

Inspection of Madley Primary School

Madley, Hereford, Herefordshire HR2 9PH

Inspection dates: 5 and 6 November 2024

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Madley Primary School has high expectations of all pupils. Pupils rise to these expectations. Overall, they achieve well. Pupils take great delight in talking about their learning. They are appreciative of the fact that the school supports them to 'be the best they can be.'

Pupils are proud to belong to this school. Their well-being is central to the school's work. Pupils feel happy and safe in school. They behave well in lessons and are polite around the building. Older pupils model positive behaviour to children in the early years. Children in early years learn how to successfully play and learn together.

Pupils are kind and respectful. They are considerate of each other's needs. The school places great importance on a range of values, for example, friendship and trust. Year 6 pupils select the monthly values for the whole school.

Pupils enjoy a variety of exciting experiences to broaden their learning. This includes curriculum visits to museums and residential trips. Pupils take on responsibilities and develop their leadership skills. For example, pupils act as reader leaders, who engage younger children in reading opportunities. The school offers a wide range of extra-curricular clubs, such as basketball, coding and gardening.

What does the school do well and what does it need to do better?

The school's curriculum is broad and ambitious. The school has sequenced the knowledge, skills and vocabulary that they want pupils to know and when. This helps pupils build knowledge over time. For example, in history, Year 6 pupils can talk confidently about the meaning of key words such as injustice, segregation, diversity and prejudice.'

Teachers benefit from high-quality training. As a result, they implement the school's curriculum well in some subjects. They use a range of resources and teaching approaches. They have secure subject knowledge and they introduce new learning clearly.

The school makes checks on pupils' learning to identify how well pupils understand the knowledge that has been taught. However, on occasions, teachers do not ensure that pupils have retained the important knowledge in their memories. As a result, pupils do not always make connections in their learning.

The school has highly effective processes to identify and support pupils with additional needs. Staff ably adapt the content and delivery of the curriculum to meet these needs. As a result, pupils with special educational needs and/ or disabilities (SEND), achieve well.

The school makes sure that reading takes centre stage. Pupils have access to carefully chosen high-quality books that expand their vocabulary and challenge their understanding.

Children start to learn phonics in the Reception class. Well-trained staff deliver the phonics programme effectively. Pupils practise reading with books that are suitably matched to the

sounds that they know. Pupils who struggle to keep up with the phonics programme are given the support they need. By the end of Year 2, most pupils are fluent readers.

Pupils know and follow the school's expectations for behaviour well. Children in the early years quickly settle into routines that help them learn. The school uses effective strategies to ensure that pupils attend regularly and on time. The school works well with parents and with local agencies to reduce levels of absence.

Pupils follow a valuable programme of personal, social and health education (PSHE). They learn about safety, including how to stay safe online. The wider curriculum engages pupils and supports their personal development. The school brings learning to life and gives pupils valuable experiences. Outdoor learning is a major part of this school's curriculum. It is used well as a vehicle to deliver knowledge and skills in a range of subjects.

Pupils benefit from taking part in performances, learning a musical instrument and listening to career speakers in school. Pupils talk enthusiastically about enrichment opportunities such as business enterprise and raising money. Events such as 'farmers' day' which focuses on all aspects of farming from machinery, farmer visits and farm welfare, supports pupils to understand their local community.

Staff are proud to work at this school and agree the school is well led and managed. Staff feel valued. This is because leaders, including governors, provide good support. Staff are very positive about the actions taken to reduce their workload.

Parents and carers appreciate the school's central role in the community. Many parents commented on the strong support their children receive at the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- On occasions, the school does not ensure that pupils remember important curriculum knowledge in some subjects. As a result, pupils do not always make connections in their learning and integrate new knowledge. This slows their progress through the curriculum. The school should ensure that teachers strengthen the implementation of the curriculum so that pupils remember more over time.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	116708
Local authority	Herefordshire
Inspection number	10343816
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	188
Appropriate authority	The governing body
Chair of governing body	Andrew Price-Greenow
Headteacher	Lee Batstone
Website	www.madleyprimaryschool.co.uk
Date of previous inspection	12 February 2019, under section 8 of the Education Act 2005

Information about this school

- The school currently does not use alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years provision). Schools receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received, including since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.

- Inspectors met with the headteacher and deputy headteacher who is also the special educational needs co-ordinator. Inspectors also met with groups of staff and pupils and spoke on the phone to the school improvement partner.
- Inspectors carried out deep dives in these subjects: reading, mathematics, computing and history. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors spoke with leaders and pupils about several other subjects and looked at samples of pupils' work.
- The lead inspector listened to a sample of pupils read to a familiar adult.
- Inspectors spoke to leaders about pupils' behaviour, attendance, policies and procedures. The inspectors observed pupils' behaviour in lessons and around school and discussed the school's analysis of attendance with leaders.
- Inspectors scrutinised a range of documents, including leaders' evaluation of the school and priorities for improvement.
- The lead inspector met with those responsible for governance.
- Inspectors spoke with groups of pupils about their experiences at school.
- To evaluate the effectiveness of safeguarding, inspectors reviewed: the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The views of parents and staff were considered through discussions and looking at information collected from Ofsted's online surveys.

Inspection team

Lynda Townsend, lead inspector

Ofsted Inspector

Ant Edkins

Ofsted Inspector

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