

Malvern Wyche Church of England Primary School

Inspection report

Unique Reference Number	116830
Local Authority	Worcestershire
Inspection number	326456
Inspection dates	13 May 2009
Reporting inspector	Alison Cartlidge

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	141
Appropriate authority	The governing body
Chair	Judith Keene
Headteacher	Geoffrey Rutherford
Date of previous school inspection	24 May 2006
School address	Lower Wyche Road Malvern Worcestershire WR14 4ET
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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

Pupils come to this small primary school from the town of Malvern and the surrounding area. The proportion of pupils entitled to free school meals is very low. The school has a below average proportion of pupils with learning difficulties and/or disabilities. Provision for the Early Years Foundation Stage is in one Reception and a Year 1 class. In the rest of the school, pupils are also taught in classes with two year groups in each class, except in Year 6. Almost all pupils are of White British background.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 1

Pupils are extremely happy at this outstanding school. Beautiful surroundings, excellent teaching and an inspirational curriculum all contribute to their thorough enjoyment of learning. One pupil spoke for many when describing the work at this school as being, 'Cool. It is work but it is fun at the same time.'

Children in the Early Years Foundation Stage make an excellent start to their education. In Years 1 to 6, pupils' achievement is outstanding and as a result, by the end of Year 6, standards are exceptionally high in English, mathematics and science. All pupils, including those with learning difficulties and/or disabilities, make excellent progress because they receive exceptionally good support from teachers and teaching assistants to help them reach their challenging, individual targets.

Pupils' personal development and well-being are exemplary. They develop excellent moral and social values and are exceptionally polite and friendly. They have an excellent understanding of how to stay safe and move around the multi-level school sensibly. They have a good knowledge of healthy lifestyles and make a good contribution to the community by carrying out many special jobs in school. For example, older pupils run the school's radio station and help the younger ones at playtime. The school prepares the pupils exceptionally well for the next stage of education and later life; pupils develop excellent basic skills in English, mathematics and information and communication technology and become responsible and well-rounded individuals.

Teachers have exceptionally good relationships with the pupils, commanding respect and exceptionally good behaviour. They work closely with the pupils to plan and provide fun activities that make learning interesting. Tasks are matched closely to pupils' differing abilities, enabling them to build very well on what they have already learnt. Occasionally in whole-class discussions, some teachers do not involve all the pupils well enough in the question and answer sessions, and when this happens some pupils are not learning as quickly as they could. Valuable additional activities such as clubs, visitors and visits boost the pupils' enjoyment of school and help them to learn. Members of staff provide outstanding care, guidance and support and this meets pupils' pastoral and academic needs exceptionally well. They carry out frequent assessments to monitor pupils' progress.

Leadership and management are outstanding. The headteacher is tireless in his pursuit of excellence. He works with governors and other members of staff to evaluate provision so that high standards are sustained successfully. The school has an exceptional learning ethos enhanced by several members of staff being involved in educational research about innovative approaches to teaching. This attitude towards constantly refreshing provision means that the school has not stood still since the last inspection and continues to flourish and grow, demonstrating its outstanding capacity to improve further. Following a recent evaluation of the school's contribution towards community cohesion, leaders have correctly identified that whilst provision for this is good overall, they need to expand the pupils' awareness of social diversity in Britain by, for example, strengthening links with schools beyond the local community. The school already has successful links on a global level with Tanzania.

There is an excellent partnership between home and school and most parents are delighted that their children come to this school. They make extremely positive comments such as: 'The school provides a superb education. Teaching is excellent and certainly enjoyable. The curriculum is fun and all our children love school', and 'The combination of caring, good-natured teachers and exciting curriculum tailored to the children's interests makes this school a great place for a child to grow'. These comments are typical and accurately reflect the school's many strengths.

Effectiveness of the Early Years Foundation Stage **Grade: 1**

On entry to the Early Years Foundation Stage, most children are working within the levels typically expected for this age group. Standards are above average by the start of Year 1, with pupils' personal development being a particular strength. Excellent teaching and an exciting curriculum help children to make exceptionally good progress. Children are responsible for planning their own curriculum and devising questions they would like to be answered. This innovative approach towards learning engages their interest fully and develops their confidence and self-esteem extremely well. As a result, children cooperate extremely well, are very independent and learn how to make sensible choices. During the inspection, children were particularly enjoying finding out about sinking and floating as part of a topic about pirates. They managed this work for themselves very sensibly, identifying which stage of the activity they were involved in by talking about the different 'zones' of learning. For example, children could explain clearly that when they were finding out whether their boats would float, they were in the 'testing zone'.

Adults promote the children's welfare extremely successfully. They provide calm and sensitive support as and when needed. They observe children at work to monitor their progress and plan their next steps. The excellent links with parents enable children to settle quickly.

What the school should do to improve further

- increase pupils' participation in whole-class discussions
- provide pupils with greater opportunities to learn about social differences in Britain.

Achievement and standards **Grade: 1**

Pupils' achievement is outstanding. Children make excellent progress in the Early Years Foundation Stage and this continues in the rest of the school. The school is very vigilant in monitoring the progress of all groups of pupils to ensure that any at risk of falling behind are identified and supported swiftly. Consequently, pupils with learning difficulties and/or disabilities make the same very good progress as other groups of pupils. In most years, standards are exceptionally high in English, mathematics and science. This was evident during the inspection, when pupils in Year 6 used their excellent vocabularies and imaginations to write about a Masai myth. In 2008, standards were above average but this is not as high as usual for this

school. This was because this year group had an exceptionally large proportion of pupils with moderate learning difficulties.

