

# Malmesbury Park Primary School

## Inspection report

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<b>Unique Reference Number</b>	113725
<b>Local Authority</b>	Bournemouth
<b>Inspection number</b>	357401
<b>Inspection dates</b>	17–18 March 2011
<b>Reporting inspector</b>	Alexander Baxter

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>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	685
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jane Ewbank
<b>Headteacher</b>	Jackie Green
<b>Date of previous school inspection</b>	2 October 2007
<b>School address</b>	Lowther Road Dorset BH8 8LU
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## Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 39 lessons and observed 26 teachers. They observed the school's work, and attended assemblies, evaluated break times, before- and after-school activities, and held meetings with representatives of the governing body, staff, pupils, and parents and carers. They looked at plans and policies, records of assessments and the tracking of pupils' progress. In addition, questionnaires completed by 143 parents and carers, 103 pupils and 34 staff were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The consistency of teaching and learning in ensuring that pupils' differing needs, including those of an increasing number of pupils entering other than at the normal time, are met effectively to promote good progress.
- Pupils' attendance and behaviour. 
- The degree to which the leaders and managers seek to bring about and sustain continuous improvements in pupils' achievements by embedding shared and effective practice and tackling previous underachievement.

## Information about the school

This primary and nursery school is much larger than average. The proportion of pupils known to be eligible for free school meals is above average. The majority of pupils are of White British heritage, but there is an above average percentage of pupils from minority ethnic backgrounds. The proportion of pupils who speak English as an additional language, including those at an early stage of acquiring English, is above average. The proportion of pupils with special educational needs and/or disabilities is broadly average. However, there is a higher than average proportion of pupils with a statement of special educational needs, mostly included within the two specially resourced support units: Small Talk, a unit for up to 16 pre-school children with significant speech and language delays and difficulties; and 'Riggs', which is a unit for up to eight pupils with social communication/autism spectrum disorders. An above average and increasing number of pupils join or leave the school other than at the usual times. Children in the Early Years Foundation Stage are taught in a Nursery class and in three integrated Reception classes.

**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****2**

## Main findings

Malmesbury Park School is a very large, inclusive community, which provides a satisfactory but improving quality of education. Pupils' attainment is broadly average, reflecting satisfactory achievement by pupils across the range of needs and abilities. Recent improvements are largely due to the headteacher's empowering leadership and her tenacious and well-organised management skills. By developing good teamwork and providing improved clarity for the roles of staff with responsibility, the headteacher, with good support from the senior leadership team, has established a strongly shared vision and commitment to drive the school forward.

- Provision in the Small Talk and Riggs support units is exemplary. The specialist teaching and caring support given to pupils within these groups is very closely matched to pupils' complex needs and promotes excellent progress.
- Across the school, all the staff sustain good care, guidance and support enabling pupils to feel and be safe. The exceptional care given to pupils when attending the ELF (Emotional and Literacy and Feelings) groups is particularly successful in lifting pupils' confidence and improving behaviour. The drive to secure consistently good care is also seen in the much reduced incidence of persistent absence across the school, in pupils' good behaviour and the school's effective partnerships with parents, carers and outside agencies. Although attendance has been raised to an average level, some parents and carers are still taking their children on too many extended breaks during term-time and this restricts progress.
- Teaching and learning, including the use of assessment to challenge pupils at the right level, although improving, remains variable and is satisfactory overall. Consequently, securing consistently good teaching and learning, especially in English and mathematics, and given the large number of classes across the school, remains a major priority. Effective teaching promotes good progress for children in the Nursery and Reception classes. However, despite some improvement, the variable development of basic literacy and numeracy skills through practical investigations across the other year groups, limits pupils' attainment and their independent learning skills.
- The school's new curriculum is imaginative in the way it links subjects together through interesting topics, such as local studies and famous artists. It is enriched effectively by well-attended clubs, especially the after-school clubs, which also have a positive impact in promoting pupils' social skills, good behaviour and enjoyment of school.

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- The school is successful in nurturing an ethos of tolerance and understanding within its own setting, but acknowledges that it is not yet as influential in helping to promote cultural understanding in the local community.

Good self-evaluation ensures that weaknesses are speedily identified and rigorously targeted. This is evident in the good safeguarding procedures, continued enhancement of effective provision in the Early Years Foundation Stage, enriched strengths in specialist units and much extended and good provision for pupils with English as an additional language. In addition, the increasing number of pupils making good progress, especially of the more-able pupils in mathematics, further illustrates the school's good capacity to sustain improvement into the future.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- By January 2012, ensure that the majority of teaching and learning across the school, especially in English and mathematics, is good or better by:
  - making sure that all teachers use assessment information effectively so that learning activities are always well matched to pupils' needs and abilities
  - making better use of time, increasing the pace of learning and raising expectations of what pupils should achieve
  - enthusing pupils and encouraging their independence in learning by reducing the number of whole class discussions and making sure that activities provide sufficient stimulation and interest.
- Make use of the good links with parents and carers to further improve attendance and to promote cohesion and cultural understanding in the local community.

