



Measham Church of England Primary School

Inspection Report

Unique Reference Number 120146
LEA Leicestershire
Inspection number 295916
Inspection dates 17 May 2006 to 18 May 2006
Reporting inspector Cathryn Kirby HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Schools the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary	School address	Bosworth Road
School category	Community		Measham
Age range of pupils	4 to 11		Swadlincote, Derbyshire DE12 7LG
Gender of pupils	Mixed	Telephone number	01530 271019
Number on roll	248	Fax number	01530 272245
Appropriate authority	The governing body	Chair of governors	
Date of previous inspection	19 January 2004	Headteacher	Mrs E Stead

Age group 4 to 11	Inspection dates 17 May 2006 - 18 May 2006	Inspection number 295916
-----------------------------	---	------------------------------------

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

When Measham Church of England Primary School was inspected in September 2004 it was judged to require special measures because it was failing to give its pupils an acceptable standard of education. Her Majesty's Inspectors of Schools (HMI) subsequently visited the school on four occasions to monitor its progress. The school was inspected in May 2006 by one of Her Majesty's Inspectors and one Additional Inspector.

Description of the school

Measham Church of England School is an average sized primary school serving a rural community in and around the village of Measham in Derbyshire. The proportion of pupils with a statement of special educational needs is broadly average although the number with learning difficulties is above average. Approximately one-fifth of pupils have free school meals, which is above average and represents a substantial rise in the last year. The proportion of pupils who come from a minority ethnic background or who speak English as an additional language is below average. However, a number of children from migrant worker families, who do not speak English as a first language, have recently joined the school.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

In accordance with section 13 (4) of the Education Act 2005, HMCI is of the opinion that the school no longer requires special measures.

Measham Church of England Primary School is a school which is on the up. It has significantly improved since the inspection in September 2004 and, in line with the school's self-assessment, is now providing a satisfactory education and satisfactory value for money. Effective action by the school has led to improved behaviour and pupils make better progress in lessons. Removal of the open plan teaching areas, the addition of an information and communication technology (ICT) suite and redecoration have helped create an inviting, orderly and calm environment. The pupils themselves say that they enjoy school more now than they did two years ago and report that things have 'definitely got better'. These sentiments were echoed by parents during informal discussion with inspectors. Generally, pupils get on well together and respect one another. Many older pupils willingly take responsibility for younger pupils at lunchtimes and this 'family grouping' contributes to a caring ethos and sense of community. Teaching has strengthened and is satisfactory overall with many aspects of good practice. Sometimes however, planning in mixed age classes does not take into account the full range of pupils' needs. Pupils are willing learners and try hard especially when given interesting things to do. The school's success in creating a positive atmosphere is not yet mirrored in its academic standards which remain low. This is mainly because pupils have to catch up but also because staffing turbulence, especially in the mixed Year 3 and 4 groups, has slowed pupils' progress. Staffing arrangements are now more secure. Pupils' literacy and numeracy skills, although improving, are below average. Despite the best efforts of the school, attendance remains stubbornly below average. There is good capacity to improve because of the strong, determined leadership of the headteacher and the shared commitment of teachers, governors and support staff.

What the school should do to improve further

- Improve the pupils' basic skills in literacy and numeracy.
- Increase the level of challenge to more able pupils so that they make consistently good progress.
- Sharpen curriculum planning to ensure all the pupils' needs are met in mixed age classes and in all subjects.
- Improve attendance.

Achievement and standards

Grade: 3

Standards are low but the pupils are starting to achieve satisfactorily given their often low start point. Children enter the Foundation Stage with skills and knowledge well below that expected for their age. They make satisfactory progress overall and good

progress in their personal and physical development. This prepares them well for Key Stage 1.

The uneven progress made by pupils through Key Stages 1 and 2 as a result of past inadequacies in teaching and curriculum management is being successfully addressed by the school. Changes in staffing and the associated improvements in teaching and learning have accelerated the gains pupils make. Calmer, more focused lessons are helping pupils make up for lost ground. Pupils with learning difficulties and those pupils with English as a second language who have recently joined the school make satisfactory progress. Standards in handwriting are improving although gaps remain in oral language skills. These gaps, especially in the pupils' use of extended vocabulary, constrain the understanding of what pupils read. The work in pupils' books shows improvement in mathematical skills from a low base at the start of the year. The school is aware of these remaining areas of weakness and has suitable strategies to further drive up standards.

Personal development and well-being

Grade: 3

Provision for pupils' spiritual, moral, social and cultural development is satisfactory. Pupils' social development is good and pupils show good relationships with each other and with the adults. Behaviour is satisfactory and much improved since the previous inspection. The pupils themselves recognise how much better behaviour is, but also consider that their learning is sometimes disrupted by the misbehaviour of a few pupils 'who do not like school'. In discussion, pupils told inspectors that they enjoy school. In lessons, pupils learn about how to stay safe and lead healthy lifestyles. Pupils make a good contribution to the school and local communities. A particular strength is the contribution made by older pupils to the family grouping system in which they look after younger pupils on a regular basis at lunchtime. Pupils raise money for local charities and are involved in community events. The school council was involved in the appointment of the deputy headteacher. However, attendance is below average. Some of this absence is due to a few families whose children's attendance is poor. The school is working hard to deal with this issue. Pupils' satisfactory progress means that pupils are adequately prepared for the next stage of their education.

