

Great Malvern Primary School

Inspection report - amended

Unique Reference Number	116709
Local Authority	Worcestershire
Inspection number	319475
Inspection dates	9–10 July 2008
Reporting inspector	Ken Buxton HMI

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	366
Appropriate authority	The governing body
Chair	James Crabbe
Headteacher	John McMillan
Date of previous school inspection	1 May 2007
School address	Pickersleigh Road Malvern WR14 2BY
Telephone number	01684 574219
Fax number	01684 577582

Age group	3–11
Inspection dates	9–10 July 2008
Inspection number	319475

Amended Report Addendum

Report amended due to administration error

© Crown copyright 2008

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

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

Description of the school

This is a larger than average sized school serving the local community in the Langlands Estate, which is located in Great Malvern. Almost all pupils are from White British backgrounds and none are at an early stage of learning English as an additional language. The proportion of pupils entitled to free school meals is higher than in most schools. The percentage of pupils with learning difficulties and/or disabilities is also above average. The school has a specialist unit for pupils with speech and language disorders. Pupils attend the unit full time or mornings only. Those receiving part-time support rejoin classes in the main school during the afternoons. The school has achieved a number of awards including Artsmark Gold and Activemark Gold.

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(5) of the Education Act 2005, Her Majesty's Chief Inspector (HMCI) is of the opinion that the school no longer requires significant improvement. Great Malvern Primary School is now a satisfactory and rapidly improving school. Since the last inspection, it has turned itself around and those involved can be justifiably proud of their achievements. Many parents recognise and appreciate the major changes that have taken place under the headteacher's leadership. Many comment on how much their children now enjoy school. One parent said, encapsulating the view of others, 'I am proud to say my child goes to Great Malvern.' Major changes have taken place since the last inspection, including dramatically increasing the quality of teaching and learning across the school, which is having a noticeable benefit on pupils' progress. These changes demonstrate the leadership's good capacity to bring about further improvement and seek solutions to the issues remaining. The school's leadership has been proactive in bringing about improvement and, although standards remain below those expected, as pupils make up ground, they are making increasingly good progress. Pupils attending the language centre make good progress but they currently receive insufficient speech therapist support. As a result of these changes, the school has reinvented itself to provide an education and curriculum that are much better matched to pupils' interests and experience. For example, the 'Forest School' provides excellent opportunities for pupils to learn in a safe and exciting outdoor area. There are also increasing opportunities for pupils to participate in clubs and represent the school in various events. The recent performance of the choir, with well over 100 pupils representing the school, at the recent 'Voices and Visions Showcase' was a particularly impressive occasion. Pupils' personal development is good, overall. However, despite all the school's best efforts, attendance remains inadequate because of the high levels of absenteeism of a small number of pupils. This remains a concern, because the school's records show that the underachieving pupils are often found among those with the poorest attendance records. Staff at the school take great care to ensure pupils are kept safe. Levels of supervision are appropriate and all procedures, including safeguarding arrangements, are completed with due care and attention.

Effectiveness of the Foundation Stage

Grade: 2

Provision in the Foundation Stage has improved significantly over the last year, largely due to excellent leadership and management. In both the Nursery and Reception, children benefit from a good range of activities which meet their needs and interests well. In particular, the use of the outdoor environment to support learning is outstanding. Nursery provision has improved exceptionally well due to the high quality expertise of teaching staff. Both the curriculum and teaching are outstanding, helping Nursery children make very good progress. However, standards overall remain below those expected, because of the children's low starting points. In the Nursery, staff provide an excellent range of activities where children experience or discover things for themselves. Adults are very skilled at questioning, prompting and supporting children so that they learn easily. These approaches are being adopted increasingly in the Reception classes where both the teaching and curriculum are good although the pace of learning is less noticeable than in the Nursery. The assessment and tracking of Nursery children's progress is excellent with the information used especially well to plan the next steps in learning. Although this approach is being used increasingly in Reception, staff recognise that this is an area that needs to develop further.

