

John Fletcher of Madeley Primary School

Upper Road, Madeley, Telford, Shropshire TF7 5DL

Inspection dates

23–24 May 2017

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	Good

Summary of key findings for parents and pupils

This is a good school

- The headteacher, other school leaders and governors have created a school that meets most pupils' needs and inspires an interest in learning. Since the previous inspection, they have driven improvements in behaviour, attendance and teaching.
- Teaching and learning in phonics, reading and writing is driving steady improvements. Pupils respond well to the positive reading culture in school and are able to use their literacy skills across a broad range of subjects.
- Reading standards at the end of Year 6 in 2016 were above national figures. This represents very strong progress from low starting points.
- Provision for pupils who have special educational needs and/or disabilities works well. Pupils with complex needs receive specialist support. They benefit from firm, kind and supportive guidance and are fully involved in school life.
- Mathematics teaching provides appropriate challenge for the most able and middle-ability pupils. Leaders and teachers could make more use of the available assessment information to sharpen up teaching for those pupils who find it hard to keep up with their mathematics work.
- Provision in the early years is good. The youngest children make strong progress from low starting points during their first year at school.
- The school provides an excellent level of care. Pupils are nurtured and their individual qualities and talents are noticed and encouraged.
- The school's procedures for keeping pupils safe and responding to concerns are excellent. All understand their duty of care and act quickly and efficiently when necessary.
- Staff manage pupils' behaviour very well. They reward good behaviour and challenge poor behaviour. Pupils who need support in order to cope with aspects of school receive expert advice. Consequently, exclusion rates have fallen.
- Attendance at school has risen year after year and is above average. Procedures for checking on unexplained or regular absence are excellent.
- Current pupils make good progress in reading, writing and mathematics because teaching is effective. However, the less able pupils make stronger progress in English than they do in mathematics.

Full report

What does the school need to do to improve further?

- Improve the consistency of mathematics teaching in order to boost the progress of lower-ability pupils by making sure that:
 - teaching in all classes is informed by the school’s extensive assessment information about pupils’ capabilities
 - information gained by teachers in lessons about what pupils do or do not understand is used to adjust teaching there and then
 - teaching follows up pupils’ mistakes or misconceptions in a timely manner
 - pupils have ready access to appropriate resources that help them to build secure conceptual understanding.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher has a clear vision for how John Fletcher of Madeley Primary School should operate. He is committed to providing an inclusive school where pupils feel safe, behave well, experience feelings of success and enjoy learning. He and his team are successfully realising this vision in practice.
- Since the previous inspection, school leaders have successfully overseen a period of comparatively high staff turnover. They have improved pupils' attendance, reduced exclusions, raised standards in English and increased the extra-curricular and enrichment activities on offer. Furthermore, the early years provision, behaviour management systems and specialist support for pupils with complex needs have gone from strength to strength.
- Other senior leaders also provide good leadership. They can call upon an impressive set of assessment information, not only about pupils' progress and attainment but also about their attitudes and capabilities. This information is used very well at a strategic level to identify specific needs and to set ambitious targets. Indeed, targeted use of this information has been a key driver in raising standards in writing and mathematics for middle-ability pupils. The impact on boosting progress for the less able pupils in mathematics has been more limited.
- The curriculum offers a broad range of subjects that are taught regularly. Whole-school cross-curricular projects, such as a recent gingerbread topic, forge links between different areas of learning and generate excitement while also prompting pupils to apply their skills in different situations.
- In addition, the curriculum steers pupils to reflect on society's shared values. In order to commemorate the centenary of a First World War battle, for example, pupils carried out a design project based on their research about local men who lost their lives at the Somme. They also wrote poetry and considered the dangers of extreme views and the value of resilience, truth and compassion. Other worthy messages and the school's 'MAGIC' behaviours, which include motivation, gumption and communication, help to equip pupils with important life and learning skills.
- The primary school sport premium is used to pay for specialist teaching that has increased pupils' skills and led to some successes in local competitions. Year 3 and 4 pupils, for example, are the current Telford and Wrekin football and tennis champions. Funding to support pupils who have special educational needs and/or disabilities is put to excellent use, with very positive results.
- The spending of pupil premium funds has been highly effective in boosting English attainment for disadvantaged pupils and improving attendance levels, with some funding being used to subsidise places at the before-school breakfast club. It is having an increasingly positive impact on their progress in mathematics.

