

# Mordiford CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	116832
<b>Local Authority</b>	Herefordshire
<b>Inspection number</b>	338901
<b>Inspection dates</b>	5–6 July 2010
<b>Reporting inspector</b>	Dr Anna Coyle

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

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<b>Type of school</b>	Primary
<b>School category</b>	Foundation
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	136
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr John Bentley
<b>Headteacher</b>	Mrs Elizabeth Kearns
<b>Date of previous school inspection</b>	21/02/2007
<b>School address</b>	Mordiford Hereford Herefordshire HR1 4LW
<b>Telephone number</b>	01432 870258
<b>Fax number</b>	01432 870258
<b>Email address</b>	admin@mordiford.hereford.sch.uk

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<b>Age group</b>	4-11
<b>Inspection date(s)</b>	5–6 July 2010
<b>Inspection number</b>	338901

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Royal Exchange Buildings  
St Ann's Square  
Manchester M2 7LA

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## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited 14 lessons and observed six teachers. They also held meetings with the headteacher, senior staff, governors and groups of pupils and parents. Inspectors observed the school's work and looked at a range of documents including assessment and tracking information, subject leaders' files, the priorities in the school development plan, monitoring reports and pupils' workbooks. The inspection questionnaires were analysed, including 61 from parents, 12 from members of staff and 72 from pupils.

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

- whether pupils make sufficient progress in mathematics and teaching provides enough challenge for them
- the effectiveness of teaching in Years 3 and 4
- the provision for pupils with special educational needs
- whether subject leaders have improved their monitoring roles

## Information about the school

The school is situated rurally, within the village of Mordiford. The vast majority of pupils are White British. A very small proportion of pupils come from minority ethnic backgrounds and all speak English fluently. A small proportion of pupils have special educational needs. The school has gained a number of awards including, the Artsmark Gold award, the Eco-school Bronze award, Sports Activemark, International Schools award and Healthy Schools status.

The school runs a daily breakfast club which is managed by the Governing Body. It also has a privately-run playgroup on the same site, known as 'Mordiford Dragons', which is inspected separately.

**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?**

**1**

**The school's capacity for sustained improvement**

**2**

## Main findings

The school has improved well since the last inspection because the headteacher, senior leaders and governors have successfully strengthened the procedures for monitoring. This has resulted in better teaching and increased use of pupils' targets. The outstanding determination and vision of the headteacher has led to a broadening of the school's provision for mathematics which, in turn, has helped to raise standards well over the last year. Based on its successful track record and strong leadership, the school has good capacity to improve.

Achievement is good. Pupils extend their knowledge and skills effectively in Reception and Years 1 to 6 so that they make good progress throughout the school and attain standards that are above average by Year 6. The most able pupils achieve particularly well and attain high standards, and there is a consistent approach to the provision for pupils with special educational needs which helps them make good progress and achieve well. Pupils behave exceptionally well and are keen learners, taking on responsibilities eagerly, with a clear understanding of how to live healthy lifestyles, although they do not always make healthy choices about the food they eat. Attendance is above average. Pupils feel very safe in school and make excellent contributions to the school, local neighbourhood and national and overseas communities through the school's outstanding community cohesion and excellent links with parents. Spiritual, social, moral and cultural development is outstanding.

The school's good teaching and excellent curriculum which combines strong creative links between subjects enhances pupils' enjoyment of learning. Classrooms are clean, colourful places to learn in which pupils' successes are celebrated well. The care, guidance and support of pupils are outstanding and pupils have very clear academic targets which they know well, but teachers' marking in mathematics does not consistently identify precisely what pupils need to do next to improve their work. Pupils from minority ethnic backgrounds are integrated well so that they make good progress within an inclusive ethos which values all pupils equally.

## What does the school need to do to improve further?

- Extend teacher's marking to provide more precise comments on what pupils need to do next to improve their work in mathematics.
- Increase the extent to which pupils adopt healthy lifestyles by encouraging them to make healthy choices about the foods they eat.

