

# Christian Malford Church of England Primary School

Church Road, Christian Malford, Chippenham, Wiltshire, SN15 4BW

## Inspection dates

7–8 November 2013

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

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because:

- Between 2011 and 2013, pupils' overall progress was less than good, particularly in mathematics. This has meant that attainment at the end of Year 6 has been inconsistent and in 2013 pupils did better in writing than in mathematics.
- Teaching has not been of a high enough quality to secure good progress.
- The match of tasks and questions to pupils of different abilities is not always challenging enough, particularly for the most able.
- Not all teachers regularly set a brisk pace to lessons or make good use of time. As a result, pupils do not always achieve as well as they could.
- Pupils do not have enough opportunities to apply their mathematical understanding to analyse and solve problems.
- Leaders, managers and governors have not ensured that teaching and achievement have improved so that they are good.
- When leaders assess the impact of teaching they do not bear in mind the extent of pupils' progress as much as they could.
- Advice to teachers about what they could do to improve their practice is not as sharp as it could be.

### The school has the following strengths:

- In a short time, the interim headteacher has had a very positive impact. Staff are proud to be members of the school. Most parents and carers would recommend the school to others.
- Pupils currently in the school are making markedly better progress.
- Pupils in Year 2 attained much higher results in 2013 in reading, writing and mathematics than in the previous two years.
- Pupils show positive attitudes to learning, behave well and feel safe at school.
- Governors have provided continuity for the school, and have a clear understanding of their role. They are well informed and hold the school to effective account for its performance.

## Information about this inspection

- The inspector observed teaching and learning in seven lessons, of which two were joint observations with the interim headteacher. The inspector also heard a sample of pupils in Years 1 and 2 read.
- Meetings were held with groups of pupils, members of the school's staff, the Chair of the Governing Body and two other members, and the Diocesan Education Adviser (School Improvement and Partnerships), and a telephone conversation took place with a representative of the local authority.
- The inspector analysed the 28 responses that were recorded on the online survey (Parent View) by the end of the inspection.
- The inspector also took account of the six responses to the questionnaire for school staff.
- The inspector observed the school's work, and looked at a range of documents, including the school's own data on pupils' current attainment and progress, planning documentation, records relating to behaviour and attendance, and documents relating to safeguarding, the pupil premium and the curriculum.

## Inspection team

Chris Grove, Lead inspector

Additional Inspector

# Full report

## Information about this school

- This is a primary school that is much smaller than average size.
- The number of pupils is lower than at the time of the previous inspection.
- The proportion of pupils known to be eligible for the pupil premium (which provides additional funding to support children in local authority care, pupils known to be eligible for free school meals and those from service families) is well below average. There are currently no children who are looked after by the local authority. Only a very small number of pupils are supported by the pupil premium.
- The proportion of disabled pupils or those who have special educational needs supported through school action is well above average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is also well above average.
- It is not possible to make a valid judgement about current government floor standards (which set the minimum expectations for pupils' attainment and progress), as there were not enough pupils in Year 6.
- The previous headteacher left the school in May 2013, and an externally appointed interim headteacher took up post in June 2013. An experienced headteacher has been appointed to lead the school from January 2014.
- There has been a considerable change of teachers and teaching assistants in the course of the last six months.
- Apart from the Reception class, pupils are taught in classes of mixed ages.
- The school has applied, with support from the diocese, for status as an academy, which is expected to be granted from 1 December 2013.
- Among the school's accreditations are the International School (Intermediate), Eco Schools (Silver) and the Healthy Schools (Plus) awards.

