

# Myddle CofE Primary School

## Inspection report

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Unique Reference Number	123487
Local Authority	Shropshire
Inspection number	327922
Inspection dates	12–13 November 2008
Reporting inspector	Jacqueline Wordsworth HMI

This inspection was carried out under section 8 of the Education Act 2005 under pilot arrangements; it was also deemed a section 5 inspection under the same Act.

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Type of school	Primary
School category	Foundation
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	62
Government funded early education provision for children aged 3 to the end of the EYFS	3
Appropriate authority	The governing body
Chair	Mr C Ruck
Headteacher	Miss L M Jeffery
Date of previous school inspection	20–21 June 2006
Date of previous funded early education inspection	20–21 June 2006
School address	Myddle Shrewsbury Shropshire SY4 3RP
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## Introduction

This pilot inspection was carried out by one of Her Majesty's Inspectors (HMI). The HMI visited six lessons, and held meetings with governors, staff, pupils and parents. She observed the school's work, looked at books and documents, and analysed 16 completed parental questionnaires.

The inspector reviewed many aspects of the school's work and looked in detail at the following:

- the quality of teaching across the school, particularly in writing and mathematics and the teaching of higher attaining pupils
- how well pupils achieve, given their starting points
- the way in which senior leaders check the quality of the school's work to plan future improvements.

## Information about the school

Myddle Church of England Primary School is a smaller than average school that serves an advantaged area near Shrewsbury. There are almost equal numbers of boys and girls, although this is not always consistent in each class. Three full-time teachers, including the headteacher and one part-time teacher, teach pupils in three mixed age classes. When children begin school, attainment for most pupils is in line with that expected of pupils of this age.

## Further information about the school

	School's figures	School's figures compared with other schools
School size	62	Below average
Free school meals	5	Below average
Proportions of pupils with learning difficulties and/or disabilities	13	Average
Proportion of pupils from minority ethnic groups	0	Below average
Proportion of pupils who speak English as an additional language	0	Below average
Proportion of pupils with a statement of special educational needs	3	Average

## Inspection judgements

Grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Overall effectiveness

3

Capacity for sustained improvement

3

### Main findings

This is a satisfactory school with some important strengths. Most notably, pupils benefit from a rich curriculum and a strong emphasis on personal, social and moral development that enables them to develop good personal qualities. Myddle Primary is an inclusive school where all pupils, whatever their background and including those who are most vulnerable, are treated fairly and supported to achieve broadly in line with national expectations.

Pupils' attainment in mathematics and science has improved, demonstrating that the school has made sound progress since it was previously inspected and is securely placed to make further improvement in both its provision and in pupils' achievement. Senior leaders understand what steps they must take in order to ensure that attainment rises more securely across all subjects and year groups.

### What does the school need to do to improve further?

- Increase the proportion of good teaching across the school by:
  - making very clear to pupils what they are going to learn and explaining to them how their success will be measured
  - ensuring that lesson planning identifies all aspects of assessment, to enable teachers to plan lessons that provide work at the right level for children of all abilities
  - ensuring that when they mark pupils' work teachers explain what pupils must improve in order to move to the next level.
- Raise pupils' attainment and accelerate their progress in writing by:
  - providing more frequent opportunities for pupils to write at length
  - ensuring that writing skills are taught systematically across the school, particularly sentence structure.
- Improve monitoring and evaluation by:
  - setting clear expectations of what the school wants to achieve in lessons
  - establishing robust systems to check that all staff are following these guidelines
  - providing sufficient time for subject leaders to carry out these tasks.

## How well does the school meet the needs of individuals and different groups of pupils?

3

Standards are average overall, with most pupils, including those with learning difficulties and/or disabilities and those who are most vulnerable, making satisfactory progress from their individual starting points. Those pupils who find aspects of their learning difficult achieve satisfactorily because the school is totally committed to inclusion and organises an effective programme of support. Pupils enjoy school and feel valued as individuals, as reflected in their good attendance, their attitudes to learning and their behaviour. Well-conceived theme and activity weeks effectively increase pupils' understanding of the importance of exercise and eating a balanced diet. They cite many changes to their eating and exercise habits because of what they have learned.

