. The proportion of pupils who make the expected progress is above average, and the proportion making better than expected progress has improved greatly and is now close to average.
- Pupils make good progress in French which they enjoy in all years, including Reception. Pupils also make good progress in art and science where they develop good experimental skills.
- Good support for disabled pupils and those who have special education needs means that they make good progress. Progress is better in reading and mathematics for this group than for writing. For example, teaching assistants work well with individual pupils; they make sure that the pupil answers the questions without them doing the work for them, but giving any additional support when necessary.
- The school uses pupil premium and service children premium funds well to support the very small number of pupils who are known to be eligible for free school meals and also those from service families by giving additional support for reading and number work, when necessary. These pupils make good progress, similar to their peers. There were not enough pupils known to be eligible for free school meals in 2012 to comment on their attainment at the end of Key Stage 2 without identifying them.

The quality of teaching is good

- The quality of teaching is consistently good. Some practice is outstanding, such as excellent questioning to help older pupils understand when it is best to calculate mentally. It was also evident in the use of real-life practical problems with younger pupils, including sharing seeds or comparing the lengths of different flowers. Lessons are well planned to take account of the different ages and ability groups. Teachers are skilled in checking how well pupils are

progressing. They swiftly adapt their pupils' work, either to support them if they are struggling or to give harder work if they are completing tasks easily.

- Lessons for the youngest group of children and pupils often give them opportunities to work outside. Teachers make good use of the Forest School (an outside wooded area) for all age groups. Pupils enjoy the freedom and respond very well to the stimulus of working in the open.
- In reading lessons, pupils read well either to an adult or to themselves. Good teaching makes sure pupils tackle any words they are having a problem with by using the different sounds letters, or groups of letters, make. These skills are also very well demonstrated by teachers during other work so that pupils see this as a normal activity when reading or writing.
- Pupils respond well to lessons when they write. Teachers explain the need to use correct grammar, as well as being imaginative with their language. They have high expectations of what pupils can achieve in their writing. Pupils have opportunities to write long pieces of work during their English lessons, but they do not have similar opportunities when they are working in their topic books or in subjects such as religious education.
- Teachers have improved their teaching of mathematics so that pupils now make good progress. Teachers sometimes use investigations to help pupils make connections for themselves, for example when investigating whether all numbers have an even number of factors. Lessons often include real-life problems for pupils to practise their calculation skills, including problems which need more than one operation to answer. These increase pupils' interest and engagement. However, not all lessons ensure that pupils have a good understanding of the mathematics they are being taught; this is because pupils follow a number of routines without understanding why or how.
- Teaching assistants are very skilled in supporting different groups of pupils in lessons. For example, in some lessons they work with pupils needing additional support to keep up with others whereas in others, teaching assistants may be extending the most-able pupils as the teacher works with a different group. Pupils also work well by themselves with limited input from teachers or teaching assistants. Teachers and teaching assistants regularly share information on how best to challenge and motivate pupils.
- Marking has improved since the previous inspection. It is up-to-date in all books and 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. However, this is not consistent and more likely in writing books than mathematics books.
- Teaching allows pupils to reflect on how they work and play and how they fit into the world. This, along with religious education and assemblies, helps to support pupils' excellent spiritual awareness. The school recognises that pupils often have limited first-hand experience of meeting people from different cultures and backgrounds in the local area. Close work with the local independent boarding school gives opportunities for pupils to meet a variety of girls from countries across the world.
- Pupils' moral development is good. For example, the Eco-club makes sure that pupils are aware of issues related to the environment, with pupils organising a day where the only electricity used in the school was for the headteacher's laptop. In the Early Years Foundation Stage, children develop good social skills by learning to play together and to share. Pupils are aware of local cultural events, like the Shrewsbury Flower Show, and also enjoy art and music. Many enjoy taking part in the school choir.

- Parents and carers are pleased with the quality of teaching and homework which their children receive.

