

Malden Manor Primary and Nursery School

Inspection report

Unique Reference Number	102581
Local Authority	Kingston-upon-Thames
Inspection number	363663
Inspection dates	15–16 September 2010
Reporting inspector	Susan Gadd HMI

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	460
Appropriate authority	The governing body
Chair	Mrs Heather McDonald
Headteacher	Mrs Margaret Matthews
Date of previous school inspection	13 February 2008
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors. They observed 21 lessons which involved 19 teachers. Meetings were held with pupils, staff and governors. The inspectors observed the school's work, and looked at a range of documentation including policies, the school development plan, the tracking of pupils' progress, reports from the School Improvement Partner and questionnaires completed by 211 parents and carers, 96 pupils and 42 staff.

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

- evidence about current attainment, learning and progress for all groups of pupils
- whether pupils are clear on how to improve their work
- the extent to which teaching and assessment consistently meet the needs of all pupils
- the impact of leaders and managers at all levels, including the governing body, on ensuring that good steps are taken to embed ambition and drive improvements forward.

Information about the school

Malden Manor Primary and Nursery School is a larger than average school with an Early Years Foundation Stage which admits children part time from the age of three into the Nursery. New building work has meant that this September a new purpose-built Nursery has been opened. Enhanced provision exists for up to 12 places for pupils with emotional and social difficulties who are integrated into the main school. A higher than average proportion of pupils join and leave the school at various times during the year. The proportion of pupils coming from minority ethnic backgrounds and who speak English as an additional language is above average as is the proportion of pupils known to be eligible for free school meals. The proportion of pupils with special educational needs and/or disabilities is similar to other schools. This group includes pupils with autism, moderate, profound and specific learning needs and those with emotional and social difficulties. There is a before- and after-school club on site that is managed by the governing body. A relatively new children's centre has been established on the school site which will be inspected separately. Since the last inspection a number of staff changes have taken place. Eight teachers are new and joined the school in September 2010. Four of these are newly-qualified teachers. The Chair of the Governing Body recently left her post and the vice-chair is currently acting as the chair.

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?

3

The school's capacity for sustained improvement

3

Main findings

Malden Manor Primary and Nursery provides its pupils with a satisfactory education. It is underpinned by a warm, caring environment with good provision in care, guidance and support and the curriculum. There are good partnerships with outside agencies and local schools and pupils benefit from the school's effective before- and after-school provision which is effectively led by the manager of the out-of-hours club.

Inspection evidence shows the following.

- Children in the Early Years Foundation Stage make good progress.
- By the end of Key Stage 2, pupils have made good progress in reading and satisfactory progress in writing and mathematics. Attainment is broadly average, although progress is inconsistent in writing and mathematics as pupils move through the school. Consequently some pupils make good progress whilst others make satisfactory progress. The latter is particularly the case for some pupils who have been identified as more-able, those entitled to free school meals and those classified as White British, Pakistani and Korean.
- Leaders and managers are involved in a cycle of monitoring to help improve the quality of teaching and learning. This work is not sufficiently rigorous at identifying and evaluating the impact of whole-school initiatives on pupils' progress in order to ensure greater consistency between year groups and subjects.
- Self-evaluation accurately identifies the school's strengths and areas for development. The school's tracking data are detailed but do not always provide an accurate picture of pupils' progress. Despite teachers being involved in moderating their judgements on how well pupils are achieving, these assessments are not always accurate. The school realises systems for analysing the progress made by different groups of pupils are not consistent or effective enough.
- The headteacher is clear about the areas that require further improvement and places a strong focus on improving learning experiences for pupils. There is some evidence that initiatives such as 'Readwriteinc' and one-one tuition are beginning to have a positive impact on pupils' literacy skills such that some pupils are now making good progress. Efforts to improve the attainment of able pupils are also beginning to have a positive impact on outcomes but remain hampered by inconsistencies in the quality of teaching throughout the school. Nevertheless, the school's capacity for sustained improvement is satisfactory. Teaching and assessment are satisfactory, although there are pockets of good practice within the school, particularly in Year 2 and Year 6. In these pockets, pupils are challenged to do their best. In the best lessons, learning intentions are clear, lessons proceed at a brisk pace and pupils are engaged in a range of well thought-out activities. Together with good questioning,

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this ensures that pupils in these lessons achieve well. In other lessons, however, assessment information is not used effectively to match activities to pupils' needs and abilities. As a result, pupils do not always achieve as well as they should. Pupils have limited understanding of their targets in English and mathematics. Where marking is at its best, it provides pupils with their 'next steps to learning' but this good practice is inconsistent across the school.

