

# Malvern Parish CofE Primary School

Inspection report

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<b>Unique Reference Number</b>	116900
<b>Local Authority</b>	Worcestershire
<b>Inspection number</b>	312440
<b>Inspection dates</b>	5–6 February 2008
<b>Reporting inspector</b>	Marion Wallace

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	211
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Peter Furber
<b>Headteacher</b>	Lynn Gill
<b>Date of previous school inspection</b>	11 July 2005
<b>School address</b>	Manby Road Malvern WR14 3BB
<b>Telephone number</b>	01684 574084
<b>Fax number</b>	01684 577964

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

The vast majority of pupils are from White British backgrounds. The percentage of pupils with learning difficulties and/or disabilities is well below average as is the proportion of pupils entitled to free school meals. Most children have attended Nursery or pre-school before they enter the Reception class. When children enter the Reception class, their levels of skills and knowledge are above those expected for children of their age.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Malvern Parish is a good school that is popular with pupils and parents. One parent summed up the views of many saying, 'The caring culture throughout the school encourages children to look out for each other and to do well because they enjoy all that the school has to offer.'

From Reception to the end of Year 2, pupils experience consistently good teaching and, consequently, the majority of pupils attain standards that are well above average. Their achievement is good. Pupils continue to make good progress in Years 3 to 6, reflecting good teaching. High quality support from teaching assistants and voluntary helpers contributes significantly to the good progress. Throughout the school, assessment, target setting and marking are adequate. However, they are not always used consistently well to ensure teachers plan work at the correct level and helps pupils to improve their work.

In Key Stage 2, standards in reading, mathematics and science are well above average and pupils' achievement is good. Standards in writing in Year 6 are not as high because writing skills have not been sufficiently developed in the past. Strategies to tackle this are proving effective and standards are improving. The majority of pupils in Year 6 are on course to attain standards that are well above average in English, mathematics and science by the end of the year. Gifted and talented pupils make good progress, as do those pupils who have learning difficulties and/or disabilities. Preparation for future economic well-being is good, since pupils develop good personal qualities and make good progress in acquiring key literacy and numeracy skills.

Pupils' personal development, and their spiritual, moral, social and cultural development, are good. Relationships are strong and, consequently, attitudes are positive and behaviour excellent. The learning environment is stimulating. Pupils know how to stay safe and healthy, and participate enthusiastically in the many opportunities for sport. They develop excellent social skills through the many opportunities to work with each other. Pupils make a good contribution to their school and local community and they know the school council will respond to their views. They are increasingly aware of the needs of people in other countries, such as those in Africa, because this cultural awareness is a strong focus throughout the school.

Pupils are well cared for and procedures to track pupils' academic progress are satisfactory. The curriculum is stimulating and provides many enrichment opportunities such as Africa week and theme days. There was a real buzz of enthusiasm in the after school computer club as pupils worked together on their rain forest project. The good leadership of the headteacher has successfully improved the learning environment. Senior leaders have an accurate understanding of the school's strengths and areas for development. The school has made good progress since the last inspection and has good capacity for further improvement.

## Effectiveness of the Foundation Stage

### Grade: 2

The overall effectiveness of the Foundation Stage is good. Parents agree, with one stating, 'The happy environment is very calm but warm; firm but fun.' Children develop confidence because they enjoy the learning environment. Behaviour is good. Children make good progress in all areas of learning and most enter Year 1 with skills that are above the expected levels. Purposeful activities engage and interest the children and effectively cover all areas of learning. In the 'Forest school,' children are encouraged to take responsibility, organise themselves and

others, and learn new skills. For example, during the inspection they learned how to use twigs to make crosses for Ash Wednesday. Adults use questions well to develop children's thinking, language and numeracy skills. Planning, however, does not always reflect how activities are matched to children's ability. The coordinator manages the Foundation Stage well and sets clear direction for developments.

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

- Improve standards of writing at Key Stage 2, and ensure pupils use their writing skills in all subjects.
- Ensure the consistent use of assessment, target setting and marking across the school.

## **Achievement and standards**

### **Grade: 2**

Pupils make good progress and reach standards that are well above average in Years 1 and 2 in reading, writing, mathematics and science. In 2007, pupils exceeded their targets in national tests at the expected and higher levels in reading, mathematics and science. More able pupils made less progress in writing. Inspection evidence and the school's own tracking systems indicate significant improvement in writing this year. Pupils enjoy writing and use description very well to make the writing interesting. One pupil wrote 'Icy, cold, dark blue, crystal eyes,' when describing Coldilocks. Challenging and stimulating tasks, and consistently high expectations contribute to this good achievement.

Pupils at Key Stage 2 are on course to reach their targets in English, mathematics and science. Writing is the weaker aspect. This is due to a legacy of weak teaching in the past and, consequently, standards of handwriting, spelling and presentation are variable. Pupils are however, enthusiastic readers and they choose words imaginatively to create interesting writing for different audiences. In 2007, national tests results dipped in science and writing. The school is aware of this and effective measures have been put in place to redress the decline. The school's tracking system indicates good progress this year. Pupils with learning difficulties and/or disabilities make good progress because of the quality of support they receive.

