

Inspection of Madresfield CofE Primary School

40 Madresfield Village, Madresfield, Malvern, Worcestershire WR13 5AA

Inspection dates: 29 and 30 November 2022

Overall effectiveness **Good**

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?

This small school has a caring ethos and warm atmosphere. Staff are attentive to pupils' needs and mindful of their well-being. Pupils feel safe at school. They like the way they learn. They enjoy the variety of extra-curricular activities the school offers.

Leaders and staff have high expectations for all the pupils. They make sure that pupils have a well-rounded education. Leaders have designed a curriculum that helps pupils to achieve well. It also prepares them well for their future.

The four rules that guide pupils' behaviour are 'be ready, be kind, be respectful, and be safe'. Pupils like these rules and follow them carefully. They behave well in lessons and around the school. Pupils are respectful and kind to each other. Bullying is not an issue in the school. When it happens, staff deal with it promptly.

Parents value the individual care and support their children get. They appreciate that leaders and staff are approachable. Leaders want communication between school and families to be as effective as possible. They are implementing new systems to improve it. Leaders encourage parents to be involved in their children's education.

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

At Madresfield CofE Primary all staff are focused on ensuring that pupils get the most from their time at the school. Leaders have set clear expectations about what should be taught and when. The curriculum has been recently redesigned, so that teachers have a clear structure to follow for each subject they teach.

Leaders have planned sequences of lessons to support pupils' progress from Reception to Year 6 effectively. Children in Reception develop their social skills and understanding of the world around them. They also develop their knowledge of early numeracy and literacy. This gives them a solid foundation for the start of key stage 1. The curriculum in key stage 1 and key stage 2 supports pupils' progress well across all the subjects. It provides pupils with the breadth of learning they need to be ready for key stage 3 by the end of Year 6.

Teachers use effective strategies to ensure that pupils remember what they learn. For example, in mathematics, pupils have regular opportunities to apply what they have learned to solve problems. In physical education, teachers make sure that pupils apply the specific skills taught previously in each new activity they do. In French, pupils develop their understanding of the language and ability to speak it through timely repetition of key vocabulary.

Teachers are attentive to the way pupils learn in lessons. They check how well pupils understand what they teach and clarify the points they do not understand in most subjects. In mathematics and English, teachers also have effective systems to check and record pupils' progress at regular intervals over time. However, in some subjects

teachers do not consistently spot and address pupils' misconceptions and gaps in their learning. Some subject leaders are new to their roles and are still developing assessment systems in their subjects. Ways of checking and recording progress over time in these subjects are less well developed.

Leaders and staff promote reading well in the school. Teachers are using the new phonics scheme effectively to help children to learn to read in Reception. Children who find learning to read difficult get additional support to help them keep up with the rest of the class. Phonics teaching is also effective in key stage 1. Pupils get support from well-trained staff to catch up when they experience difficulties.

Leaders ensure that all pupils receive additional support, when needed, to help them make progress and enjoy school. The special educational needs coordinator ensures that pupils' needs are identified accurately. Staff support pupils with special educational needs and/or disabilities (SEND) effectively. Teachers have relevant and detailed information to support them in lessons. Pupils with SEND have access to all the school activities and many attend the after-school clubs. They have positive attitudes to learning and achieve well.

Leaders and staff make sure that pupils develop their interests and talents through a wide range of memorable learning experiences. Pupils can take part in gardening, choir, dance, or mindfulness clubs after school. They have trips and visits to enrich the curriculum. Pupils in Years 5 and 6 can volunteer to be lunchtime monitors, helping younger pupils with activities in the playground. In lessons and in assemblies, pupils learn about democracy, tolerance, diversity, and respect for other people's beliefs.

Governors are dedicated and knowledgeable. They have a good understanding of the school's priorities. They support and challenge leaders effectively. The school benefits from being part of the multi-academy trust. Trust leaders provide strong support to school leaders.

Leaders work closely with staff. They are mindful of staff workload and well-being. Staff appreciate the support they get and enjoy working at the school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders provide regular, up-to-date training to staff. All members of staff are vigilant. They know how to identify and report potential issues. Leaders follow any issues referred to them promptly. They take decisive actions to support families and work well with external agencies when pupils are at risk.

Leaders and governors have the expertise required for the safe recruitment of staff. They also have the expertise to deal with concerns about staff, should they arise.

Staff teach pupils about risk and how to stay safe. Pupils learn about online safety and appropriate behaviours when using social media.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, teachers do not use assessment with enough precision. As a result, they do not identify and address pupils' misconceptions as early as they could. Leaders need to ensure that timely assessment opportunities allow teachers to adjust teaching to address any misconceptions and gaps in pupils' learning in all subjects.

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](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	144259
Local authority	Worcestershire
Inspection number	10240640
Type of school	Primary
School category	Academy converter
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	100
Appropriate authority	Board of trustees
Chair of trust	Hugh Richards
Head of school	Emma Rose
Website	www.madresfieldschool.net
Date of previous inspection	19 October 2021, under section 8 of the Education Act 2005

Information about this school

- The head of school has been in post since September 2022
- The school is a Church of England school, within the diocese of Worcester. Its most recent section 48 inspection took place in July 2016. The next inspection will be within eight years of the last section 48 inspection.
- Leaders do not make use of any alternative provision.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022