

Madley Primary School

Madley, Hereford, HR2 9PH

Inspection dates

12–13 November 2014

Overall effectiveness	Previous inspection:	Requires Improvement	3
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The headteacher has rebuilt the leadership team and has made significant improvements to the school since the previous inspection.
- The senior leadership team has raised the quality of teaching and this has led to rapid rises in pupils' achievement.
- Pupils' progress is good due to consistently good teaching. Teachers plan well for each group in their class and all work set is challenging. Teachers make learning fun and engaging and so pupils want to achieve well.
- The school provides a wide range of subjects that offers different learning experiences for the pupils. The school provides excellent opportunities for pupils to develop their spiritual, moral, social and cultural understanding.
- Pupils' behaviour is good and they enjoy learning, which is reflected in their above average attendance.
- The school is a safe and welcoming place. Parents feel the school is safe and all pupils spoken to state they feel safe in school.
- Children in the early years make good progress from their different starting points. They benefit from a stimulating environment, which provides a positive start to their education.
- All groups of pupils, regardless of their backgrounds, make good progress. Disadvantaged pupils make better progress than the other pupils in school.
- Governors have strengthened their collective skills and use them to challenge and support the school effectively. They have a good understanding of the strengths and weaknesses of the school. This in turn allows them to challenge leaders successfully regarding the quality of teaching and the levels of progress and attainment that pupils make.

It is not yet an outstanding school because

- The early years progress data is not routinely linked into whole-school information. This in turn means that the senior leadership team do not have an easily accessible overview of children's progress across the whole school.
- Teachers do not consistently have the same expectations of pupils' writing skills or provide them with enough opportunities to practise them.

Information about this inspection

- The inspection team observed lessons across the whole school, several of which were jointly observed with the headteacher.
- A member of the team heard a number of pupils read and both team members observed lessons where pupils were taught phonics skills (linking letters and sounds).
- The inspection team scrutinised books from a range of subjects covering both this academic year and the previous year. Team members also observed playtimes, lunch times, and assemblies.
- Inspectors spoke to members of the governing body, senior leaders and managers and members of the middle leadership team. They also spoke to pupils both informally across the school and in an arranged meeting.
- Inspectors studied a range of documentation relating to the progress and attainment of pupils, the work the school does to keep pupils safe and records regarding the quality of teaching. Inspectors also scrutinised documentation relating to pupils' behaviour, attendance and the results of the primary physical education sport premium. Documents relating to the use of the pupil premium were also examined.
- The inspection team also considered the 56 responses to the online questionnaire, Parent View, and the 19 responses to the staff questionnaire.
- The inspection team were unable to contact the local authority.

Inspection team

Ronald Hall, Lead inspector	Additional Inspector
Lisa Morgan	Additional Inspector

Full report

Information about this school

- Madley Primary School is an average-sized primary school.
- The vast majority of pupils are from White British origins.
- The proportion of pupils who are eligible for funding through the pupil premium is more than one tenth of the school population, which is below average. This is additional funding for pupils known to be eligible for free school meals and those looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs is over a quarter of the school population, which is above average.
- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress.
- There have been a large number of staff changes since the previous inspection, including changes in the leadership and management team.
- All pupils in the early years provision attend full time.
- There is a privately run pre-school on the same site as the school, which is not run by the governing body and so did not form part of this inspection.

What does the school need to do to improve further?

- Improve the quality of teaching by:
 - ensuring all teachers consistently apply the same expectations of pupils' writing and presentation skills
 - provide pupils with enough opportunities to practise their writing skills and so raise pupils' achievement further.
- Improve the quality of leadership and management by ensuring that senior leaders' data analysis routinely includes and tracks the progress of early years children, in order to give them an even sharper view of progress and achievement across the whole school.