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

## Outcomes for individuals and groups of pupils

**1**

Observations of learning confirm that the majority of pupils are working at levels which are above average in English, mathematics and science, and the most able pupils attain high standards by the time they reach Year 6. Although standards in mathematics were not quite as high as in other areas last year, the school quickly identified this and has tackled the situation very successfully with the result that achievement is good overall and standards have risen well. The learning and progress of all groups are good and pupils are given plenty of challenging tasks. For instance, pupils in Years 3 and 4 had great fun and thoroughly enjoyed problem-solving activities when trying to work out how 'Myrtle' the hen could make a bid for freedom by laying enough eggs to earn her release. The small number of pupils from minority ethnic backgrounds and those with special educational needs are supported closely to help them make good progress so that they achieve well; a few pupils make exceptional progress.

Behaviour is outstanding. Pupils have very good attitudes to learning and an excellent understanding of spiritual, moral, social and cultural aspects of life. They have an acute awareness of right and wrong and play very happily together. Pupils say that they feel very safe and know how to live healthily by taking plenty of exercise such as when playing tag rugby and swimming. They have nutritious foods during breakfast club and from the school's 'Funky Fruit Basket' tuck shop', but they do not always make healthy choices about the foods they eat and their lunchboxes often contain unhealthy items such as crisps, chocolate and sweets. Pupils attend regularly and say that there is no bullying although they know to whom they should go if they are worried about anything. They make outstanding contributions to the school and local community by taking on responsibilities as members of the school council and eco squad and in activities such as re-cycling, litter-picking, and raising funds for charities. Links with the wider world are very well developed and pupils enjoy writing to pen-pals in India, exchange visits with Italian and Swedish schools and links with people in Tanzania and France.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	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
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

## How effective is the provision?

Good teaching is a strong feature of the school in which careful planning, calm effective discipline, good relationships between adults and pupils and the positive use of praise has a significant effect on pupils' behaviour and their keen interest in learning. Teaching is never less than satisfactory and is sometimes outstanding in Key Stage 2 because teachers' excellent subject knowledge, high expectations and a superb rapport with their classes inspires pupils to strive for their best. Teaching assistants work as a strong supportive team and they lead small groups of pupils confidently. For example, they made a significant contribution to pupils' enjoyment of drama in Year 6 by exploring an imaginary island in which pupils participated eagerly when pretending to look for footprints and specimens to collect such as spiders, killer ants and wolf fur. The school's outstanding care, guidance and support for pupils stems from the fact that staff know the pupils and their families very well and provide close support for pupils with specific learning difficulties as well as those who are gifted and talented. The good use of assessment and clear achievable targets enables staff to plan effectively and provide pupils with plenty of challenging activities to help them strive for success. The quality of teachers' marking is mainly good but written comments in mathematics books do not always indicate precisely what pupils need to do to improve their work.

The school's excellent curriculum provides pupils with an array of exciting learning opportunities and some outstanding links between subjects such as science and drama. Provision in literacy and numeracy is good and staff focus well on promoting pupils' personal, social and health education, as well as providing them with enjoyable 'Forest School' activities and good opportunities to learn French. The school's very effective emphasis on using philosophy as a tool to aid pupils' thinking skills has a beneficial effect on learning because pupils learn to apply their knowledge in different situations. In addition, ample opportunities to encourage pupils' independence and creativity are strong features of the curriculum within a lively environment in which highly colourful displays of pupils' artwork adorn the walls of the classrooms and corridors. The excellent range of extra-curricular clubs, music tuition, educational visits and involvement in events such as the Shakespeare project enhances pupils' enjoyment and experience of school considerably.

*These are the grades for the quality of provision*

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<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

The headteacher provides outstanding leadership for the school and is very highly regarded by staff, parents and governors. She is the driving force behind the school's success and instils a strong sense of ambition, equality and purpose amongst staff. Subject leadership is good and new leaders are developing their roles so that the monitoring of teaching and learning is being embedded consistently. The school development plan is based on secure self-evaluation processes and clearly identifies the right areas for improvement. Excellent links with parents, the local community and the church, and plenty of national and international links enhance pupils' understanding of different cultures across the United Kingdom, Europe and the world beyond. Good partnerships with neighbouring secondary schools and external agencies benefit pupils' learning and help prepare them well for the next stage of their education.