Personal development and well-being

Grade: 1

Pupils are excellent ambassadors for their school and contribute immensely to its success. Their great enthusiasm for learning and the exciting curriculum is reflected in their extremely good attendance. Pupils behave exceptionally well. They are very polite and friendly and help each other in lessons and in the playground. They concentrate very well and are keen to take part in the wide range of activities. The school has correctly identified that some pupils, whilst enjoying practical work, do not take enough care over their handwriting.

Pupils' spiritual, moral, social and cultural development is excellent. Pupils form extremely good relationships with each other and have a very thorough understanding about the difference between right and wrong. They contribute well to the community by taking part in fundraising events, and older pupils carry out a wide range of tasks around school conscientiously. Pupils say that they would appreciate better ways of making their views known through activities such as a school council. The school is aware that pupils have limited opportunities to share their ideas for improving the school, other than informally. The eco committee is proud of the way it helps to care for the environment. Pupils show very good concern for the needs of others. They have a good understanding of various faiths and cultures through visits and global links. Their understanding of social differences in Britain is comparatively weak.

Pupils have an excellent understanding of how to stay safe. For example, they can explain how to take care when using the internet. Pupils maintain healthy lifestyles by taking as much exercise as they can in the fairly cramped play areas and by eating healthily most of the time. Pupils' progress in developing skills relevant to their future lives is outstanding.

Quality of provision

Teaching and learning

Grade: 1

Teachers have very good relationships with their pupils and expect and achieve high standards of behaviour. They are extremely skilled at building on the pupils' interests and prior learning, providing them with activities that are purposeful and interesting. Skilful questioning is used very well to challenge and move all pupils' learning forward. Teaching is especially effective in Year 6. Pupils in this class benefit from fascinating lessons that make excellent use of information and communication technology. For example, during the inspection, they were using the internet and microscopes connected to computers to answer the question 'why do nettles sting?' This open-ended approach towards learning is a typical feature of teaching throughout the school and helps pupils to expand their subject knowledge well in advance of levels expected for their age. In all classes, skilled teaching assistants support small groups of pupils very well, particularly those with learning difficulties and/or disabilities. In some classes, there are occasional missed opportunities to

involve all pupils during whole-class discussions. Across the school, teachers mark pupils' work frequently, although they do not always insist that pupils use their best handwriting.

Curriculum and other activities

Grade: 1

The school provides pupils with an astonishing breadth of relevant experiences, helping them to thoroughly enjoy learning. However, members of staff are aware that they are not providing pupils with enough opportunities to learn about social differences in Britain. Pupils play a large part in planning their own work and teachers use their specialist skills to help deliver an interesting curriculum that links subjects together to inspire pupils. The creative arts are promoted very effectively. Leaders are working together well to increase meaningful opportunities for pupils to use their writing skills in other subjects. There is excellent provision for pupils with learning difficulties and/or disabilities in class and in special group activities planned to support their specific needs.

Pupils' personal development is supported exceptionally well through lessons, clubs and other activities. There are many physical activities available to help keep the pupils healthy.

Care, guidance and support

Grade: 1

Pupils say that they feel extremely safe and happy in this friendly school. The school works exceptionally well with parents and outside agencies to safeguard pupils' well-being and to support pupils who may have difficulties. Pupils say that they know what to do if they have a worry and are right to be confident that members of staff will deal with any concerns quickly. Pupils with learning difficulties and/or disabilities are identified quickly and are given excellent support to ensure that they make very good progress.

Thorough assessment procedures in all subjects provide teachers with very good information about how well pupils are doing. Members of staff ensure that pupils are very well informed about their progress and are working to improve the consistency of their marking further, so that it always challenges pupils to improve their work.

Leadership and management

Grade: 1

The school's systems for self-evaluation are excellent. The headteacher, governors and other leaders work together exceptionally well in a constant drive to improve provision and sustain exceptionally high standards. There is a very clear vision and understanding about what needs to be done to maintain its high standards and further improve the provision. Leaders monitor pupils' progress rigorously, identifying groups of pupils needing additional support and providing intervention as needed. Challenging targets are set and achieved. All learners benefit from a relevant and purposeful curriculum, enabling all groups to achieve equally well.

The school's contribution towards community cohesion is good. There are good opportunities to increase pupils' knowledge about other cultures, and leaders are right to be discussing how they can increase the pupils' understanding about social diversity in the United Kingdom.

Governance is excellent. Governors are very supportive and knowledgeable about the school and ask challenging questions to ensure that developments are in the best interests of the school and its pupils.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

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

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
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?	1
The effectiveness of boarding provision	
The capacity to make any necessary improvements	1

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good is the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

Achievement and standards

How well do learners achieve?	1
The standards ¹ reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and/or disabilities make progress	1

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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	1
The behaviour of learners	1
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	1

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise Standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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



14 May 2009

Dear Pupils

**Inspection of Malvern Wyche Church of England Primary School, Malvern
WR14 4ET**

Thank you for welcoming us to your school and for sharing your work with us. Your school provides you with an outstanding education.

Here are some good points about your school.

- You make excellent progress during your time at the school.
- You behave exceptionally well and enjoy school very much.
- You enjoy helping others. We especially enjoyed hearing about how you run your school's radio station.
- Teaching is excellent. Teachers are very successful at making learning meaningful and fun.
- You study a wonderful range of topics, and play a large part in planning what you are going to learn.
- The adults in the school care for you extremely well.
- Your headteacher and other leaders know how to make your school even better.

What we have asked your school to do now.

- Make sure that you all take part in whole-class discussions.
- Help you to learn more about how people live in other parts of Britain.

What you can do to help your teachers.

- Make sure that you always take care with your handwriting.

We thoroughly enjoyed talking with you about your work and watching you learn. We are glad that you enjoy coming to this very happy school and wish you well for the future.

Yours faithfully

Alison Cartlidge

Lead inspector