- Teaching and assessment are satisfactory, although there are pockets of good practice within the school, particularly in Year 2 and Year 6. In these pockets, pupils are challenged to do their best. In the best lessons, learning intentions are clear, lessons proceed at a brisk pace and pupils are engaged in a range of well thought-out activities. Together with good questioning, this ensures that pupils in these lessons achieve well. In other lessons, however, assessment information is not used effectively to match activities to pupils' needs and abilities. As a result, pupils do not always achieve as well as they should. Pupils have limited understanding of their targets in English and mathematics. Where marking is at its best, it provides pupils with their 'next steps to learning' but this good practice is inconsistent across the school.

What does the school need to do to improve further?

- Raise achievement in mathematics and writing and improve the consistency and quality of teaching and assessment by:
 - ensuring that teachers have an accurate grasp of expectations at each level
 - developing planning such that it effectively uses pupils' prior achievement to ensure that work set meets the needs of all pupils and in particular those more-able, those entitled to free school meals and those classified as White British, Pakistani and Korean
 - making sure that pupils know and understand their targets in mathematics and English and that marking provides pupils with clear guidance on how to improve their work.
- Ensure leaders and managers at all levels are effective in driving forward improvements by:
 - improving the quality of monitoring so that there is a sharp focus on measuring the impact of initiatives on pupils' progress
 - effectively analysing current data to have a stronger grasp of pupils' progress, both within subjects and as pupils move through the school.

Outcomes for individuals and groups of pupils**3**

- Children enter the Early Years Foundation Stage with most skills below those expected for their age. Many children make good progress so that they join Year 1 with the expected skills required for the next stage of their education. However, achievement overall is satisfactory as a result of the inconsistent progress made by different groups of pupils as they move through the school in writing and mathematics. Some pupils who are entitled to free school meals, identified as more-

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able, and those classified as White British, Pakistani and Korean make good progress while others underachieve as a result of tasks not appropriately being matched to pupils' needs. However, pupils are able to apply their literacy, numeracy and information and communication technology skills to sound effect and this, along with their good personal skills, prepares them adequately for the next stage of their education.

- Good interventions by learning support staff, both within the classroom and in individual programmes, ensures that pupils with special educational needs and/or disabilities, including those in the specialist provision, make good progress.
- Pupils make the best progress in lessons when they clearly understand the focus of the lesson, teachers model language well and when they are given opportunities to engage in practical activities. In these lessons pupils are engaged and respond well to the teachers' challenging questions and high expectations. However, this good practice is inconsistent across the school. ♦
- The school has a very caring atmosphere in which pupils feel safe. Behaviour in lessons and around school is good. As one child stated, 'I'm happy in school, we all play together and look after one another.'
- Pupils speak very confidently about what constitutes a healthy diet and in particular refer to the 'food pyramid' they have learnt about through the curriculum. They enjoy the many clubs offered by the school and understand the contribution this makes to keeping them fit and living a healthy lifestyle.
- Good opportunities exist for pupils to contribute to the school and the wider community. These include supporting each other at break time through organising games, taking on the role of monitors, contributing to the school council and fund raising. Pupils have worked with local business to establish the school garden and work alongside members of the community to grow their own vegetables.
- The spiritual, moral, social and cultural development of pupils is good. Pupils demonstrate good social skills through their caring attitudes towards one another. In lessons, they show good collaborative skills, taking turns and listening to the views of others. Opportunities exist, both within the curriculum and through cultural events and celebrations, for pupils to develop a good awareness of different cultures.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

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

How effective is the provision?

- The key features of the school's care, guidance and support are in ensuring that the most vulnerable pupils receive good support by building strong and effective partnerships with specialist agencies for individual pupils' needs. This is supported by a team of dedicated, well-trained staff who provide support both within the class and through one-to-one interventions. Good transition arrangements ensure that pupils are well supported both when joining the school and moving on to secondary school.
- Where teaching is good teachers effectively use information about pupils' learning needs to provide well-matched activities and resources. As a result, pupils make good progress in their learning and are encouraged to work independently or in groups. Teaching is less effective when pupils are given the same activity regardless of ability or when activities are not matched accurately to the needs of different abilities within the class. Expert questioning and effective specialist teaching and adult support enable pupils from the specialist provision to confidently participate in whole-class discussions.
- The curriculum is good. A thematic approach provides pupils with a meaningful context in which to learn. At the beginning of each topic pupils are given the opportunity to identify what they already know and set their own questions to explore. As a result, pupils are interested and motivated to develop their skills and knowledge further. Where possible, literacy and numeracy are incorporated into

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topics so that pupils have an opportunity to apply these skills within a range of contexts. The curriculum is supported by a wide range of extra-curricular clubs which the pupils talk about with enthusiasm.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

