



Myddle CofE Primary School

Inspection Report

Unique Reference Number 123487
LEA Shropshire
Inspection number 281489
Inspection dates 20 June 2006 to 21 June 2006
Reporting inspector Mark Mumby HMI

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

Type of school	Primary	School address	Myddle
School category	Voluntary controlled		Shrewsbury
Age range of pupils	4 to 11		Shropshire SY4 3RP
Gender of pupils	Mixed	Telephone number	01939 290834
Number on roll	65	Fax number	01939 290834
Appropriate authority	The governing body	Chair of governors	
Date of previous inspection	24 January 2000	Headteacher	Miss L M Jeffery

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Introduction

The inspection was carried out by one of Her Majesty's Inspectors.

Description of the school

Myddle is a small primary school. It serves the village of Myddle and the surrounding area. Virtually all of the pupils are from White British backgrounds and speak English as their first language. The number of pupils eligible for free school meals is very low. The proportion of pupils with learning difficulties and disabilities is similar to the national average and one child has a statement of special educational needs.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The school provides a satisfactory education for its pupils and has some significant strengths. However, the school's own assessment of its overall effectiveness is more generous than inspection evidence reveals. The headteacher has managed a recent reduction in teaching staff and other significant staff changes very effectively. She has a good understanding of the school's needs and the new staff team is clearly focused on raising standards. However, school development planning is not precise enough and arrangements for evaluating the effectiveness of work to bring about improvements are not sufficiently rigorous.

The school has made satisfactory progress since the last inspection and has a sound capacity to improve further. It offers satisfactory value for money.

Pupils start school with skills that are similar to those found nationally. They make good progress in Reception, reaching standards above expectations by the end of the year because the teaching is good. Progress is satisfactory throughout Key Stages 1 and 2. Lessons are always at least satisfactory and many have good and very good features. However, the best practice is not consistent throughout the school so not all pupils, particularly the most able, are sufficiently challenged to make as much progress as they could.

Children are very well mannered, behaving well in and around school and they are keen to learn. They enjoy the interesting range of activities that the school provides. They have a good understanding about how to look after themselves and are well cared for.

What the school should do to improve further

- Develop self-evaluation and school improvement planning to ensure that they are rigorous and systematic with a clear focus on raising achievement and improving teaching and learning.
- Increase the rate of progress made by the most able pupils by consistently setting more challenging work in lessons.

Achievement and standards

Grade: 3

Overall pupils' achievement is satisfactory. Boys and girls make similar progress and the progress made by pupils with learning difficulties is good. Children enter the Reception Year with skills and abilities in line with the expectations for their age in language, literacy and mathematical skills. Their personal and social skills are good. Children in the current Reception class are making good progress and standards at this stage in the year are above expectations. The majority of pupils make good progress in reading and mathematics throughout Key Stage 1. Progress in writing is satisfactory. Standards reached at the end of the key stage have been broadly in line with national averages for the past five years. The school's own assessments and pupils' work indicate that standards are now rising.

Standards at the end of Key Stage 2 in English, mathematics and science have remained in line with national averages for the past five years, except in 2005 when English results were exceptionally high. Progress data, based on what pupils should be achieving in relation to their starting points, indicates that from 2003 to 2005 pupils have made the expected progress in English and science. However, Year 6 test results show that the progress pupils made in mathematics in 2003 and 2005 was exceptionally low. The school has put in place strategies to address this and the progress that most pupils are now making in English and mathematics is satisfactory overall with many pupils making good progress.

The school has set suitably challenging targets for its current Year 6 pupils. School assessments indicate that these targets are likely to be met in mathematics and exceeded in English.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. They enjoy coming to school and attend regularly. Their relationships with each other and with adults are good. Pupils feel safe and say that there is no bullying. They listen well in lessons and have good attitudes to learning. They understand the importance of eating healthily and taking regular exercise, participating enthusiastically in a range of physical activities at break and lunchtime.

The devoted school council is active in making a difference to the school. It organises events to raise money for charities as well as to improve the school by buying such things as musical instruments and class pets. As a result, pupils make a valuable contribution to both the school and the wider community. The skills pupils develop through these responsibilities help to prepare them well for the future.

Pupils develop a good understanding of their culturally diverse world through a range of activities including effective use of the internet to link with other communities in this country and abroad. Spiritual development is good.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching is satisfactory overall and it is good in the Foundation Stage. Many lessons throughout the school have good features but the work in pupils' books shows that pupils are not consistently challenged to enable all of them to make as much progress as they could.

