

Christian Malford CofE Primary School

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

Inspection dates

23–24 November 2016

| | |
|--|--------------------------|
| Overall effectiveness | Good |
| Effectiveness of leadership and management | Good |
| Quality of teaching, learning and assessment | Good |
| Personal development, behaviour and welfare | Good |
| Outcomes for pupils | Good |
| Early years provision | Good |
| Overall effectiveness at previous inspection | Not previously inspected |

Summary of key findings for parents and pupils

This is a good school

- Since the appointment of the new executive principal and head of school, Christian Malford School has achieved stability and gained a clear sense of purpose. Leadership and management are good and leaders have the confidence of parents and staff.
- Members of the local board of the academies trust know the school well and closely monitor its performance. Board members are very supportive, but they also challenge leaders to make further improvements.
- Most pupils make good progress from their starting points, particularly in writing and mathematics. This includes disadvantaged pupils and those who have special educational needs and/or disabilities. Pupils from the Traveller community make good progress when they are in school.
- The school has a successful record of tackling weaker teaching. Teaching is now generally good and teachers plan interesting lessons and activities. This results in pupils being enthusiastic about their learning and enjoying school.
- Teachers know their pupils well and monitor the progress they are making. However, they do not have a clear understanding of the quality of work that might be expected of the most able pupils so that they attain as highly as their peers nationally.
- Pupils in the school are not learning phonics as quickly as pupils in most schools. Progress in reading and comprehension is slower than should be expected.
- Behaviour at Christian Malford School is good. Pupils are happy, confident learners; they pay attention well in class and have good attitudes to learning. Pupils move around the school sensibly and at lunchtimes and playtimes pupils of all ages play together well.
- Arrangements for safeguarding are good. Pupils are kept safe in school. They told the inspector that they feel safe and that there is no bullying. Parents and staff support this view.
- Arrangements for children to settle quickly into the Reception class are good. There are close links with the independent pre-school which shares the site. Children enjoy a well-planned Reception curriculum which develops their skills and knowledge.

Full report

What does the school need to do to improve further?

- Ensure that progress in reading is as fast as in mathematics and writing by:
 - improving the quality of phonics teaching so that pupils are able to use their phonic knowledge effectively in their reading
 - teachers challenging their pupils to understand and question what they are reading to deepen their comprehension skills
 - leaders ensuring that pupils' progress in all aspects of reading is closely monitored and extra help is given if progress slows.
- Use information about assessment and standards effectively to improve pupils' progress by:
 - ensuring that teachers understand what work of the highest quality looks like in order to challenge themselves and the most able pupils to reach the highest standards
 - teachers being held to account if progress in a subject or year group slows.

Inspection judgements

Effectiveness of leadership and management

Good

- The new, strong leadership of Christian Malford School has successfully addressed the uncertainties arising from staff changes so that, following a dip in the school's performance, pupils' progress and behaviour are improving rapidly.
- The executive principal and head of school work well together. They are supported by the local board of the academies trust, which knows the school well and challenges leaders to improve performance further.
- Previous underperformance was quickly and robustly addressed by the executive principal when she took up her post. Evidence presented by school leaders showed that the current school team of teachers, support staff and administrators is now much stronger and all work well together to improve outcomes for pupils.
- The teachers support the leadership team, and consider that the changes that have been made are improving the school and that they are well led.
- The school's leaders have a clear picture of the quality of teaching and learning through observations of teaching and looking at pupils' work in books. This academic year they have introduced a new, more detailed tracking system so that pupils' progress can be more closely monitored.
- There is good leadership of provision for special educational needs, with expertise shared between Christian Malford and its two partner schools. The progress of pupils who have special educational needs and/or disabilities is closely tracked and support is given quickly if a need is identified or progress is slow.
- A similar system of monitoring support is used to identify the needs of disadvantaged pupils, with the result that they too have their needs met well and are making good progress.
- Pupils' rates of progress have improved across the school, but not as rapidly in reading as in writing and mathematics. A smaller proportion of pupils have been successful at reaching the required standard in the phonics check than is found nationally. School leaders recognise this as a priority.
- While the school leaders have been successful at increasing the proportion of pupils who are making expected progress, some of the most able pupils are capable of making even faster progress, and school leaders are just starting to address this.
- Similarly, while teachers have a good understanding of the progress their pupils are making in planned activities, they are not aware of the highest standards that some pupils of the same age are reaching in other schools nationally.
- The curriculum is broad and balanced and pupils talked enthusiastically about their learning. Mathematics and topic work are particularly enjoyed. Pupils spoke with pleasure about their studies, including the topics of life in Britain during the second world war, space, Vikings, settlements and Africa.
- Leaders ensure that pupils have lots of opportunities to enrich their education. For example, pupils said that residential trips helped them learn to cooperate with each other. They also have visitors to the school; the pupils were particularly impressed by