Pupils say they feel safe and are confident that any worries or troubles will be dealt with effectively because adults are sensitive to their needs. Those individuals who are playground buddies or members of the school council regard it as a great privilege and relish the responsibility. Pupils' spiritual, moral and social awareness is an important strength, with pupils acquiring a wide range of social skills that help them to develop into well-rounded individuals. However, there are limited opportunities to develop pupils' knowledge of other cultures and beliefs.

### *These are the grades for pupils' outcomes*

How well do pupils achieve and enjoy their learning?	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with learning difficulties and/or disabilities and their progress	3
Pupils' attainment <sup>1</sup>	3
To what extent do pupils feel safe?	2
How well do pupils behave?	2
To what extent do pupils adopt healthy lifestyles?	2
To what extent do pupils contribute to the school and wider community?	2
How well do pupils develop workplace and other skills that will contribute to their future economic well-being?	3
Pupils' attendance and punctuality	2
What is the extent of pupils' spiritual, moral, social and cultural development?	2

## The quality of the school's work

Most lessons are well structured and conducted in an atmosphere of mutual respect where the pupils are keen to learn, and settle quickly and eagerly to the tasks ahead. Pupils collaborate well and are willing to help others when they come across

<sup>1</sup> Grades for attainment are: 1 is high; 2 is above average; 3 is broadly average; 4 is low

difficulties. They rise to the challenge when teaching is demanding and enjoy practical activities. The pupils enjoy and value the rich learning opportunities in physical education, dance and art.

The rich curriculum includes good international links and exciting outside learning opportunities. However, curriculum planning, including that for English, mathematics and science, does not always focus enough on developing key skills or ensuring that each unit of work places sufficient demands on pupils. In English, pupil self-review and good examples of marking are extra features that enable pupils to make satisfactory gains in their learning. More attention is needed, however, in providing opportunities for pupils to write at length. Appropriate emphasis is given to the development of numeracy skills, including both mental and written calculations.

Satisfactory systems for assessing pupils' learning and tracking their progress enable teachers to intervene and provide targeted support when pupils need it. Nevertheless, information gained from assessment is not used routinely to ensure that teachers fine-tune lesson activities to meet pupils' individual needs, nor do they always make it clear enough to the pupils what it is they want them to learn. Although all lessons seen had a learning objective, these varied in their precision and pupils did not always fully understand what they were aiming for.

Care, guidance and support for pupils are good and foster a secure atmosphere for learning. The school's strong positive ethos underpins this good quality care and support for pupils; it is particularly effective in supporting those pupils who are most vulnerable. Intervention programmes to increase pupils' progress are effective because they are time-limited and delivered well.

*These are the grades for the quality of provision*

High quality teaching and purposeful learning	3
Effective assessment and academic guidance	3
An appropriate curriculum which meets pupils' needs, including, where relevant, provision through partnership with other organisations	2
Support, guidance and care	2

## How effective are leadership and management?

The sensitive leadership of the headteacher provides a steady steer, resulting in a harmonious community where everybody matters, especially the pupils. The headteacher, teachers and governors are committed to improving overall standards especially in writing and mathematics. The leadership team have a sound understanding of the school's strengths and weaknesses and know what must be done to improve. For example, they know that pupils' achievement in mathematics is slowly improving. Equally, they recognise that higher attaining pupils are not challenged sufficiently.

The school development plan is a useful instrument for guiding the school's improvement planning; however, inconsistencies in the quality of lesson planning, in the quality of teaching and in pupils' attainment indicate that monitoring has not been

rigorous enough. Although the headteacher undertakes monitoring and evaluation activities, and appreciates that this is a vital part of her role, she has a full-time teaching commitment. Nevertheless, consideration should be given to managing non-teaching time even more effectively.