- Leaders and managers at a range of levels are engaged in monitoring the quality of teaching and learning through lesson observations and book scrutiny. Subject leaders have been involved in adapting the curriculum and contribute to the regular 'data meetings' that are held to discuss pupils' progress.
- Subject leaders contribute to school improvement through their action planning. Current systems for engaging staff in school improvement are not sufficiently developed to ensure that all staff feel fully involved in the process.
- The school's ability to promote equality and tackle discrimination is satisfactory due to the inconsistent progress made by different groups of pupils.
- Governance is satisfactory. The governing body, through its various committees, is beginning to hold the school to account through asking questions and discussing reports written by the headteacher and subject leaders. Governors have ensured that all statutory requirements have been met and regularly review safeguarding procedures. All staff are trained appropriately and the governors' sub-committee on health and safety meets regularly to consider any issues that may arise. As a result, safeguarding procedures are good.
- The school seeks every opportunity to promote community cohesion and to develop adults' learning. It works very closely with other local schools by sharing best practices. Despite regular newsletters, parent evenings, open days and a useful website, school leaders are aware that some parents have raised concerns over communication with the school. They are considering ways to address this issue. Good links have been created with communities in Wales, ♦Paris and Korea. Recently, teachers from Jamaica visited the school as part of the school's work on developing community cohesion and enriching the curriculum. The school seeks every opportunity to promote community cohesion and to develop adults' learning. It works very closely with other local schools by sharing best practices. Despite regular newsletters, parent evenings, open days and a useful website, school leaders are aware that some parents have raised concerns over communication with the school. They are considering ways to address this issue. Good links have been created with

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communities in Wales, ♦Paris and Korea. Recently, teachers from Jamaica visited the school as part of the school's work on developing community cohesion and enriching the curriculum.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

- Children have just started the new Nursery and are happily settling into this new routine. Good home?school partnerships have helped to create a smooth transition into the Early Years Foundation Stage. Many children have limited skills in English.
- It is too early to formally assess pupils in the Early Years Foundation Stage but it is clear from observations in Nursery and Reception that many children are working at skills below those expected for their age in most areas of learning, particularly in communication, language and their knowledge of sounds. However, in the area of number work many children in Reception have the appropriate skills for their age. Last year children made good progress in Reception and lesson observations indicate children currently in Reception are also making good progress. This good progress is due to the good teaching and the interesting curriculum.
- Children enjoy learning in a safe and secure environment. Their behaviour is good and they work well both independently and with partners and small groups.
- There is a good balance between adult-led activities and those initiated by the children themselves. As children are becoming more secure within classroom routines, teachers are beginning to consider how best to increase adult-led activities to develop more language skills through repetition and modelling.

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- Learning experiences are varied and good use is made of both the indoor and outdoor environment. Staff carry out well-focused observations which are used to inform planning.
- The Early Years Foundation Stage leader is new to the school. In a short period of time she has developed a clear understanding of the strengths and areas for development relating to this provision.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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 very large majority of parents who responded to the questionnaire were positive about the school. They were particularly positive about how their children enjoyed school and how they were kept safe. Inspection evidence concurred with this. A number of parents commented on the poor behaviour of pupils. Inspectors found no evidence to support this during the inspection. A few parents were rightly concerned about the progress that some children make as they move through the school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Malden Manor Primary and Nursery 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 211 completed questionnaires by the end of the on-site inspection. In total, there are 460 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	116	55	85	40	3	1	2	1
The school keeps my child safe	122	58	79	37	5	2	1	0
My school informs me about my child's progress	82	39	110	52	11	5	2	1
My child is making enough progress at this school	88	42	101	48	13	6	2	1
The teaching is good at this school	99	47	100	47	4	2	2	1
The school helps me to support my child's learning	83	39	99	47	17	8	4	2
The school helps my child to have a healthy lifestyle	92	44	100	47	10	5	3	1
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)	81	38	99	47	11	5	2	1
The school meets my child's particular needs	76	36	102	48	15	7	2	1
The school deals effectively with unacceptable behaviour	72	34	92	46	22	10	8	4
The school takes account of my suggestions and concerns	69	33	109	52	18	9	5	2
The school is led and managed effectively	96	45	92	44	6	3	4	2
Overall, I am happy with my child's experience at this school	98	46	97	46	5	2	3	1

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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



17 September 2010

Dear Pupils

Inspection of Malden Manor Primary and Nursery School, New Malden, KT3 5PF

You may remember that four inspectors came to visit your school recently. We really enjoyed meeting you, your teachers and everyone else who works in the school. Thank you for being so friendly and welcoming. You made our visit very enjoyable.

Your school provides you with a satisfactory education and these are the best things about it.

- You make satisfactory progress in writing and mathematics and good progress in reading and reach broadly average levels.
- You enjoy all the exciting experiences that school provides and you like attending the many clubs.
- It is a happy place where you get on well with each other.
- You know the adults keep you safe.
- You understand how to stay healthy.
- Your headteacher and staff care for you very well and they work closely with other adults outside of school to support you.

We have asked your school to do two things to make it even better.

- Improve the quality of teaching and learning in lessons to help you make better progress, particularly in writing and mathematics.
- Get better at knowing how well you are learning and how much progress you are making as you move through the school.

You can help by making sure you know and understand your targets.

Yours sincerely

Susan Gadd

Her Majesty's Inspector

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