Inspection judgements

The leadership and management are good

- The headteacher and senior leadership team have overcome historical poor teaching and changes in staff to bring about rapid and concerted improvements in the school. They have created a culture in which pupils behave well and are enthusiastic about learning, and in which teaching is good.
- The senior leadership team, supported by middle leaders, have created an effective plan for further improvement. They and the governing body have a good understanding of the school's strengths and weaknesses. Both are determined to raise standards and this drive is shared by all staff. Staff questionnaires clearly show that staff feel very positive about the school and the way in which leaders and managers are improving all aspects of the school.
- Although parental questionnaires were not overly positive regarding leadership and management and the quality of teaching, inspection evidence indicates that this is due to the historical issues of staff changes and poor teaching. A recent school survey shows that parents are beginning to be more positive about the school as a whole. The majority of parents would recommend the school to others.
- The senior leader and managers have made good progress against the areas for improvement in the previous inspection report, which supports the view that the school has the capacity to improve further. There is strong leadership of teaching. Both senior and middle leaders effectively monitor its quality. They provide support, mentoring and training, which has resulted in consistently good and some outstanding teaching across the school.
- The senior leadership team provides good support to all staff. The school employs external specialists to help them improve teachers' skills and understanding. Senior and middle leaders provide mentoring, training and guidance, all of which have raised the skill level of all staff and so ensure that the national 'Teachers' Standards' are being met.
- The quality of teaching is directly linked to the performance of the pupils and the governing body use this information to hold the staff to account for the quality of their work. This is carefully noted and scrutinised and used to make decisions about teachers' pay and professional development.
- The middle leadership team carry out their duties effectively and are held to account for the performance of pupils in their year group and/or subject areas of responsibility. They monitor the quality of work in books and scrutinise information on pupils' progress and attainment. This in turn is used to ensure that both they and all teachers plan effectively for future learning.
- The quality of the curriculum is good. The senior leadership team is constantly modifying and adapting the range of subjects taught to match the varying needs and interests of the pupils within the school. They have used external support to develop these subjects and the depth of learning within them to make sure that pupils gain a broad but deep understanding of each subject area.
- Due to the good quality tracking and monitoring systems, staff can plan effectively knowing the ability of each of their pupils. They create interesting learning opportunities and so pupils make good progress in reading, writing and mathematics. However, these tracking systems do not routinely include the progress made in the early years provision and so the senior leadership team cannot easily assess the progress of pupils from the start of early years to the end of Year 6.
- The school provides a wide range of opportunities for pupils to develop their understanding of a modern British society. Pupils explore various religions and cultures, and have direct links with a range of schools around the world. This was typified by a lesson where pupils were being taught Japanese. Not only were they learning the language, but also aspects of Japanese customs and traditions. Such opportunities have resulted in pupils' spiritual, moral, social and cultural development being a strength of the school.
- The primary physical education and sport premium has been used effectively to provide specialist

teaching, which has widened the range of sporting activities for the pupils. The specialist teacher has also developed the skills of all the teachers and pupils say that this has improved the quality of sports teaching.

- Disadvantaged pupils make better progress than their peers in school due to the well-targeted support they receive. This is because the pupil premium funding is used to provide extra support staff and external specialist expertise. In turn this means that the pupils' needs are very accurately catered for.
- The senior leadership team and governors have developed a clear focus and positive values across the school. This means that everyone is treated equally and there is no discrimination in the school.
- Links with the local authority were good when the school was first judged to be requiring improvement. They provided the school with good support, which helped to develop and improve all areas of the school. However, since the local authority re-organisation they have provided a 'light-touch' approach. The senior leadership has reacted very positively to this and has purchased a wide range of external, specialist support. The mathematics specialist has for example enabled the staff to increase their skills, be more imaginative in their approach and so has helped raise standards in mathematics across the school.
- The senior leadership team ensures that everyone in the school is safe and secure and so all safeguarding procedures meet current requirements.

■ The governance of the school:

- The governing body has undergone a number of changes and governors have strengthened their skills and ability to challenge the senior leadership team. Further training and the use of their own personal skills have helped them develop a good understanding of the strengths and weaknesses of the school. Governors are fully involved in the drive to improve the school. They monitor the quality of teaching and use this information to make decisions about teachers' pay in relation to their performance. Governors collect a range of information about the school through data scrutiny, regular visits and discussions with staff. This information ensures they have an accurate picture of the school and how pupils compare to their peers nationally. They carefully monitor such aspects as the primary physical education and sport premium and pupil premium funding to ensure that this money is used effectively.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Pupils behave well around the school, in the playground and dining room. Pupils' behaviour in the classrooms is good and their desire to learn is highly positive. Parents, pupils and staff all rightly feel that behaviour across the school is good.
- Pupils share well in lessons and work together with consideration and thought for each other. Many spoke of their pride of being members of the school. During the pupil meeting one pupil summed up their thoughts as, 'In this school we believe in equality, we are all the same.' Pupils feel that all staff care for them and if any issues arise they are dealt with quickly and effectively.
- All pupils spoken to stated they enjoyed school and this is clearly shown by their continually rising attendance, which is above average. All behaviour logs show a fall in incidents and that staff record any incidents effectively.
- Behaviour and safety are not outstanding, as on a small number of occasions when teaching is not as engaging as it might be, pupils can become distracted.

Safety

- The school's work to keep pupils safe and secure is good. Due to the effective systems and teaching, pupils have a good understanding of how to stay safe both in and outside of school. All pupils spoken to said they feel safe and parents also feel the school is a safe place to learn.
- Pupils have a good understanding of the various types of bullying and about e-safety through the effective

teaching they receive. Pupils know how to stay safe on the internet. They clearly feel that all staff look after them and that they can talk to the staff should any problems arise. Pupils feel that there is no bullying to concern them and if any did arise it would be quickly dealt with by staff.

- Pupils have a pride in their school which is a warm, friendly environment where everyone takes great care to keep it that way. Links with the local and wider community ensure that pupils have a good understanding of life outside of school and how it may affect them.
- Procedures to follow up any absences are robust with calls made home within half an hour of the registers closing. This ensures the school knows where their pupils are and that they are safe. All risk assessments are rigorous and checked by the senior leadership team and governing body.