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

Observations of lessons show that in response to strengthening, but still variable teaching and learning, pupils' attainment is broadly average and achievement is satisfactory overall. ♦ Increasingly pupils are now making better progress, often from below average starting points, especially when entering school other than at the normal time. Improving progress is particularly evident for pupils with special educational needs and/or disabilities in their Small Talk and Riggs activities, for children in the Early Years Foundation Stage and for pupils at an early stage of learning when receiving specialist support. ♦ Visits to lessons and discussions with pupils also show that an increasing number of pupils are really enjoying their learning, especially when teaching is challenging. Such good progress in lessons was evident when pupils' expectations were raised and their interest stimulated by practical investigative activity, as for example, in Year 4 classes during lively science lessons when studying the skeleton. On occasion, though, pupils are not clear about what they have to do to improve and at times, rather than think for themselves, become too reliant on adult support. ♦ Despite this, improving progress is evident, for example, as in a Year 2 mathematics lesson where because they were challenged to explain their ideas,

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pupils were enabled to identify the correct operations to solve number problems. ♦ Such focused learning is steadily raising attainment across the school, especially by more-able pupils in mathematics. Nevertheless, with a regularly increasing number of pupils entering the school in Years 3 to 6, often speaking English as an additional language or having previously underachieved, weaknesses in literacy, numeracy and independent learning skills are still evident. ♦

Attendance is broadly average, with recent and continuing improvement also reflecting the pupils' increasingly positive attitudes to learning. Pupils are courteous and helpful, which with their good behaviour in lessons and around the school, also reflects their enjoyment of school. As a result of the wide breadth of pupils' heritages, pupils show a good awareness of differing cultures. However, their spiritual development and ability to reflect about important issues are constrained, on occasion, by the variable quality of teaching across the school. Pupils adopt healthy lifestyles well and show an enthusiastic commitment to a good range of sporting opportunities. Pupils say that they feel safe and also show a good understanding of how to maintain their own safety and to look out for the needs of others. Pupils take on responsibility readily, impressively as language buddies, helping pupils very new to learning English. They willingly contribute to charitable fund raising. The pupils' improving progress and good relationships with others prepare them soundly for the future.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	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	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<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>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</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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## How effective is the provision?

The quality of teaching and learning currently varies across the school. ♦

Positive features include warm relationships between adults and pupils and the effective use of interactive whiteboards; these promote pupils' confidence and enjoyment and enable a supportive sharing of learning objectives. Teaching is mostly good or better in the Early Years Foundation Stage and in the specialist units. This is because pupils' interest is fully stimulated by lively practical work, high expectations and the good use of assessment to provide well-matched challenge. However, in some classes across the school, particularly when teachers talk for too long or keep pupils sitting on the carpet for some time, pupils lose concentration and become disengaged from the learning activities. There is also inconsistency in the way teachers promote pupils' independence, by, for example, encouraging their self-evaluation skills, and promoting high expectations of basic literacy and numeracy.

Arrangements for pupils' care are well organised and contribute strongly to their social development and well-being. Staff have developed an imaginative curriculum that promotes the pupils' enjoyment of school and learning and provides effective opportunities for personal development. A good range of clubs and visits, for example, to Paris, support learning and progress well. The after-school and breakfast clubs are especially popular and strongly promote pupils' adoption of healthy living, social skills and positive attitudes to school. There are good opportunities across the curriculum for pupils to use and develop their information and communication technology (ICT) skills, but this is less so for literacy and numeracy. There is improvement, however, for example, in Year 1, where a specific focus on mathematics is having a positive effect this term. The programme for pupils' personal development is particularly good for children in Nursery and Reception classes, helping them to become independent learners.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

Determined leadership, particularly by the headteacher, has established a shared vision and made clear what needs to be done to bring about improvement. Good systems for monitoring the quality of provision and tracking pupils' progress enable well-focused senior and middle leaders to drive forward the pace of improvement. This effective self-evaluation informs a comprehensive school development plan, which clearly identifies and targets the relevant priorities for improvement. The positive impact of effective leadership

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is evident in the increasingly good progress of some groups of pupils, including those new to speaking English as an additional language.