Governance of the school

- The governance of the school is effective. Governors keep themselves well informed about the school's work and performance. They meet regularly with leaders to analyse information and evaluate the impact of teaching and other aspects of the school's provision. Governors know what the school does well and where further improvements are needed.
- The governing body ensures that statutory duties are fulfilled, spending is targeted appropriately and that safeguarding procedures operate properly.
- Governors carry out annual performance reviews of the headteacher's work and also assure themselves that appraisal routines within the school operate with sufficient rigour. Governors display a good awareness of their strategic role and take care not to stray into operational matters.

Safeguarding

- The arrangements for safeguarding are effective. Many aspects are exceptionally well organised.
- The leadership team has clearly prioritised pupils' safety. Staff, parents, pupils and visitors are left in no doubt about what to do should a concern arise. Visitors' badges, signs in school, information in newsletters to parents, on the staffroom noticeboard and the school's website all give clear and easy-to-understand guidance about how to respond to health, welfare or safety matters.
- Staff know about pupils with medical needs. Appropriate staff training is in place and medicines are managed with informed efficiency. The school works extensively with a range of different agencies, including social services, health care professionals, educational experts and the police. When safety concerns have arisen, staff have acted swiftly and without fear or favour in order to safeguard pupils. Furthermore, record keeping is meticulous. Information is stored securely but is also readily available to the right people when necessary.
- Pupils understand that if they are worried about something or feel troubled then they can always tell an adult at school who will listen and help. In addition, they know that the school's 'snug' provision is open to them if they need a safe place or some peace and quiet. This is a valuable resource and the well-trained staff who work there are skilled at dealing with upset and conflict.
- Leaders carry out all the proper checks on staff, governors and visitors, and all who work or volunteer at the school understand their duty of care. There is a very healthy and active culture of safeguarding at this school.

Quality of teaching, learning and assessment

Good

- Overall, the quality of teaching is good although the quality of mathematics teaching is stronger in some classes than in others.
- The teaching of reading and writing is successful. Pupils of all abilities make steady and sustained progress in reading. It is clear that the regularity and quality of work in

pupils' reading comprehension books and the high profile given to books and reading are key factors in achieving this success. Pupils also do a lot of writing for a lot of different reasons in many different subjects. Teachers make sure pupils have ready access to helpful reference materials, use dictionaries to check their spellings and take care with handwriting. Pupils are helped to gain an accurate understanding of English grammar and are prompted to use and apply what they know. Whether writing a science report, a recount of a school trip or composing poetry, pupils are able to explain how they use different features of language and the effect this can have on the reader.

- Teaching in art and physical education (PE) is also noteworthy. In both these subjects, pupils have the chance to work with experts. This has led to some worthy achievements, illustrated by the artwork and sports awards around the school.
- In all classes, there is a consistent structure for using assessment to inform teaching. Teachers regularly begin lessons by giving pupils a short task to check how well they are likely to cope with the teaching to follow. This short, sharp routine means that pupils who have already mastered a skill or understood a concept are directed to a suitable level of challenge. This enables them to press on with new learning at a good pace. For middle-ability and most-able pupils, this assessment system works efficiently and no time is wasted. For the less able, however, this approach works with more success in some classes than others.
- For example, in a mathematics session about number patterns, the pupils who coped with the introductory task were able to race ahead with harder work because it was pitched at just the right level. However, those who did not understand at the start were left to muddle through for a little while before teaching got around to addressing their particular needs. These pupils did make progress, but valuable time was lost at the beginning. In conversations with inspectors, some of these pupils explained that they sometimes feel unsure or confused in parts of lessons, and that this happens more in mathematics than in other subjects.
- Similarly, inspectors' checks on pupils' books found that when lower-ability pupils make mistakes or are given work they cannot do, teaching in some classes does not routinely respond to this through follow-up work or the use of appropriate resources.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. In fact, several aspects are excellent.
- Particular strengths include the work of the learning mentor and the safeguarding and welfare teams. Together with school leaders, these key players at the school have created a safe haven for pupils, known as the 'snug'. Pupils who find it hard to cope in class or on the busy playground can come here to be peaceful and to share their feelings. The staff are skilled at helping pupils to understand and manage their emotions and to take responsibility. Through this dedicated provision and the inclusive caring culture in the school, pupils are helped to build their self-esteem and develop coping strategies that enable them to make the most of school. Inspectors found

several striking instances of pupils who have been helped to overcome difficulties and are now thriving.

