

Evesham, St Egwin's CofE Middle School

Inspection report

Unique Reference Number	116984
Local Authority	Worcestershire
Inspection number	338929
Inspection dates	28–29 January 2010
Reporting inspector	Peter Thompson

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

Type of school	Middle deemed secondary
School category	Voluntary controlled
Age range of pupils	10–13
Gender of pupils	Mixed
Number of pupils on the school roll	334
Appropriate authority	The governing body
Chair	Revd Edward Pillar
Headteacher	Mrs Carol Kennedy
Date of previous school inspection	0 June 2007
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Introduction

This inspection was carried out by four additional inspectors. Inspectors spent most of their time observing lessons; 21 lessons and 21 teachers were observed. Inspectors also held meeting with governors, staff and groups of pupils. They observed the school's work, and looked at documentation and questionnaires from 157 parents and carers, 95 pupils and 18 staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the actions taken to improve the performance of the school, including teaching
- the school's tracking data to determine the attainment and progress of pupils
- attendance records.

Information about the school

St Egwin's is a popular smaller-than-average middle school serving the north and west area of Evesham and nearby rural villages. Most pupils enter the school at the beginning of Year 6 and spend three years in the school. They come from mainly White British backgrounds, with a few pupils with Eastern European, Asian, Black Caribbean and Traveller heritages. There is an average proportion of pupils with special educational needs and/or disabilities but, within this group, the number with a statement of special needs is high. A small minority of pupils are recognised as gifted and talented. The proportion of pupils known to be eligible for free school meals is average. The school has a strong Christian ethos. The headteacher was appointed in 2009.

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

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

St Egwin's Middle School is a good and improving school. A year ago the school embarked on a programme of change which has had a significant impact. As a result, the school is developing securely and quickly. Attainment on entry is below that expected for the age of the pupils and progress is good. As a result, in 2009, the attainment of pupils at the end of Year 8 was above that expected for their age. The progress made by pupils currently in Year 8, including that made by students with special educational needs and/or disabilities, continues to be good.

Much has been done to improve the quality of teaching. Teaching is now good or better in almost all lessons. Most teachers inspire pupils to learn well and produce their best work. They use a variety of teaching methods and challenge pupils of all abilities equally. Nevertheless, a small minority of teachers fail to reach the same good standard and their lessons lack interest, imagination and engagement with pupils.

The curriculum has been enhanced and provides a good balance of subjects. Some of the changes are imaginative. Critical thinking has been introduced to promote better learning, a transitional programme is provided for travellers, and the programme based on the social and emotional aspects of learning (SEAL) is benefiting many pupils. These changes, combined with a re-arranged pattern of lessons during the day and a new timetable have led to improved learning and progress.

Parents' opinions are surveyed regularly and a small majority of them participate in the parents' forum. The school is aware that it is not doing enough to help parents and carers to support their children's learning and has begun to issue an improved report on the progress of each pupil. This is to enable parents and carers to be better informed about what their children need to do to improve.

The senior staff are very focused on bringing about changes and improving the school. They are supported well by the vast majority of teachers. The structure of middle managers has been improved and their roles more clearly defined. Nevertheless, the effectiveness of middle managers is variable. Governors know the strengths and weakness of the school and support the senior staff well.

What does the school need to do to improve further?

- Improve further the reporting of pupils' progress to parents and carers so they may be in a better position to help their child's learning.
 - Raise further the effectiveness of middle managers to a consistently good level.

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Outcomes for individuals and groups of pupils

2

In 2006, when the cohort of pupils who left the school in 2009 first arrived, attainment on entry was below that expected for their age. Improvements to teaching and the curriculum meant that they made good progress, particularly during their final year in the school, and, as a result, their attainment at the end of Year 8 was above that expected for their age. Pupils currently in Year 8 continue to make good progress. Overall achievement is good. Pupils perform better in science, than mathematics or English. Progress seen in most of the lessons observed was good or better. The progress made by pupils with special educational needs and/or disabilities and that of the few pupils who speak English as a second language is at least good.

All pupils say they feel safe in school and are confident that when they raise issues of safety that staff deal with them promptly and effectively. Pupils adopt safe practices and generally understand what constitutes an unsafe situation. Pupils' good attitudes to learning and their behaviour in lessons contribute significantly to their high-quality learning. Pupils show consideration towards each other and behave well around the school. They are taught and understand the important factors that affect their health; most pupils eat healthily and participate well in the many sports activities offered. They play an active part in the school council and are keen to take on responsibility.

Pupils enjoy their education and, as a result, attendance is above the national average. Pupils can apply their good oral, literacy, numeracy and information and communication technology skills in a variety of situations and are well-equipped for the next stage in their education. As a result of the school's strong Christian ethos, pupils have good spiritual and moral awareness. They respect each others' needs and have good social skills for their age. By taking part in many visits and other activities pupils develop good cultural awareness. The school is working further to develop pupils' multicultural awareness by engaging with schools that have a higher proportion of pupils from different backgrounds.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate	
Please turn to the glossary for a description of the grades and inspection terms	
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being Taking into account: Pupils' attendance ¹	2
	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The quality of teaching in most lessons is good or better. None of the teaching observed during the inspection was inadequate. All teachers plan their lessons well and have good relationships with pupils. Most lessons are taught by specialist teachers who have sound knowledge of their subject and high expectations. Good lessons are interesting, imaginative and engage pupils of all abilities equally. In these lessons, teachers inspire their pupils to do their best, use a variety of teaching methods and provide opportunities for them to work independently. The work is assessed well and pupils know what they have to do to improve. In the small number of satisfactory lessons teachers tend to lead and direct learning too much, pupils undertake the same range of work and the pace is slow. Assessment is variable and pupils do not always receive regular feedback on how they may improve. Satisfactory lessons fail to inspire pupils to do their best work and are uninteresting.