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

### **Grade: 2**

Pupils enjoy school and are keen to join in all activities. Their good attitudes to learning are a significant strength, leading to good standards across a broad range of subjects. Attendance is good. Pupils work at a good pace and tackle difficult tasks on their own without the need for close supervision. Their collaboration with others is often outstanding. Pupils show concern for the well-being of others and appreciate 'the buddy bench'. They behave responsibly and safely in lessons and around school. Pupils' understanding of other cultures has improved and is now good. Their economic understanding is well developed, for instance through opportunities to take the initiative in charitable fund raising. Pupils' understand the benefits of physical exercise but their understanding of healthy eating is only satisfactory. They willingly take on duties that involve them in the life of the school and local community. Pupils throughout the school take on significant responsibilities as playground leaders and house captains.

## Quality of provision

### Teaching and learning

#### Grade: 2

Lessons are calm and orderly and generally provide a good level of challenge for pupils. Tasks are usually well matched to pupils' ability, expectations are clear and pupils are challenged to collaborate and to discuss their work. Relationships are warm and supportive and lessons have pace, interest and variety, so pupils make good progress. Most activities are interesting and pupils think that learning is fun. Planning is good and lessons have a clear focus. A strength across the school is the contribution made to pupils' learning by teaching assistants. They are very well deployed and work effectively with pupils. Electronic whiteboards are used well to engage pupils' attention and to consolidate learning. The use of assessment, target setting and marking is satisfactory but inconsistent across the school.

### Curriculum and other activities

#### Grade: 2

The curriculum is interesting and pupils are keen to find out about new things. Curriculum planning is good and generally well matched to pupils' abilities. Pupils from Year 3 onwards are taught French as an additional subject. Links between subjects have been strengthened through a programme of topics. This has led to some impressive work such as the Year 4 illustrated stories about African animals and the Year 2 animated films. However, not enough attention is given to developing the range and quality of pupils' writing through other subjects. Information and communication technology is used well to enhance learning in other subjects. Curriculum enrichment is good and covers a wide range of interests. Educational visits, activity days and involvement in sports and arts events give all pupils exciting opportunities to learn from first-hand experiences. There is a good range of out-of-school clubs and they are well attended and have a positive impact on standards.

### Care, guidance and support

#### Grade: 2

The strong family atmosphere of the school is a strength. Relationships are good and, as a result, pupils feel safe and valued. Pupils' welfare and safeguarding procedures are robust. Good care is taken to support pupils with learning difficulties and/or disabilities. Their needs are assessed and information is used well to set clear targets for their development and they are given strong encouragement to succeed. Outside agencies provide good specialist support where needed. Academic guidance is satisfactory. Pupils' progress is monitored through regular assessments, and generally, the information is used effectively to set appropriate work for pupils at different ability levels. The school has begun to set targets for individuals though the practice is not consistent. Not enough use is made of marking to show pupils how to improve their work.

## Leadership and management

#### Grade: 2

The headteacher and new senior managers work well together and lead with a clear sense of purpose and vision to raise achievement and improve provision. Subject coordinators are

enthusiastic and have a clear plan to improve their subject areas. All staff contribute to the well considered plans for school improvement. These are informed by a clear review of all aspects of the school's work. The use of assessment procedures, tracking and target setting to raise standards is satisfactory. Any dips, such as that in science at Key Stage 2 in 2007 and the standard of writing for more able pupils at Key Stage 1, are identified and measures put in place. A stronger focus on writing is leading to improvements. Monitoring is regular and used well to identify areas for improvement. The governors have a good view of the school's strengths and weaknesses and this enables them to make a positive contribution in supporting and challenging the school. Relationships between staff and governors are good.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

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

### Personal development and well-being

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

### The quality of provision

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

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

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

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

6 February 2008

Malvern Church of England Primary School, Malvern WR14 3BB

Dear Pupils

- Thank you very much for welcoming us into your school. We enjoyed talking to you and your teachers. There was a real buzz of enthusiasm in the computer, chess and art clubs. We enjoyed joining you for assembly and will remember your beautiful singing. These are the things we liked most about your school.
- You make a good start to your education in the Reception class and you do well as you progress through the school.
- Many of you said that you think your school is good; we agree with you; your levels of attendance and enthusiasm reflect this.
- Your teachers work hard to make lessons interesting and fun.
- You are all extremely polite, well behaved and consider the needs of others and this contributes to the friendly atmosphere.
- You thoroughly enjoy school and all the activities, including those that take place outside the school day; these all help you learn to lead active, healthy lifestyles.
- Your school is well led and managed and this contributes to your enjoyment of school, and helps you feel safe and well cared for.
- There is good support for those who need extra help.
- To make things even better this is what we have asked the school to do.
- Help the older pupils to do better in their writing and give them every opportunity to practise writing in other subjects. You can help by working extremely hard with your handwriting and presentation.
- Help teachers to make better use of assessment information and make sure that when your work is marked, it tells you how to get better and is linked to your individual targets.

. We wish you well for the future.

Yours sincerely

Mrs Marion Wallace Lead inspector

6 February 2008

**Malvern Church of England Primary School, Malvern WR14 3BB**

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- There is good support for those who need extra help.

**To make things even better this is what we have asked the school to do.**

- Help the older pupils to do better in their writing and give them every opportunity to practise writing in other subjects. You can help by working extremely hard with your handwriting and presentation.
- Help teachers to make better use of assessment information and make sure that when your work is marked, it tells you how to get better and is linked to your individual targets.

We wish you well for the future.

Yours sincerely

Mrs Marion Wallace  
Lead inspector