their visit from a Viking! Music and singing plays a large part in the school's life, and the school is fortunate to have some expert musicians on the staff. Pupils participate enthusiastically in making music and singing with other small rural schools. During the inspection, the inspector saw pupils at after-school clubs cooking and making papier-mâché Christmas decorations.

- The sport premium is used appropriately for staff training and to provide additional opportunities for pupils to take part in sports clubs. Participation has doubled and now half of all pupils participate. Pupils who are identified as likely to benefit from sports clubs are invited and encouraged to attend.
- The school has a distinct identity as a church school, and Christian values are central to the school. Pupils also learn about different faiths and cultures and to be respectful of other people and their beliefs.
- British values are also promoted by teaching pupils about democracy, which they experienced first-hand during the school's 'mock Brexit' campaign. Pupils understand about British institutions, for example the monarchy, which they learned about at the time of the Queen's birthday celebrations. Pupils learn to respect different cultures by learning through role models; these have included Martin Luther King Junior, John Sentamu and Mother Theresa. They also learn about other cultures through the curriculum, for example during their study of the book 'Journey to Jo'burg', when pupils learned about apartheid. The older pupils watch news clips, and important events are discussed. The school plans well for pupils' social, moral, spiritual and cultural development and pupils are well prepared for life in modern Britain.

Governance of the school

- This academy is part of the Diocese of Bristol Academies Trust and most functions of governance are in the hands of a local board. This operates effectively.
- Members of the local board understand the school's data, so they know the strengths of the school and where improvement is needed. They have, in partnership with school leaders, correctly identified the school's priorities and set in place plans for improvement. The school leaders regularly report to the local board on progress with the plan, and members of the board regularly visit the school to see progress for themselves.
- The local board monitors the progress of groups of pupils, including those from Traveller families, boys and girls, most-able pupils and those who need to catch up quickly. They also monitor the progress of disadvantaged pupils and check how effectively the pupil premium funding is spent to support them.
- Board members understand their responsibilities for safeguarding pupils, and the designated governor has undertaken additional training.
- The board member who is responsible for pupils who have special educational needs and/or disabilities has had additional training and works closely with the special educational needs team.
- The diocese now has rigorous procedures for recruiting staff and managing performance.

Safeguarding

- The arrangements for safeguarding are effective.
- The school's leaders ensure that there is a strong culture of safeguarding throughout the school and that all adults take responsibility for this.
- The single central record is up to date; the school checks that all adults who work with children, whether as employees or volunteers, are suitable to do so.
- At playtimes and lunchtimes there is a good level of supervision. The site appears safe and well maintained.
- Relevant policies are shared with the two partner schools. Staff know the contents of the policies and sign to say that they have read them.
- All staff have been trained to keep pupils safe. They know how to raise concerns and whom to speak to about those concerns.
- Vulnerable children are well supported and record-keeping is good.
- The academy trust has improved its recruitment procedures and they are now good. Three people have been trained for 'safer recruitment'.
- Pupils are taught to stay safe online. E-safety is taught regularly and older pupils could explain why it is important not to reveal personal information online.

Quality of teaching, learning and assessment

Good

- Pupils said that they enjoy their learning because their teachers plan interesting lessons that challenge them across the curriculum, not just in English and mathematics. For example, pupils told the inspector about their studies of 'settlements' and spoke enthusiastically about working with maps to find the origin of place names.
- Teachers and teaching assistants have good relationships with pupils. They also have good behaviour management strategies, which result in pupils being fully engaged in their work and having positive attitudes to learning.
- Teachers regularly assess and record pupils' progress. Progress is discussed by teachers and senior leaders and decisions are made about whether pupils need extra help and if so what form this should take. The format of recording has recently been improved to make it easier to track pupils' progress across the school.
- Pupils' work is marked regularly in line with the school's policy, and pupils told the inspector that it helps them to make their work better. They said that they particularly appreciate the opportunity to go back to the teacher's comments and correct their mistakes.
- Pupils who have special educational needs and/or disabilities receive additional, closely targeted support agreed by the special needs team.
- Additional support is also provided for disadvantaged pupils and is coordinated by the teacher who has responsibility for pupils' progress.
- Pupils who have periods of absence from school because their families are Travellers are given additional support as soon as they return to Christian Malford School to help them catch up with their classmates.