- Pupils are taught how to keep themselves safe and how to deal with different sorts of bullying should it occur. Occasionally, some out-of-school disagreements spill into school life and these can cause friction between pupils, and parents too. School leaders and staff are alert to this and manage such instances with common sense and proper regard for pupils' safety and well-being. In their responses to Ofsted's questionnaires, pupils and parents reported that any upsets were usually dealt with swiftly.
- In class, pupils display positive attitudes to their peers, teachers and to learning. Even when pupils are not sure how to tackle a problem or task, they usually keep trying.

Behaviour

- The behaviour of pupils is good.
- Pupils are very friendly. During this inspection, many pupils went out of their way to offer cheery greetings to the inspection team and willingly chatted about life and learning at school. Pupils are clearly proud of their school and enjoy their time in class and on the playground.
- Pupils' enjoyment and engagement in school life are reflected in their generally good conduct and above average levels of attendance. Since the previous inspection, attendance has continued to improve year after year. Any unexplained absences are immediately followed up and there are numerous incentives in place to reward regular attendance.
- As attendance and behaviour management systems have improved, exclusion rates have fallen. It is now rare for a pupil to be excluded from school but when this is necessary, as it has been on three occasions in the last year, all the proper procedures are followed. Staff have also given excluded pupils bespoke support on their return to school in order to minimise the risk of recurrence.
- Playground behaviour can be boisterous but is good natured and there are plenty of things to do. Indeed, pupils make good use of a selection of play equipment and many adults are on hand to keep an eye on pupils and help out as needs be.

Outcomes for pupils

Good

- On the whole, current pupils make good progress in reading, writing and mathematics, although progress in English is stronger than in mathematics. Pupils also have many opportunities to achieve across a broad range of other subjects and activities. Achievements in sport, art, design and technology and religious education stand out as notable features.
- Pupils make particularly strong gains in reading. From generally low starting points, pupils respond well to the school's work to teach key knowledge and skills, such as phonics, and to promote an interest in reading. The benefits are clear to see. Year after year, the Year 1 phonic screening check results have been close to national figures and, in 2016, Year 6 pupils left school having reached reading standards that were above those seen nationally. Almost all pupils in this 2016 cohort, which was the

first Year 6 group to complete both key stage 1 and key stage 2 assessments at the school, did well in reading whatever their starting points. In fact, a quarter of the year group reached a standard above that expected for their age.

- Progress and standards in writing and mathematics, however, were not as strong in 2016. While the most able pupils did well at the end of Year 6, the progress made by lower- and middle-ability pupils did not match their performance in reading. In response, the school's leaders analysed the reasons for this and were quick to take action. Consequently, for current pupils, standards have risen. Some significant improvements have been made in writing, as confirmed by inspectors' checks on books and the school's own assessment information. In mathematics, progress is also stronger this year although lower-ability pupils are still not making as much progress as they should.
- Pupils who have special educational needs and/or disabilities, including those who attend the local-authority-run language unit, receive some expert support and tuition. Currently, the school caters for pupils who have some complex learning, language, behavioural or emotional needs. The school's high level of care and informed attention to these pupils' different needs result in some remarkable success stories. While academic achievements vary depending on pupils' different circumstances, there is no doubting the positive impact of the school's work to help pupils experience feelings of success, inclusion and general well-being. Pupils who have, in the past, been at risk of exclusion or identified as being likely not to cope in mainstream schools, often thrive at this school.
- About one third of pupils are disadvantaged. There are no significant differences between the progress of these pupils and that of others in the school. Like other pupils, their recent progress in reading compares very favourably with national data, and the most able disadvantaged pupils keep up with their peers in both English and mathematics. However, progress for the less able has recently lagged behind the national picture in both writing and mathematics. Through targeted use of the pupil premium funding, the school has been largely successful in boosting progress for this group in writing, but there is still more to be done in mathematics.