Improvements have been made to the curriculum during the past twelve months. It now provides a broad and balanced range of subjects and has some imaginative features, such as the introduction of thinking skills to promote better learning. It gives suitable emphasis to literacy, numeracy and information and communication technology across a range of subjects. Setting by ability in mathematics and English enhances learning. Pupils with special educational needs and/or disabilities are catered for well through the transitional programme and youth challenge in Year 8. The social and emotional aspect of learning (SEAL) programme is helping to improve attitudes and behaviour. A wide range of extra-curricular activities is provided and very popular with pupils.

St Egwin's is an inclusive school that cares very much for the well-being of its pupils. The large majority of parents and carers recognise this, as is evident from the responses to the parents' questionnaires. There are good procedures to support pupils whose circumstances make them vulnerable, including those who have special educational needs and/or disabilities. All staff work effectively with a range of outside agencies to help promote the emotional and social well-being of all pupils, and have a clear understanding of their needs. As a result, pupils' self-esteem is developed well and pupils say that they feel safe and supported. The school works in partnership with other local schools to provide good transitional arrangements between the first and the receiving secondary schools.

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These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The senior staff are well motivated and focused in achieving improvements. They have high expectations. Their aim is to improve the attainment of pupils by raising the quality of teaching, improving the curriculum and changing the times of lessons during the day. The timetable has been changed to ensure that a higher proportion of lessons are taught by specialist teachers. Attendance has improved. All these changes have had a dramatic affect on the quality of teaching and learning over the past twelve months. As a result, the progress made by pupils has improved and is now good.

The structure and responsibilities of the middle managers have been more clearly defined and the tracking system for monitoring and recording pupils' attainment and progress improved. Whilst middle managers are now more focused on raising attainment and the quality of teaching, their effectiveness is variable.

Governors are fully involved in shaping the direction of the school and know its strengths and weaknesses. They have been trained and routinely consider reports on performance. They are rigorous in ensuring that pupils and staff are safe and have good procedures to ensure the safeguarding and welfare of pupils. All statutory duties are met.

The school involves parents and carers in the work of the school satisfactorily. Senior staff regularly survey their opinions and discuss issues with them at the parents' forum. The school is aware of the parents and carers' concern that it is not doing enough to help them support their child's learning. In response, a new and more informative report on pupils' progress is beginning to be introduced. All pupils, regardless of their ethnic heritage or gender, are given equal opportunities to perform and develop well. Pupils work well together in the school and form a cohesive community. They participate in many activities in the locality and are aware of other cultures through their increasing engagement with multi-ethnic groups beyond the school. The school deploys its resources well and this represents good value for money.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms	
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Views of parents and carers

Almost all parents and carers overwhelmingly support the school. They are strongly supportive of the statements 'the school keeps my child safe' and 'my child enjoys school'. A typical supportive statement made by a parent with a son in Year 7 is, 'I am extremely happy with the progress my son is making and he enjoys school.' A small minority of parents and carers have misgivings about the extent to which the school helps them support their children's learning. The school is aware of this and is issuing an improved report on each pupil's progress and what he or she needs to do to improve. Inspectors found no evidence to support the views of those parents and carers who say the school does not deal effectively with unacceptable behaviour.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Evesham, St Egwin's CofE Middle School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 157 completed questionnaires by the end of the on-site inspection. In total, there are 334 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	53	34	89	57	11	7	1	1
The school keeps my child safe	55	35	96	61	3	2	0	0
The school informs me about my child's progress	35	22	98	62	19	12	2	1
My child is making enough progress at this school	43	27	95	60	14	9	2	1
The teaching is good at this school	45	29	98	62	9	6	0	0
The school helps me to support my child's learning	29	18	93	59	27	17	3	2
The school helps my child to have a healthy lifestyle	27	17	108	69	15	9	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	33	21	98	62	12	8	0	0
The school meets my child's particular needs	33	21	103	66	12	8	2	1
The school deals effectively with unacceptable behaviour	38	24	81	52	19	12	6	4
The school takes account of my suggestions and concerns	28	18	89	57	16	10	5	3
The school is led and managed effectively	41	26	85	58	11	7	2	1
Overall, I am happy with my child's experience at this school	49	31	91	58	10	6	3	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
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.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
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.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



31 January 2010

Dear Pupils

Inspection of Evesham, St Egwin's CofE Middle School, Worcestershire, WR11 4JU

My colleagues and I enjoyed our visit to your school and welcomed the opportunity to talk to you and see you in lessons.

Yours is a good school, and has improved considerably since your headteacher arrived a year ago. You enter the school with knowledge and skills that are lower than expected for your age. You make good progress during your time at the school so that when you leave your skills are above that expected for your age. This is a good achievement; well done.

The teachers have worked hard to improve your education and they have had much success. Your teachers have improved the curriculum, the times of lessons during the day and the timetable. As a result, the curriculum better suits the needs of all of you and you are taught on more occasions than before by teachers that are specialists in their subjects. Almost all teachers provide you with good, interesting and challenging lessons.

We have made some suggestions about what your school may do to improve even further. Some of your parents and carers thought that the school did not do enough to help them guide your learning. Your school has already begun to issue more informative reports on your progress, so we have asked them to continue and report more fully on what you need to do to improve your work. We have also asked the school to continue to raise the effectiveness of all those that manage your school to a more consistently good level.

Your teachers are ambitious and want to improve the school further. We ask that you help them by working hard and always doing your best work.

My best wishes for the future.

Yours sincerely

Peter Thomspen

Lead inspector

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