- In most year groups, reading, writing and mathematics work is pitched at appropriate levels for the ability range. However, for a proportion of the most able pupils the work is insufficiently challenging to make them think hard and make the fast progress of which they are capable. This is particularly the case in reading, where pupils need to develop further their skills of inference and deduction.
- Phonics teaching is not sufficiently focused, resulting in a smaller proportion of pupils achieving the required standard than is found nationally by the end of Year 1.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are well cared for. They told the inspector that they feel safe in school and that there is no bullying, although they did say that sometimes pupils 'fall out'. They are confident that adults will 'sort things out' if problems arise.
- If there are any concerns about a pupil's safety this is followed up quickly, and record-keeping and reporting are thorough.
- Pupils from the Traveller community are very welcome in the school. Pupils from Traveller families who miss school are given good support to help them to catch up.
- Pupils said that they would be confident to speak to their teacher if they had any concerns. They also told the inspector that the school had a 'worry box' where they could write down any concerns and that they knew they would be addressed.
- Pupils are taught to stay safe in a variety of situations, including on the road, online and when using modern media.

Behaviour

- The behaviour of pupils is good.
- Lunchtimes and playtimes are happy occasions. The inspector saw pupils of all ages playing together; older pupils were playing with younger ones, and those playing with balls and scooters took reasonable care not to get in the way of others. Lunch in the hall is orderly; there is a good level of adult supervision and pupils enjoy their breaktime.
- Pupils move around the school and between activities during lessons in a sensible way.
- Adults are polite and friendly to pupils, with the result that pupils are usually polite and friendly to adults and each other.
- Pupils' behaviour in lessons is good; they listen well and understand that they are expected to get on with their work.
- Pupils understand the behavioural system, and what the consequences are of poor behaviour.
- Attendance is higher than the national average for most groups of pupils. The overall figure is lower than the national average because of the small minority of pupils who regularly move around the country with their parents. The school has encouraged their regular attendance with some success, but variations in patterns of attendance remain.

Outcomes for pupils

Good

- In the 2016 key stage 1 assessments, all pupils in the small Year 2 cohort made at least expected progress in writing and mathematics and attained similar standards to pupils nationally. However, their attainment was slightly lower in reading than in writing and mathematics, and the small number of most-able pupils did not make the progress in reading of which they were capable.
- At the end of key stage 2 in 2016, the number of pupils taking the national curriculum tests was too small for comparison. Overall, however, pupils' progress was broadly similar to other pupils nationally in reading, writing and mathematics.
- The school's assessment data shows that pupils currently in the school are making more rapid progress. Of those pupils who attend regularly, most are making at least the expected progress in reading, writing and mathematics, with a small minority making more than expected progress in all subjects.
- In 2016, a smaller proportion of Year 1 pupils reached the required standard in the phonics screening check than is found in most schools nationally. However, these pupils catch up quickly in Year 2.
- Pupils read regularly to an adult in school. Record-keeping is good and pupils are also encouraged to read regularly at home.
- Pupils who have special educational needs and/or disabilities made good progress across the school from their starting points in reading, writing and mathematics.
- Disadvantaged pupils also made good progress in line with the other pupils in reading, writing and mathematics due to the high-quality support they receive.
- Some of the most able pupils are not making fast enough progress to attain the high standards of which they are capable.
- Boys and girls make similar progress.
- Pupils who need to catch up quickly are well supported and enabled to make good progress in reading, writing and mathematics.
- Pupils from Traveller families make good progress while they are in school.
- The school ensures that pupils are well prepared to move on to secondary education.