The behaviour and safety of pupils are outstanding

- Pupil's excellent behaviour is a strength of the school and shows how appreciative pupils are for the help and support from their teachers. The school makes effective use of the service children premium by, for example, supporting pupils joining other than at the usual times in settling into their new school.
- Pupils have excellent attitudes in lessons, where they enjoy learning. Around the school, pupils are polite and highly cooperative. They do not need to be reminded how to behave well as they do this naturally.
- Bullying is so rare that the pupils cannot remember an incident. Pupils understand the different types of bullying. In discussion, they were able to show how the school had supported them in making sure they knew what to do if there were any incidents using computers. They also were aware of how bullying can affect others.
- The school makes sure that pupils know how to keep themselves and others safe. A significant strength is how pupils help to identify any issues which may be a problem when they are preparing to go on an educational visit. This highlights any issues and also gives pupils a better understanding of how to reduce or eliminate risk. This was demonstrated by the very orderly and safe way in which all pupils travelled up to the local church. Younger pupils had an older 'buddy' who made sure their charge was safe by always making sure the younger pupil was on the inside of the pavement while walking to and from the church.
- Pupils maturely discuss, at an appropriate age, the dangers of substance abuse, including alcohol and smoking. They also understand about relationships linked to families and marriage.
- Staff make sure the pupils feel safe and enjoy the before-school activities and their breakfast. In the after-school club, pupils enjoy board games and playing with their friends before having a snack and then starting their homework.
- Responses to the Parent View survey show that all those who responded strongly agreed that their child felt safe and was well looked after. Virtually all strongly agreed that behaviour was good. Attendance is high with no pupils in the present year having too much time off school.

The leadership and management are good

- The headteacher provides very strong leadership and a relentless drive to improve. The areas identified as inadequate in the previous inspection have been improved so that now the school is judged good and with an outstanding capacity for further improvement. Her ambition is shared by all staff who were highly supportive when responding to their questionnaire.
- There is a highly effective system to check on the quality of teaching and learning. There are good records of these activities and the evaluations have been used to improve the overall quality of teaching and learning. For example, teachers have changed the way in which mathematics lessons are planned so that the emphasis is identifying what the most-able pupils will learn and then adapting the work for the other pupils.

- The school finds out how well pupils are progressing at frequent intervals. Staff use this information to check that pupils are all making good progress and to make sure that they are being taught well. Any variation is identified and then investigated, so that any pupil who is falling behind can receive suitable additional support to make up for lost ground.
- The school provides outstanding pastoral care for its pupils. There are very good relationships with parents and carers, as well as local residents. Parents and carers spoke very supportively of the school and of its management.
- Staff plan work for the mixed-aged classes well within a two-year cycle. Lessons are enhanced with a very wide range of clubs and after-school activities. The school takes part in frequent inter-school sports and is successful at cross-country running.
- The school works very well with other local schools and with the preschool which shares the same site. Each week children from the Reception class and children from the play school are able to work together. This also helps children from the preschool get used to the school as they are getting closer to the time of transfer.
- Pupil premium and service children premium funding is used effectively in all years. Funds are used to support pupils with additional reading or number work. The funding is also used to make sure that all pupils are able to take advantage of the excellent educational visits made by the school which bring topics to life and help pupils write better factual reports.
- Local authority support, along with that of the Local Leader of Education from Lower Heath CE Primary School, has helped the school improve. There has been good support for literacy, mathematics, the management of disabled pupils and those who have special education needs, and for the Early Years Foundation Stage. The local authority school improvement adviser is a frequent visitor and has supported the school and governing body to bring about the necessary improvements.
- **The governance of the school:**
 - The governing body provides strong support to the staff within the school so that leadership has improved greatly and is now judged good. It has worked closely with the headteacher to make sure she was not distracted from her key role of improving the quality of teaching and raising achievement. It checks that safeguarding systems meet all current requirements. The governing body checks that arrangements to make sure that teachers who consistently perform well are rewarded. Through its different committees, the governing body monitors the work of the school through first-hand evidence and the analysis of data, advises on the school's self-evaluation and identifies areas for improvement. Governors visit the school frequently and work with different year groups or classes to gain a good overview of how well the school is improving. They also check on the activities of the breakfast and after-school clubs. They use the data on how well each child is progressing to check on how effectively the pupil premium and service children funding is being used.

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

Unique reference number	123487
Local authority	Shropshire
Inspection number	408854

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	62
Appropriate authority	The governing body
Chair	Phil Jones
Headteacher	Suzanne Dawson
Date of previous school inspection	23 February 2012
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