



# Malvern Link CofE Primary School

Inspection Report

**Unique Reference Number** 116899  
**LEA** Worcestershire  
**Inspection number** 279936  
**Inspection dates** 8 March 2006 to 9 March 2006  
**Reporting inspector** David Cox AI

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

<b>Type of school</b>	Primary	<b>School address</b>	Cromwell Road
<b>School category</b>	Voluntary aided		Malvern Link
<b>Age range of pupils</b>	3 to 11		Worcestershire WR14 1NA
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01684 574984
<b>Number on roll</b>	211	<b>Fax number</b>	01684 574984
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Rev Alan Williams
<b>Date of previous inspection</b>	6 December 1999	<b>Headteacher</b>	Mrs Jennifer Ahern

<b>Age group</b> 3 to 11	<b>Inspection dates</b> 8 March 2006 - 9 March 2006	<b>Inspection number</b> 279936
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## **Introduction**

The inspection was carried out by two Additional Inspectors.

## **Description of the school**

Malvern Church of England Primary School is an average-sized primary school. Most of the pupils are from a White British background. The proportion of pupils eligible for free school meals is below the national average. The proportion of pupils who have learning difficulties is average. During the past three years the school has been subject to significant changes in its staff team.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

### **Grade: 3**

This is a satisfactory school. The inspectors agree with the school's view that it provides a satisfactory education. Pupils make good progress in the nursery and reception class, with many reaching nationally expected standards from a low starting point. Standards are average by Year 6, and pupils achieve satisfactorily because teaching is satisfactory. Across the school, however, pupils' writing skills are a relative weakness because of the teachers' inconsistent approach to improving them. In Years 1 to 6, more able pupils are not challenged enough because teachers do not always use the assessment data gathered on these pupils to set tasks that are pitched at the right level. Good support for pupils with learning difficulties ensures they make good progress. Pupils are well cared for and safe. Pupils say they enjoy their time in school and develop good personal skills. Leadership and management are satisfactory. New systems for monitoring the work of the school have not been in place sufficiently long enough or applied rigorously enough to bring about the desired improvement in the progress made by pupils but standards continue to improve and leaders have shown that they can continue to move the school forward. The school provides satisfactory value for money.

### **What the school should do to improve further**

- Raise standards by ensuring that teachers make more effective use of assessment data to set more challenging work for the most able pupils.
- Make more effective and consistent use of the recently introduced strategies to improve pupils' writing.
- Take a more rigorous approach to monitoring the work of the school.

## **Achievement and standards**

### **Grade: 3**

Standards are average by the end of Year 6 and the achievement of pupils is satisfactory. There was a significant improvement in overall standards in 2004 for pupils in Year 2 and this improvement continued in 2005 because the school set challenging targets. Results in the 2005 national tests for pupils in Year 6 in English, mathematics and science were average and their achievement was satisfactory. When children start school in the nursery, many do not have the skills and knowledge typical of three-year-olds. During their time in the nursery and reception, children make good progress, with many achieving what is expected nationally by the end of reception. Pupils make satisfactory progress in Years 1 and 2 so that by the end of Year 2, standards are broadly in line with the national average in reading and writing and above average in mathematics. By the time pupils reach Year 6, listening skills are good, and pupils are articulate and confident in expressing their views, particularly to visitors. More able pupils don't make as much progress as other pupils, because some work is too easy for them. Pupils with learning difficulties make better progress than other pupils because they are well supported by a curriculum that meets their needs well and by good teaching assistants. The school has correctly identified that writing

is a relative weakness throughout the school and has recently set in motion a programme for improvement. These measures are not yet being applied consistently enough by all teachers to have a full impact.