Governors support the headteacher and are committed to the continuing improvement of the school. They carefully monitor budgetary decisions, securing the best value from spending, and seek to make savings where possible. The governors' role in checking the quality of the school's work, although satisfactory, needs to be more prominent, particularly in monitoring the implementation, effectiveness and impact of policies and procedures on teaching and learning.

Good links with parents are helping them become more involved in their children's education. A number of parents provide help in classrooms and make a valuable contribution to pupils' learning. The school is beginning to develop closer links with the local community and other schools, and is exploring ways in which it can extend its contacts with more culturally diverse communities.

The school works well with several outside agencies to cater for the needs of pupils requiring extra support in order to enhance their learning and personal development.

*These are the grades for leadership and management*

Monitoring, evaluating and planning for improvement to outcomes for pupils	3
Promoting equality of opportunity and tackling discrimination	2
Ensuring that safeguarding procedures are effective	3
Ensuring that the governing body provides effective challenge and support so that weaknesses are tackled decisively and statutory responsibilities are met	3
Promoting the school's relationship with parents and carers, including their involvement in decision-making about matters relating to learning and well-being	2
Developing partnerships with other providers, organisations and services	2
Ensuring the school contributes to community cohesion	3
Deploying resources to achieve value for money	3

## Early Years Foundation Stage

On entry to the school, the attainment of the children is in line with that expected for their age. The majority of children, including those with learning difficulties and/or disabilities, make satisfactory progress by the time they leave Reception. The children play well on their own or as part of a group. Satisfactory leadership ensures that the work is planned adequately to enable children to have appropriate experiences across the six areas of learning. However, the balance between work directed by the teacher and a range of other guided activities is not always appropriate. This slows the rate at which children's skills improve. Parents are kept well informed through clear ongoing records of their child's experiences and achievements.



How effective is the provision in meeting the needs of children in the EYFS?*	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	3
How effectively are children in the EYFS helped to learn and develop?*	3
How effectively is the welfare of the children in the EYFS promoted?*	3
How effectively is the provision in the EYFS led and managed?*	3

\* Common judgements made across all inspections of the EYFS

## Views of parents and carers

The overwhelming majority of parents who returned questionnaires expressed their satisfaction with most of the school's work. In particular, they are pleased that children are helped to settle in and are expected to work hard. Parents feel happy about approaching the school if they have concerns and consider that the school is well led and managed. A few parents feel that they are not always kept well informed of their child's progress.

## What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs. In 2006-7, 14% of schools were judged to be outstanding.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well. In 2006-7, 46% of schools were judged good.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing for its pupils suitably. In 2006-7, 34% of schools were judged satisfactory.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. In 2006-7, 6% of schools were judged inadequate.

## Common terminology used by inspectors

- Attainment:** the standard of the pupils' work shown by test and examination results and in lessons.
- Progress:** the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
- Achievement:** an overall measure of the pupils' success in their academic learning. The term combines attainment and progress. Pupils might make good progress, for example, but if their attainment remains low, inspectors may judge that their achievement is only satisfactory.
- Capacity to improve:** the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
- Leadership and management:** the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.



14 November 2008

Dear Pupils

Inspection of Myddle CofE Primary School, Shrewsbury, SY4 3RP

Thank you for the warm welcome that you gave to me when I inspected your school earlier this week. I thought you would like to know what I found out about your school.

You told me that you feel cared for and safe in school. You behave well and come to school regularly. You know how to keep healthy and fit. It was good to hear how you help to make playtimes more enjoyable. I was pleased to see that you make friends with one another and have positive attitudes to all aspects of school life.

Overall, I found the school to be satisfactory and good in some areas. I think your teachers work hard in planning interesting work for you to do and they look after you well.

I have suggested that the teachers:

- make sure your writing continues to improve and that you are given more opportunities to write at length in lessons
- make sure they tell you exactly what it is they want you to learn in every lesson
- when they mark your work, tell you exactly what you have to do to improve.

I have also asked that when the governors and your teachers check how well the school is doing, they do it more often.

I enjoyed spending time in your 'forest school' and hope that you continue to work hard to improve your school.

Yours sincerely

Jacqueline Wordsworth  
Her Majesty's Inspector

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