What the school should do to improve further

- Ensure that no groups of pupils have attainment significantly below the national average.
- Work closely with all involved to improve attendance to at least 95%.
- Work with outside agencies to increase the level of support provided by wellqualified and experienced speech therapists. A small proportion of the schools whose overall effectiveness is judged satisfactory, but which have areas of underperformance, will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Most children begin school with skills below those expected for their age, especially in speaking and listening, which are often well below. In the past, pupils' rate of progress across Key Stage 1 has been inadequate and standards have been significantly below those expected nationally. Similarly, the results of the 2007 national tests for pupils aged 11 showed that although they made satisfactory progress overall, standards in English and mathematics were below average and significantly below average in science. However, the picture of underachievement, seen at the last inspection, is changing rapidly because of skilful teaching and a greater focus on learning. From their low starting point into the Nursery, children are now making good progress across the Foundation Stage. On entry to Year 1, their attainment is much closer to that expected nationally. Pupils make good progress in Year 1 and are well on track to achieve challenging targets. In the last year, Year 2 pupils have made good progress, but from a very low starting point, resulting in standards below national expectations. A similar picture is evident in all Key Stage 2 year groups, with pupils' progress accelerating, although an analysis of teachers' assessments reveals that standards remain just below average. Although pupils with learning difficulties are increasingly making good progress, most make satisfactory progress. Pupils supported by the language unit do well and integrate smoothly back into the main school. However, although their progress is generally good, the limited amount of speech therapist support, provided by the local health authority, is a factor that limits the unit's effectiveness.

Personal development and well-being

Grade: 2

Pupils' good spiritual, moral and social development is evident in their good behaviour and the positive relationships seen throughout the school. Their ability to reflect on important issues and on their own learning supports their progress well. Pupils develop into friendly, polite and thoughtful young people who gain a good understanding of the different cultures contributing to British society. Pupils recognise that they are well cared for and feel safe in school, saying, 'Adults look after you.' As a result, pupils like and respect their teachers, enjoy school and work hard. However, despite the school's strenuous work, attendance levels are well below average. Pupils are confident that any unkind behaviour is dealt with appropriately. They develop a good awareness of the importance of exercise and healthy eating although they still like to bring crisps or chocolate for a 'treat' in their packed lunch. They gain a good awareness of how to keep safe, for example through the 'Star' programme, led by local police officers, which helps pupils to develop useful life skills. Through the school council and by acting as play leaders, pupils' involvement in the work of the school is especially good. They play an effective part in local community events, especially in performances by the school choir. Pupils develop a satisfactory range of skills to prepare them for their future life. In particular, they demonstrate a good capacity to work in teams and to reflect on how well they are doing.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good overall with some excellent practice. This quite dramatic improvement reflects the enormous amount of hard work that has taken place since the last inspection. It can be attributed to a number of factors, including staff having higher expectations of pupils, a much greater focus on monitoring and assessing pupils' progress and teachers having greater accountability for pupils' learning. As a result, teachers are increasingly employing good intervention strategies to support pupils with learning difficulties to accelerate their rate of learning. They are also increasingly planning activities that appeal to all pupils' interests and experiences and engage them into wanting to learn. They are making increasingly good use of interactive whiteboards to bring learning to life. To improve the quality of teaching further, teachers are endeavouring to increase pupils' vocabulary and to develop their ability to work independently. Relationships within the classrooms are good, as are pupils' attitudes to learning. Teaching assistants are deployed well and make a good contribution to lessons.

Curriculum and other activities

Grade: 2

The curriculum has improved well over the past year. Relevant and interesting activities are very practical so that pupils are enthused and want to learn. In particular, pupils like the problem solving, investigative approach, which they say helps them to learn in a fun way. Younger pupils and those in the language centre especially enjoy the 'Forest School'. Information about pupils' progress is increasingly used to plan new work and to provide special programmes for pupils who find learning difficult. Although this process is not yet fully established throughout the school, staff are working to achieve this goal. Nursery and Reception children are provided with a range of activities well matched to their needs, especially so in the Nursery. Enrichment through a good range of visits, visitors and school clubs enhances pupils' learning and enjoyment of school.