## **Personal development and well-being**

### **Grade: 2**

Personal development and well-being are good with some very strong aspects as a result of effective and consistent whole-school provision. The pupils' behaviour is good in lessons and around the school. This is a significant improvement from the last inspection. Pupils take a very responsible attitude towards one another and show support for their colleagues who experience difficulties. Members of the school council make an outstanding contribution to the life of the school, operating most effectively and independently. They recently won a national award for £10,000 to spend on improving school facilities. Pupils in Years 5 and 6 support the younger pupils every day in classrooms and outside at lunchtimes. Spiritual, moral, social and cultural development is good. The provision for spiritual development is particularly strong and permeates the daily life of school. The school has an award for 'Developing and raising awareness of race equality and cultural diversity.' Pupils are gaining a good understanding of how to adopt healthy lifestyles, including regular exercise, and they can talk confidently about ways of staying safe. They are developing satisfactory literacy and numeracy skills and good information and communication technology (ICT) skills needed for their future economic well-being.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory overall. As a result, pupils are making satisfactory progress. Teaching and learning in the nursery and reception are good. Teachers in the nursery and reception are knowledgeable about the curriculum for young children and, overall, provide interesting activities that meet their needs. For example, from the idea of Noah's Ark, children realised the importance of working together in pairs and made good progress with their personal and social development. In Years 1 to 6, when teaching is at its best, each lesson successfully builds on what the pupils have learnt before. Good use is made of the new computer facilities which are being used effectively not only to improve pupils' ICT skills but also their mathematical skills. Pupils respond well to the teachers' imaginative use of the 'Godly Play' scheme which inspires pupils and improves their personal development. The pupils' behaviour is managed skilfully by staff and this ensures that they listen attentively and concentrate hard. In contrast, teachers sometimes do not always make enough use of the assessment data gathered on pupils. In these cases, work is not well matched to the needs of all pupils, particularly more able pupils. Clear evidence of progress slowing down was seen in the work of more able pupils. The school has recently introduced strategies to

improve pupils' writing skills but as yet these are not used consistently by all staff. The result of this is that pupils don't make enough progress with their writing.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is satisfactory. In Years 1 to 6 it is broad and balanced across all subjects of the National Curriculum. The school relies heavily on nationally published curriculum plans and has done little which is innovative to reflect the pupils' particular needs or aims of the school. In reception, all six areas of learning are planned for effectively, with children being given a good range of opportunities to learn independently. Computers are used well to support learning in other subjects. For example, pupils were observed using computers in an English lesson to find out facts about their science topic of electricity whilst learning to write notes. The curriculum is adapted to meet the needs of pupils with learning difficulties, although on occasions they miss important activities in their class when withdrawn to work in small groups. The personal, social, health and emotional curriculum is strong and contributes well to the pupils' good personal development. There is a good range of extra-curricular activities, including sport, and there are many visits and visitors to the school.

## **Care, guidance and support**

### **Grade: 2**

The school provides good care, guidance and support and this is endorsed by all parents. The procedures for child protection, health and safety and first aid are all rigorously applied by all members of staff and checked by governors. There is regular training and up-dating of staff to maintain this good provision and this helps ensure the good care for all pupils. Pupils with particular difficulties, for example, challenging behaviour, are very well supported, with daily contact, additional time given and regular monitoring helping them to take part in all activities. The lunch-time supervisors manage pupils well, support those who are vulnerable and use a good range of strategies to reward good behaviour. There are some relative weaknesses in guidance. A proportion of pupils are unclear about their targets and what they need to do to improve in English and mathematics.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory. The school is characterised by an effectively shared vision that is focused on raising standards and supported by a strong Christian ethos. It is successful in ensuring that most pupils are treated equally well, although more can be done to ensure that the most able pupils achieve their best. The headteacher has successfully steered the school through a difficult period. During the past three years the school has been subject to significant changes in its staff team. This has been managed well by the school's leaders and good progress has been made in raising standards for pupils in Year 2, which was a weakness identified by the last

inspection. Many new initiatives and systems have been introduced recently but these have not been in place sufficiently long enough or applied rigorously enough to bring about the desired improvement. Teaching and learning are monitored and strategies to bring about improvement have been introduced but at present the outcomes of lesson observations are not evaluated rigorously. Evidence from the school's own observations indicates that the evaluation of the teaching is not linked closely enough to the progress that the pupils make. The school improvement plan is satisfactory and identifies the most important areas for development, such as improving pupils' attainment in writing, but the impact of the actions taken by the school is not always evaluated and built on. The school's self-evaluation is accurate and paints a picture of a school that now provides a satisfactory education and is well placed to improve further. Governors hold the school to account well and make sure all statutory requirements are met. They monitor the work of the school well. For example, each governor is linked to a curriculum area and monitors the work of that area. Parents speak highly of the school and comment on how much it has improved recently.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

### **Text from letter to pupils explaining the findings of the inspection**

Dear Children As you know, we visited your school recently to find out how well you are doing. Thank you for looking after us and making us feel welcome. Thank you also for talking to us about your school, the work you have done and how well you enjoy coming to school. What we liked about your school:

- you behave very well and enjoy coming to school
- your school is a healthy and safe place to be and you are cared for well
- those of you who have problems with learning do well
- you support one another well in school and give lots of support to people outside of school
- your teachers help you to learn how to live with others, so you will be responsible adults when you grow up.

What we have asked your school to do now:

- help some of you more able pupils to reach higher standards by making better use of the information they have about you to set work which always makes you do your best
- help you to improve your writing
- make sure that when the adults in charge of the school introduce new ideas to help you all do even better, they check to make sure they really work well.

David Cox and the inspection team