The quality of teaching

is good

- The senior leadership team identified the need to overcome previously poor teaching and the disruption caused by changes in staffing. They were determined to improve teaching across the school and have created typically good teaching and an increasing amount that is outstanding.
- Teachers give good verbal and written feedback to the pupils that allow them to improve their work and know how to do better. Work is set to the correct level for each group of pupils in the school, as teachers use the information they have on their pupils' progress effectively.
- Teachers make sure that all pupils' needs are met and this means that disadvantaged pupils, disabled pupils and those who have special educational needs make good progress. They engage pupils in their learning and make learning as practical as possible.
- Across the school, the teaching of reading has rapidly improved. Teachers have improved their skills, ensuring all pupils make at least good progress.
- The teaching of writing across the school is a little inconsistent, in that teachers do not consistently expect high standards from their pupils. This has resulted in progress rates in writing being good, but not improving as rapidly as other subjects in the school. Teachers do not always provide pupils with sufficient opportunities to practise the skills they are taught.
- Pupils' books in a wide range of subjects clearly show that progress over time has been good. Standards in reading, writing and mathematics are improving rapidly. This shows that pupils' attitudes to learning are positive and they take pride in what they do.

The achievement of pupils

is good

- Reading, writing and mathematics have all improved across the whole school. Progress rates and levels of attainment have consistently improved since the previous inspection. The senior leadership team monitors progress and attainment effectively and uses this to make sure that all pupils make good progress and any underachievement is quickly reversed.
- The 2014 national information for Key Stage 2 pupils showed a fall in the standards in reading for those leaving at the end of Year 6. However, this was due to historical poor teaching and changes in teachers which adversely affected this year group. The senior leadership team acted quickly to try to overcome these issues and improvements occurred during Year 5 and Year 6. However, pupils had lost too much time to catch up before they left at the end of Year 6, but all other pupils across the school now make rapid progress in reading.
- The proportion of pupils making better than expected progress in writing and mathematics in 2014 was above the national average. Pupils are currently making good progress in reading, writing and mathematics in Key Stage 1. This is accelerating in Key Stage 2 and progress rates are good.

- Training in the teaching of phonics for both teachers and the other adults who support learning has resulted in broadly average proportions of pupils being successful in the Year 1 phonics screening check. These skills have also rapidly improved the teaching of reading across the whole school.
- Standards in both Key Stage 1 and Key Stage 2 have improved significantly since the previous inspection. In the 2014 national information on pupils' progress and attainment, the proportion of pupils reaching the higher levels of attainment was below average. School information, however, shows that the proportions of pupils reaching these higher levels in school are now on track to exceed national averages.
- In 2014 pupils supported by the pupil premium performed better than the other pupils nationally by almost one term in mathematics and writing. Their performance in reading lagged behind the others by more than two terms. They were one term ahead of their peers in the school in writing and mathematics and half a term behind them in reading.
- Eligible pupils across the school are making outstanding progress in reading, writing and mathematics this year. Current school data show that these pupils are approximately a term above other pupils in school and are above other pupils nationally. This data has been moderated by the local authority and the external consultants the school uses to help improve the school.
- Due to good teaching disabled pupils and those with special educational needs across the school make good progress from their different starting points. The other adults who support learning provide excellent support for these pupils and ensure that they quickly acquire the skills and knowledge they need to make progress in line with that of their peers in school.
- School data show that the most able pupils achieve well and are on course to reach the higher levels in national assessments. They are making rapid progress in mathematics, reading and writing, due to the fact that teachers challenge them effectively in all lessons.

The early years provision is good

- The leadership and management of the early years provision are good and, as a result, teaching is at least good. The provision provides a solid base to the children's start to their education.
- School information on the children's abilities when they join clearly shows that at least a third of the children enter the school with skills and understanding below what is typical. However, they make good progress to leave the early years provision with average standards.
- Both the teaching staff and other adults who support learning make sure the children's health, welfare and safety are paramount. Excellent routines ensure the children settle into the school effectively and quickly gain a desire to learn. Behaviour is good and the children said they felt safe and happy, as all staff looked after them.
- Both the indoor and outdoor learning areas are bright, vibrant and exciting. They fully engage the children in learning and staff make activities fun for the children. During lessons observed the children were seen sharing, playing and talking to each other about their work. They were fluent in expressing their ideas and in explaining their work to others. This is due to the good work of the staff who encourage the development of the children's language and communication skills.
- The staff routinely monitor the progress the children make and record this effectively. In turn this information is used to plan for future learning. However, this information is not as yet routinely an integral part of the whole-school tracking and monitoring systems and so is not used by school leaders as part of their overview of how pupils progress across their entire time at the school.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	116708
Local authority	Herefordshire
Inspection number	442549

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	206
Appropriate authority	The governing body
Chair	Eleanor Christopher
Headteacher	Lee Batstone
Date of previous school inspection	28 November 2012
Telephone number	01981 250241
Email address	admin@madley.hereford.sch.uk

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