Early years provision

Good

- Children get a great start to school.
- The majority start in the Reception classes with skills and knowledge below those typical for their age, especially in their early language and communication skills. Leaders are alert to this and teachers make sure they provide children with a language-rich environment where adults model positive behaviours and offer plenty of encouragement. Consequently, children behave well and make good progress. By the end of the Reception Year, most are ready for their move into key stage 1. The proportion of children who reached a good level of development in 2016, for instance, was only just below the national figure.
- This good progress is the result of good teaching, accurate assessment and effective leadership that has built and sustained a productive partnership with parents. The use of 'chat books' allows information to be shared between home and school, including a weekly 'proud cloud' that highlights particular achievements. Such devices, together

with the safe and supportive environment provided in the early years, help children to grow in confidence and feel secure and valued at school.

- The current leader for early years took on the role in 2016 and has been quick to build further on the positive legacy of the previous post holder. She has made sure that well-established routines continue to operate efficiently, while also introducing some new ideas and making her expectations clear. Together with senior leaders, she oversees the efficient spending of any specific funds targeted at early years.
- The indoor and outdoor areas are used very well. Adults are tuned into children's different personalities and needs, and make sure the children take part in a wide range of worthwhile activities. Even so, at times some children dominate certain activities, particularly physical activities such as the ride-on toys. Nevertheless, on a daily basis the well-organised classrooms and resources offer sufficient scope for children of all abilities and dispositions to imagine, explore, investigate, share, explain, question, discover and generally acquire good learning habits. Consequently, children develop positive attitudes to school, learning and one another.
- First-aid arrangements are fit for purpose, staff training is kept up to date and welfare requirements are met.

School details

Unique reference number	123526
Local authority	Telford and Wrekin
Inspection number	10032677

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	398
Appropriate authority	The governing body
Chair	Jackie Bletcher
Headteacher	Matthew Gould
Telephone number	01952 388 188
Website	www.johnfletcherofmadeley.co.uk
Email address	a3152@telford.gov.uk
Date of previous inspection	15–16 May 2013

Information about this school

- John Fletcher of Madeley Primary School is larger than the average-sized primary school.
- Most pupils are White British.
- The proportion of disadvantaged pupils is above the national average.
- The proportion of pupils who have special educational needs and/or disabilities is above the national average.
- There is a specially resourced provision for up to eight pupils of between four and seven years of age who have speech and language difficulties. This is funded by the local authority and some pupils from John Fletcher of Madeley Primary School attend the unit.
- The school meets requirements on the publication of specified information on its website.
- In 2016, the school met the government's current floor standards, which are the

minimum expectations for pupils' progress and attainment in reading, writing and mathematics by the end of Year 6.

Information about this inspection

- Inspectors observed teaching and learning in all year groups. The inspectors also examined pupils' work in books, and considered test and assessment information and heard pupils read.
- Inspectors observed pupils' behaviour, and the school's procedures, at the beginning and end of the school day, at lunchtimes and breaktimes, during school photographs and when pupils were moving about the school site and attending clubs.
- Meetings were held with pupils, staff, school leaders, governors and a local authority adviser.
- By the end of the inspection, there were 42 recent responses to Ofsted's online questionnaire (Parent View) and 27 free-text comments. The inspectors noted these and also spoke with parents, pupils and staff during the inspection.
- A number of school documents were examined. These included information about pupils' achievement, evaluations of the school's performance and numerous policy statements. Records relating to governance, staff performance management, training, the quality of teaching, external advice, behaviour, attendance, safety and safeguarding were also scrutinised. The school's website was also checked.

Inspection team

Martin Pye, lead inspector	Her Majesty's Inspector
John Bates	Ofsted Inspector
Chris Bandfield	Ofsted Inspector
Mary Maybank	Ofsted Inspector

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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.

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Manchester
M1 2WD

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