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

- Increase the proportion of good and better teaching by:
  - providing consistently good challenge through an improved match of tasks and questions for the different groups of pupils, including the most able
  - making sure that all lessons proceed at a consistently good pace
  - ensuring that teachers regularly make good use of time so that all groups of pupils achieve well when they undertake set tasks.
- Ensure that pupils make consistently good progress in mathematics so that their attainment rises, and matches their better progress in writing, by providing greater opportunities for them to apply their knowledge and skills to problem-solving tasks.
- Improve the effectiveness of leadership and management by ensuring greater impact from the school's activities to check the quality of teaching and learning through:
  - a stronger emphasis on considering the extent of pupils' progress when leaders observe teaching and provide teachers with feedback about improvement
  - sharper advice about what teachers could do to improve their practice.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Pupils do not make consistently good progress throughout the school and between subject areas. Rates of progress are less strong in mathematics than in writing.
- Attainment has been inconsistent in recent years. Although pupils' attainment in writing in 2013 improved further by the end of Year 6, and was above previous national levels, their attainment in mathematics, in particular, was considerably lower.
- By contrast, attainment by the end of Year 2 in 2013 improved in reading, writing and mathematics, and was markedly higher than in the previous year.
- The school's tracking evidence indicates that pupils currently in the school, including those in the present Year 6, have been making markedly improved progress compared with that of former pupils.
- The progress of disabled pupils and those with special educational needs has been similar to that of others. However, these pupils are currently also making much better progress.
- When children first arrive in school, their knowledge and skills vary considerably but on average are typical for their age. They generally make good progress and develop a secure basis for later learning. For example, by the end of the Reception Year in 2012, attainment was similar to the national picture, and exceeded expectations in all aspects of literacy. In 2013, the majority of the children reached the expected level of development.
- Pupils are keen to take part in sports and other physical activities. For instance, pupils in Years 1 and 2 participated enthusiastically in a dance lesson in which they enjoyed the physical challenges set for them as they performed in the roles of pirates aboard ship.
- There are too few pupils known to be eligible for pupil premium funding to be able to compare their attainment with that of others without identifying them. The school makes appropriate use of its funding, principally to support these pupils to make accelerated progress in literacy and mathematics. Additionally, the funding has provided adult support for any who experience difficulties with behaviour, reflecting the school's commitment to promoting equal opportunities and to tackling discrimination.

### The quality of teaching

### requires improvement

- The quality of teaching requires improvement because it has not led to good progress by pupils in past years.
- Teaching does not always provide appropriate challenge for all groups of pupils, including the most able. Because of the school's small size, most pupils are taught in classes spanning a wide range of ages and abilities. Planning for teaching therefore expects tasks set to be well matched to pupils' different prior attainment. However, this does not always happen in practice. Similarly, teachers do not regularly match their questions carefully to pupils. As a result, more-able pupils, in particular, are not consistently stretched by appropriately demanding tasks or by questions that extend their powers of reasoning.
- Not all teaching is consistently well paced and makes the most effective use of time to ensure that pupils are highly productive in completing set tasks.
- However, in good teaching observed an engaging pace was coupled with good use of time. In a mathematics lesson in Years 3 and 4, for instance, one teacher adopted a brisk approach and aroused pupils' interest through setting up different groups to play a game requiring quick mental addition, subtraction or multiplication. Pupils greatly enjoyed the learning and the most able were effectively challenged because the teacher gave them increasingly difficult numbers to process.
- The school is aware that as yet not enough opportunities are provided to apply pupils' knowledge and skills in investigations and problem-solving tasks. This is another reason why in

the past not all pupils have achieved as well as they could.

- Relationships between teachers, other adults and pupils, and between pupils themselves, are good, which makes a significant contribution to the very positive climate for learning.
- Teaching in the Reception class has a good impact on learning. The teacher maintains an engaging pace in well-structured lessons. With good support by the volunteer helper, this leads to the very positive atmosphere, and to children's success. In a well-conducted session on phonics (linking letters to sounds), for instance, children made good progress in recognising and later writing 'g' words, and enjoyed pretending to put ingredients such as 'goat' and 'grandma' into a pot of 'silly soup'.
- Pupils say that they like the new approach to marking which gives them feedback by using pink highlighter to acknowledge good work and green highlighter to point to what could be improved, and by the inclusion of comments indicating what they could do better.