Quality of provision

Teaching and learning

Grade: 3

Teaching is satisfactory overall with some which is good. This is a significant improvement since the time of the last inspection. Most of the better teaching was seen in the Foundation Stage and Key Stage 1. A more consistent approach to planning has ensured a greater focus on learning. Behaviour has improved so the pupils learn more. In lessons where activities are interesting and challenge the pupils are keen to learn and want to do well. When pupils are given work which is suitably matched to

their ability level they work sensibly and make good progress. However, in those lessons where the more able pupils are not challenged sufficiently they make only satisfactory progress. A few pupils have limited attention spans and do not get the most from tasks which require sustained concentration. Good relationships between pupils and their teachers are underpinned by clear expectations and an effective system of rewards and sanctions. The consistent approach to behaviour management and the higher expectations of teachers in most classes have contributed to better learning and progress.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. Statutory requirements are met and there is a satisfactory level of visits and visitors. The ICT curriculum has improved since the previous inspection and pupils learn computer skills and use them in other subjects. The curriculum helps pupils to learn how to adopt healthy lifestyles and keep safe. On the whole, work is usually satisfactorily matched to pupils' needs and the school is beginning to meet the challenges presented by mixed age classes. Sometimes, however, the work for a few pupils does not take enough account of their age and what they already know.

Care, guidance and support

Grade: 3

The school provides satisfactory care, guidance and support. Procedures for child protection and ensuring pupils' health and safety are in place. Teachers know the pupils well and relationships are good. As a result, pupils feel safe most of the time, although in discussion one or two mentioned that a few pupils do not behave well enough at playtime. Whilst they say that a few incidents of bullying do happen, these are now much more infrequent than they used to be. Pupils consider this is one of the greatest improvements since the last inspection. They all know of an adult in school that they can turn to if they are worried and are confident that these incidents will be dealt with. Procedures for easing children into the Reception class and for Year 6 pupils into secondary school are satisfactory. The school's assessment procedures are developing well and used to set targets for pupils' learning in English and mathematics. Marking sometimes offers useful information about how well the work has been done and what the pupil needs to do next. However, some marking lacks this information.

Leadership and management

Grade: 3

The good leadership of the headteacher provides a clear strategic direction to the school. Her persistence in tackling unsatisfactory performance has led to staffing changes which have significantly improved the quality of teaching and learning. Her leadership has generated a strong commitment to raising standards and promoting the personal development and well-being of pupils. Senior leaders work well as a team and have been effective in driving improvements in classroom practice and behaviour

management. Teachers are encouraged to share good practice through a range of strategies including team teaching. The quality of the leadership and management at subject level is satisfactory. Responsibility for key areas of the school's work has been delegated to coordinators who are supported through good access to professional development and training. The impact of their work in the core subjects of English, mathematics, science and ICT is beginning to make a difference to the quality of the pupils' work, but much of this in the early stages. The school recognises there is still work to do on developing the curriculum in other subjects where management is less robust.

The Foundation Stage is led and managed well. This is a key factor in the good progress that the children make. However, curriculum management in some of the mixed age classes is not tight enough to ensure that all the pupils achieve what they are capable of. The school is aware of these shortcomings and has suitable plans to address them. The school's self-assessment is accurate although it is mainly written by the headteacher and the deputy headteacher. Governance has been invigorated by the appointment of new members of the governing body. They are supportive to the school and are in the early stages of developing a more challenging approach to monitoring the progress of the development plan. The school has made steady progress in improving the key issues noted in the last inspection and is well placed to improve further.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

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
--	-----------------------	--------------

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?	3	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	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	4	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	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	3	NA
The attendance of learners	4	NA
How well learners enjoy their education	3	NA
The extent to which learners adopt safe practices	3	NA
The extent to which learners adopt healthy lifestyles	3	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	3	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?	3	NA
How well are learners cared for, guided and supported?	3	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	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	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

Congratulations!

Your school has improved so much that we no longer need to keep coming in to check on things every term. Thanks to the hard work of Mrs Stead, your teachers and the other adults who help you, the teaching you receive is better and so you are able to learn more. You have played an important part in helping Measham C of E Primary School become a better school because the vast majority of you behave well and try your best. Many of you told us you enjoy school and said it was a happy and friendly place to be. We were pleased to see that you have improved your handwriting and the presentation of your work. You are starting to do better in mathematics too.

We have asked Mrs Stead and your teachers to help you do even better by:

pushing some of you a little harder so you always do really well in classwork, homework and tests.

giving you lots of practice to improve your speaking skills and maths skills. These skills will be really important in helping you do well in secondary school, college, university and work.

Making sure you do as well as possible in all your subjects.

All of you can help Measham CofE Primary School become even better by attending regularly and making sure you try your best in every lesson.