The Governing Body fulfils its statutory duties effectively and provides good challenge to the school. Governors are regular visitors and keep a close check on the school's provision. Policies are updated and reviewed regularly and any omissions that are pointed out are dealt with swiftly. Safeguarding procedures are fully in place and excellent attention is paid to pupils' safety in lessons.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for</b>	<b>1</b>

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money

## Early Years Foundation Stage

Children start school with skills that are typical for their age. They make good progress and attain the nationally expected goals by the end of the Reception year, and often exceed them. They love coming to school and settle happily in an environment that is colourful and stimulating with plenty of activities for them to choose. Routines are well-established and children enjoy creative and physical activities indoors and outside, such as when making worm shapes with play dough, and drawing or building a wall out of plastic crates with their teacher. Good teaching from adults who are calm, kind and caring role models means that children behave sensibly when playing with others and learn to follow instructions carefully. They increase their early reading, writing and numeracy skills well through a good balance of adult-led and free-choice activities based on stories such as 'The Hungry Caterpillar' and 'Titch'. This means that children learn to become independent and they communicate effectively, for example when finding out about the life cycle of a butterfly. They know how to take care of themselves and stay safe, and most children understand that eating healthy vegetables and fruit is good for them. Leadership and management are good. Assessment is used well to guide planning so that it takes careful account of children's prior experiences. Adults work well together as a strong team to support the children and take good care of them, guarding their welfare and safety exceptionally well. There is no immediate easy access to toilets but these are being built in the summer holidays.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

The overwhelming majority of parents and carers are very pleased with the education provided for their children. Many feel that the school is a friendly welcoming place that is well led by the headteacher with dedicated, caring members of staff who help children make good progress. A very small number of parents would like more information about their children's progress and attendance and earlier notice of school trips. The inspectors agree with most of the above comments and confirm that there is very good communication between parents and the school.



## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Mordiford CoFE Primary 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 61 completed questionnaires by the end of the on-site inspection. In total, there are 136 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	43	70	16	26	1	2	0	0
The school keeps my child safe	48	79	12	20	0	0	0	0
The school informs me about my child's progress	36	59	21	34	3	5	0	0
My child is making enough progress at this school	31	51	26	43	2	3	1	2
The teaching is good at this school	41	67	19	31	1	2	0	0
The school helps me to support my child's learning	34	56	25	41	2	3	0	0
The school helps my child to have a healthy lifestyle	40	66	21	34	0	0	0	0
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)	41	67	16	26	1	2	0	0
The school meets my child's particular needs	38	62	21	34	2	3	0	0
The school deals effectively with unacceptable behaviour	32	52	22	36	4	7	0	0
The school takes account of my suggestions and concerns	28	46	31	51	2	3	0	0
The school is led and managed effectively	43	70	18	30	0	0	0	0
Overall, I am happy with my child's experience at this school	44	72	15	25	1	2	0	0

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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



7 July 2010

Dear Pupils

**Inspection of Mordiford CofE Primary School, Herefordshire, HR1 4LW**

Hello everyone! We really enjoyed seeing you all when we came to visit your school recently. Thank you for being so polite and helpful. Here are some of the things we found out:

- you told us that you really enjoy coming to school and are happy there
- your behaviour is outstanding and you all get on very well together
- you achieve well and make good progress in your learning. Well done!
- everyone understands that eating fruit and vegetables and playing outside in the fresh air helps you to grow strong and healthy, although not everyone eats healthy food all of the time
- the teachers and teaching assistants who look after you are very calm and caring, and they make sure that you are kept really safe when you are at school
- the headteacher is an excellent leader and she works well with the staff and governors to make sure that the school runs smoothly.

We have asked your teachers to help you know what to do to improve your work when they mark your mathematics books and to encourage you all to eat even more healthily than you do now. You can help by making sure that you bring nourishing food in your lunchboxes.

Yours sincerely

Dr Anna Coyle  
Lead inspector

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