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

- Pupils' attitudes to learning are very positive as a result of the school's warm and nurturing ethos. Pupils recognise this, and say that the great majority behave well and respect others. They show a mature understanding of the very few pupils who occasionally find it difficult to cope.
- Teachers have set clear expectations for pupils' conduct, so that there is little need for overt behaviour management. The school is effective in promoting positive relationships. In the surveys, most parents and carers and all members of staff agree that pupils are well behaved.
- Around the school, pupils behave responsibly, displaying courtesy towards adults and their peers. They show reverence in assemblies. There is a calm and orderly atmosphere in the hall at lunchtimes. At breaktimes in the playground, pupils make good social contact with others. Behaviour is not outstanding as on occasions a few pupils are exuberant at break times.
- Pupils feel safe in school. Pupils' views are supported in the surveys, where almost every parent and carer, and all members of staff, agree that children are safe.
- Pupils understand the different types of bullying, and say that little bullying occurs. They know that staff address any problems that occasionally arise. All members of staff and a large majority of parents and carers who took part in their respective surveys agree that the school deals effectively with bullying. In recent years, there have been no permanent and few fixed-term exclusions.
- Attendance is above average, and the rate of persistent absence is below average.

### **The leadership and management require improvement**

- Leadership and management require improvement because leaders, managers and governors have not ensured that teaching and achievement have improved so that they are good. When leaders feed back to teachers following observations not enough emphasis is put on pupils' progress when assessing the impact of teaching, and teachers are not always given sharp enough advice on how teaching can be improved.
- The interim headteacher has brought a renewed sense of direction, encapsulated in the updated vision statement. With good support by the diocesan education adviser, she quickly formed supportive relationships with governors, and began to take steps to enhance the quality of teaching and the impact of the leadership team. Staff, parents and carers support the school's leadership. This leads to the strong team spirit among the staff; all those who completed the staff questionnaire agreed on their pride in the school. Similarly, the great majority of respondents to the online parental survey would recommend the school to others.
- The school's needs have been rigorously analysed and the findings incorporated into well-devised strategic planning, with related action plans for literacy and mathematics. Actions taken are having a successful impact in further improving provision. Regular tracking of pupils'

progress, and the monitoring of planning, teaching and pupils' work, include greater involvement of middle leaders, and are effective.

- The school's curriculum is broad and balanced. In the Reception class, well-planned opportunities for learning indoors and outside include practical work with adults and activities undertaken by the children themselves. The school's curriculum is increasingly focused on developing pupils' skills, and provides opportunities to explore interesting topics, such as Ancient Egypt. The International School award attests to links made with African countries. Music provision includes a well-attended choir and tuition for drums and recorder. The Eco School award reflects the focus on issues and on Christian values, which contribute well to pupils' spiritual, moral, social and cultural development.
- One of the twice-weekly sessions in physical education is undertaken by a specialist external provider. The provider also offers after-school sports, including tag-rugby, football and basketball. The school is using the new primary sports funding to extend its provision and to enhance staff skills in teaching physical education. The school also holds the Healthy Schools award, recognising its promotion of pupils' physical well-being.
- School leaders maintain a meticulous focus on child protection and safeguarding, which fully meet requirements. Furthermore, staff are at pains to ensure that vulnerable pupils are well supported.
- The online parental survey indicates a good level of satisfaction. The school is enhancing its links with the church and local community, for example through the Remembrance Service and a large, striking mosaic constructed by pupils, which is about to go on public display in the adjoining Malford Meadow.
- The local authority held a case conference in July 2013, and recorded its view of the school's context and performance. The authority is fully informed about progress towards academy status.
- The capacity for improvement is shown by the much better achievement of current pupils, and by the positive impact of the leadership including middle leaders. Provision for the Reception Year has also been much improved.

■ **The governance of the school:**

The governing body has a clear understanding of the school's context, knows its strengths and weaknesses, and is rightly providing effective continuity at a time of changes in leadership. Governors share the new vision for improvement. They understand the implications of nationally produced data on the school's performance. They know too that, in the recent past, teaching has not secured good enough progress. They take seriously their responsibility for the headteacher's performance management, and judge that the performance management of other staff has not had sufficient impact. Governors have adhered to the principle that good performance should be rewarded and underperformance tackled. Governors have ensured that parents and carers are fully informed about the purpose of pupil premium funding and its impact in supporting eligible pupils. They have undertaken training to enhance their capacity to hold the school to account, including how to analyse data to gauge performance. Governors' stewardship has been effective, indicating that an external review of this aspect of leadership and governance is not required.

## 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>	126315
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	426769

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 controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	61
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Tom Glass
<b>Headteacher</b>	Brenda Portman (interim headteacher)
<b>Date of previous school inspection</b>	30–31 January 2012
<b>Telephone number</b>	01249 720496
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