Governance is satisfactory, but continues to improve as several new governors settle into their roles and undertake additional training to extend their expertise. Even so, members of the governing body play an effective part in promoting good links with parents and carers and in safeguarding the welfare of pupils. School leaders ensure that all the necessary safeguarding checks and policies such as child protection procedures are secured well. The school is an inclusive community where equality of opportunity and freedom from discrimination are given high importance. Partnerships with parents, carers and with other agencies are developed well to meet pupils' differing needs. As a result, pupils from a wide range of backgrounds mix harmoniously. The school promotes community cohesion satisfactorily. National and global aspects are developed effectively through assembly themes, topics which link subjects and through charitable activities and donations. The school accepts though, that its role in promoting more cultural understanding across the local community is underdeveloped.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	3
<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>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</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>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

**Early Years Foundation Stage**

Children in the Nursery and Reception settle swiftly and enjoy school because arrangements for their welfare are good, as are links with parents and carers. They make good progress, particularly in developing language and social skills. Staff use assessments of the children's learning well to monitor their progress and make sure that learning activities meet their needs. These include, in the Nursery, for example, mark making in their 'Three Little Pigs' books and developing social skills by enjoying musical 'stepping stone' activity. Planning and good teaching make careful learning connections through themes such as 'Goldilocks and the Three Bears', which support both adult-led activities



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and those chosen by the children themselves. Children showed clear delight after having their faces painted as Goldilocks during the role play interrogation of 'Who broke the chair?' On another occasion too, a child spontaneously exclaimed, 'We're sharing our toys well!' Although children benefit from the freedom to explore and use the spacious and mostly well-equipped indoor and outdoor areas, not all reception areas are used for stimulating displays or deploying resources to best effect in promoting the children's interest and independence in learning.

*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

There was a smaller than usual response to the questionnaire by parents and carers. However, inspectors noted that this followed shortly after the school undertook its own parental survey. The overwhelming majority of the parents and carers who responded to the questionnaire expressed the view that their children enjoy school and are kept safe. There were a few criticisms, including within the small number of parents and carers interviewed by an inspector, mainly about how the school manages unacceptable behaviour and communicates with parents and carers about their children's progress. Inspectors examined these concerns and conclude that the staff manage pupils' behaviour well and that the school works hard to communicate effectively with parents and carers. However, the findings of the inspection also show that while pupils' attainment is improving, as a few parents and carers rightly comment that some pupils should do better.

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

Ofsted invited all the registered parents and carers of pupils registered at Malmesbury Park 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 143 completed questionnaires by the end of the on-site inspection. In total, there are 685 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	78	55	60	42	3	2	2	1
The school keeps my child safe	78	55	62	43	2	1	0	0
My school informs me about my child's progress	67	47	64	45	12	8	0	0
My child is making enough progress at this school	67	47	64	45	12	8	0	0
The teaching is good at this school	67	54	60	42	5	3	0	0
The school helps me to support my child's learning	71	50	64	45	8	6	0	0
The school helps my child to have a healthy lifestyle	64	45	74	52	3	2	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)	54	38	72	50	4	3	1	1
The school meets my child's particular needs	62	43	68	48	9	6	1	1
The school deals effectively with unacceptable behaviour	45	31	79	55	9	6	3	2
The school takes account of my suggestions and concerns	52	36	76	53	6	4	2	1
The school is led and managed effectively	66	46	68	48	6	4	0	0
Overall, I am happy with my child's experience at this school	72	50	65	45	5	3	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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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.**



18 March 2011



Dear Pupils



### **Inspection of Malmesbury Park Primary School Bournemouth BH8 8LU**



Thank you for welcoming us to your school, and particularly to those of you who took the time to speak to us or tell us your views through the pupil questionnaires. Yours is a satisfactory school. It is showing some signs of rapid improvement. Your progress across the school is satisfactory, although an increasing number of you are making good progress. We were particularly impressed by the high quality of support provided in the Small Talk and Riggs units and by the happy relationships across the school.



These are the other main things we found.

- You enjoy school and behave well. As a result, you are showing an improving readiness to learn, which is helping many of you to do better.
- Teaching and learning are satisfactory overall, but there is an increasing amount of good teaching which is helping you to make faster progress.
- The headteacher, senior staff and governors work well together and are now accelerating the pace of improvement.
- Staff provide good care for you and work well with your parents, carers and other people, especially when you need it the most.



To help your school to improve, we have asked the headteacher, members of the governing body and staff to help you to raise your attainment in English and mathematics. We have also asked the school to ensure that most teaching is good or better to enable you to make even better progress. In addition, we have asked the school to work even more closely with your parents and carers to improve your attendance, and to celebrate the richness of the school's happy cultural mix with your local community.

Thank you again for helping us with the inspection. You can all help the school get better by making sure that you listen carefully and always give of your best.



Yours sincerely



Alex Baxter  
Lead Inspector

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