Care, guidance and support

Grade: 2

The level of care is good. The school pays rigorous attention to pupils' health and safety and staff vetting and child protection arrangements comply fully with government guidelines. Supported through an effective reward and sanctions system, pastoral support is good. Academic support and guidance are much improved. Pupils' progress is checked much more accurately and regularly, allowing staff to intervene quickly when this slows. Marking of pupils' work is often good. It frequently tells pupils how well they are doing, although on occasions it does not give pupils enough advice on how to improve. Pupils are set individual improvement targets, which are reviewed regularly; however, not all staff refer sufficiently to these in lessons to accelerate pupils' progress.

Leadership and management

Grade: 2

The school's leadership is the key to the improvements that have taken place since the last inspection. Following his appointment, the headteacher has worked closely with all parties to bring about much needed change and so raise pupils' life chances. Indeed, many parents comment that since he started he has done a fantastic job in turning the school around. This is because he has a very good understanding of how well the school is performing and knows that much more still needs to be done. He receives strong support from the newly formed leadership team and, together, they have created a very clear vision of what needs to happen next. As a result, there is a strong focus and drive to raise standards across the school, with teachers being held increasingly to account for their pupils' progress. Classroom performance is monitored closely to identify where action is needed and, as a result, the quality of teaching has improved significantly and increased pupils' progress. Governors are well informed about the school's development and provide good support to the school's leadership.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

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
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?	3
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
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	3

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	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	4
The behaviour of learners	2
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	3

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

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	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	3
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	3
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

11 July 2008 Dear Children Inspection of Great Malvern Primary School, Malvern, WR14 2BY

Thank you for your help with this inspection. We enjoyed meeting you during our visit and having opportunities to talk with you about the school. This letter is to let you know what we wrote in the full report, which we have sent to the school. We judged your school to be satisfactory but recognised that it is improving rapidly. We were particularly impressed with all the changes that have taken place since the school's last inspection. These have come about because of the headteacher's very good leadership and desire that you achieve as well as you can. He is supported very well by all the school staff who work very hard to provide lessons that interest and excite you. It was particularly pleasing to see Year 3 having so much fun learning to speak French as they bought croissants from their café and younger children learning in the 'Forest School'. We can see that you clearly enjoy school and that most of you are making good progress. We have asked the headteacher to check that all pupils achieve highly, because we did notice that a few pupils do not attend school as often as they could and, as a result, do not do as well as they might. As a result, we have also asked the school to work with everyone involved to improve this group's attendance. We hope that you might contribute your good ideas. We also want the school to see if they can increase the level of specialist support for the language centre to help pupils make even quicker progress than they currently do. We hope that your school continues to improve and we wish all of you every success in the future. Yours sincerely Ken Buxton Her Majesty's Inspector

11 July 2008

Dear Children

Inspection of Great Malvern Primary School, Malvern, WR14 2BY

Thank you for your help with this inspection. We enjoyed meeting you during our visit and having opportunities to talk with you about the school. This letter is to let you know what we wrote in the full report, which we have sent to the school.

We judged your school to be satisfactory but recognised that it is improving rapidly. We were particularly impressed with all the changes that have taken place since the school's last inspection. These have come about because of the headteacher's very good leadership and desire that you achieve as well as you can. He is supported very well by all the school staff who work very hard to provide lessons that interest and excite you. It was particularly pleasing to see Year 3 having so much fun learning to speak French as they bought croissants from their café and younger children learning in the 'Forest School'. We can see that you clearly enjoy school and that most of you are making good progress. We have asked the headteacher to check that all pupils achieve highly, because we did notice that a few pupils do not attend school as often as they could and, as a result, do not do as well as they might. As a result, we have also asked the school to work with everyone involved to improve this group's attendance. We hope that you might contribute your good ideas. We also want the school to see if they can increase the level of specialist support for the language centre to help pupils make even quicker progress than they currently do.

We hope that your school continues to improve and we wish all of you every success in the future.

Yours sincerely

Ken Buxton
Her Majesty's Inspector