Early years provision

Good

- The Reception class is well led and the leader, who is also the class teacher, works well with external agencies to access extra help for pupils who need it, including advice from the medical profession, speech therapists and specialist teachers.
- Pupils settle into school quickly. The school has a good relationship with the neighbouring pre-school, so when children start at Christian Malford they are familiar with the school environment and school staff already know them. Transition into Year 1 is smooth for pupils in the Reception class.
- Children enjoy learning in the Reception class, in both the teacher-led activities and those they choose for themselves. Despite the chilly weather during the inspection, children enjoyed wrapping up and learning and exploring in the outside area.

- Children's behaviour is good. They are taught to be independent so that, for example, they know how to find and use the resources and equipment sensibly. The teacher and teaching assistant are friendly and helpful to the children; they are good role models, which, along with good behaviour management, results in children who can take turns, cooperate and are ready to learn.
- The quality of teaching, learning and assessment is good. Children are assessed regularly throughout the year and the Reception teacher ensures that extra help is given if it is required. The teacher's explanations are clear, and she makes sure that all pupils understand what is expected of them. The teaching is currently focusing on writing, which has been weaker than other areas.
- Children join the school in the Reception class with skills and knowledge broadly typical for their age, although, because of the small number of pupils in each year group, this varies from year to year. By the time children leave the Reception Class to join Year 1, the proportion that has achieved at least the expected standard is similar to that found nationally in all areas of the curriculum, except for writing, which is lower. Overall, this represents good progress. Children's knowledge and understanding of the world is particularly strong.
- Parents consider the staff in the Reception class to be very approachable and there is good communication between home and school.
- There are very few children who need extra support because they have special educational needs and/or disabilities or are disadvantaged. However, staff know them well and ensure that additional support is given to enable them to catch up.
- Arrangements for safeguarding are good, as they are in the rest of the school.

School details

| | |
|-------------------------|-----------|
| Unique reference number | 140454 |
| Local authority | Wiltshire |
| Inspection number | 10019925 |

This inspection of the school was carried out under section 5 of the Education Act 2005.

| | |
|-------------------------------------|--|
| Type of school | Primary |
| School category | Academy converter |
| Age range of pupils | 4 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 74 |
| Appropriate authority | Academy trust |
| Chair | Claire Kennedy |
| Principal | Jill Rowe |
| Telephone number | 01249 720496 |
| Website | www.christianmalford.wilts.sch.uk |
| Email address | admin@christianmalford.wilts.sch.uk |
| Date of previous inspection | Not previously inspected |

Information about this school

- The school complies with the Department for Education's guidance on what academies should publish.
- Christian Malford Church of England Primary School became an academy on the 1 December 2013 and is part of the Diocese of Bristol Academies Trust.
- The school's leadership has been through a period of considerable change, with three principals in quick succession and high turnover among other staff. The current principal, who was permanently appointed on 1 September 2015, is also the principal of two other schools in the trust. The head of school was appointed in November 2014 and is deputy principal of the two other schools. The three schools work together by sharing financial expertise, having joint policies and undertaking joint training.
- The academy is much smaller than most primary schools.
- Pupils are taught in four mixed-age classes in the morning and three in the afternoon.

- A large majority of pupils are of White British heritage. About one in five is from the Traveller community, and there are a few who come from a range of minority ethnic backgrounds.
- The proportion of pupils who have special educational needs and/or disabilities is similar to the proportion found in most schools.
- A larger than average proportion of pupils join or leave the school each year; they are mostly from Traveller families.
- There is a privately run pre-school on site. This did not form part of the inspection.

Information about this inspection

- This is the first inspection of Christian Malford CofE Primary School since it became an academy on 1 December 2013.
- The inspector observed eight lessons or parts of lessons. She observed pupils at playtime and lunchtime, during assembly and as they moved around the school and went to lessons.
- The inspector listened to pupils reading and she looked at work in their books.
- Meetings were held with representatives from the local board of the academies trust and the school improvement partner.
- The inspector interviewed a group of pupils and also talked to pupils in lessons to ascertain their views.
- The inspector took account of 26 responses to Parent View, the online questionnaire, and had conversations with parents in the playground before school. The inspector also looked at the 10 responses to the staff questionnaire and 10 responses to the pupil survey.
- The inspector looked at a wide range of school documents, including how the school tracks the progress of individual pupils and groups of pupils as they move through the school. She also examined the school's self-evaluation and plan for improvement.
- She looked at school policies and documents relating to safeguarding.

Inspection team

Janet Maul, lead inspector

Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted.

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2017