In the most effective lessons pupils make good progress because teachers have a clear understanding of what the pupils know and they use their good subject knowledge to build on this and move pupils on in their learning. They use a wide range of teaching strategies to motivate the pupils and lessons move on at a brisk pace. For example, in

one lesson, pupils' imagination was captured as a teacher took on the role of a kiwi and answered a series of carefully worded questions posed by the pupils. The class listened intently as they learnt about this bird and then moved on enthusiastically to work on a range of well planned activities.

When teaching is less effective, work is often not matched well enough to the pupils' individual abilities. As a result, it does not provide a sufficient level of challenge for the most able pupils. Too much use is made of prescriptive worksheets and pupils are not given enough opportunities to learn independently or to write at length.

Curriculum and other activities

Grade: 2

The curriculum is good. It is varied and interesting, making effective use of a wide range of visits and visitors. Pupils talk enthusiastically about their residential visit to take part in outdoor activities and a trip to the Houses of Parliament was clearly a memorable occasion. Information and communication technology is used effectively across the curriculum and the pupils are proud about having one of their plays voted by an international selection of schools as 'best performance' and being recorded on the internet. There are good opportunities to develop literacy and numeracy skills in other areas of the curriculum.

Pupils participate enthusiastically in a good range of extra-curricular activities at lunchtime and after school. The school is working very well with other local schools to develop speaking and listening skills. Part of this includes an 'arts week' which provided a good range of exciting activities during the inspection. The school has achieved the 'Artsmark' silver award and there is a wide range of high quality artwork on display around the school.

Care, guidance and support

Grade: 2

The school provides good care, guidance and support for its pupils. There are good arrangements for safeguarding the pupils including comprehensive risk assessments and clear procedures for child protection. The school building and outside areas are well maintained and pupils are well supervised.

Pupils' work is marked regularly and they receive appropriate praise as well as helpful guidance on how to improve their work. Pupils say that they find this helps them to get better. They are set a wide range of targets in different subjects. These are frequently referred to in lessons and are carefully monitored by teachers. The school is currently developing the way targets are set and there are different approaches in use throughout the school. However, when asked, many children could not remember their targets. This is partly because the pupils have a lot of different targets and many targets are set too high which makes them difficult for pupils to achieve quickly.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The headteacher and governors have accurately identified the school's most pressing priorities and have put in place appropriate actions to begin to address these. For example, including more problem solving work in the mathematics curriculum is already helping to raise standards. Work to raise standards of writing has been effective in most year groups, although the progress pupils make is still not consistent throughout the school. The school's capacity to improve is satisfactory.

The school has planned an appropriate range of activities to monitor and evaluate the work of the school. However, because not all planned activities have taken place, the school has not got a sufficiently clear understanding about the difference it is making to pupils' learning. Where lessons have been observed, the reports are evaluative and make appropriate suggestions for development. The school has monitored pupils' work but many of the reports are of limited value because they lack a clear focus or sufficient evaluation. The recently developed system for monitoring the progress of individual pupils is being used effectively to highlight areas of weakness and target support.

The school values the views of parents and pupils and makes effective use of questionnaires to discover their views. These are carefully considered and acted on, for example parents are pleased with the improvements made to communications with them.

The governing body is developing and improving its role. The chair of governors, who is relatively new to the position, has provided clear direction for the governing body in order that it is able to hold the school to account for the standards achieved by learners.

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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>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	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

How well do learners achieve?	3	NA
The standards ¹ 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

How good is the overall personal development and well-being of the learners?	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	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

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

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	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	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
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
The extent to which providers ensure that learners stay safe	
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
The extent to which learners make a positive contribution	
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
The extent to which schools enable learners to achieve economic well-being	
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

Thank you for making me so welcome when I visited your school. I enjoyed talking to you and looking at your work.

I was very pleased to hear you talk so enthusiastically about your school and to see you enjoying the range of interesting activities that your teachers prepare for you. Your arts week was very exciting and some of the work was very good. I particularly liked the clay masks that some of you were making and the dance I watched was very good. It was good to see so many of you joining in the sports activities at lunchtime. The adults who look after you care for you all very well and you all understand how to look after yourselves. The school council works hard to make your school a better place as well as helping other people outside school.

You all work hard in lessons and listen carefully to your teachers. They plan lots of interesting activities for you and I have asked them to make sure that the work they give you to do is hard enough. Sometimes the work you do is too easy, especially for those of you who learn very quickly.

Miss Jeffery has got a lot of good ideas about how to make your school even better and she has made some important changes. I have asked her and the other adults in charge of your school to make careful checks to make sure that the changes are helping you to learn more.

I am sure you will all keep working hard and help the adults that look after you make your school even better than it already is. Good luck and keep working hard.