

Malvern Primary School

Inspection report

Unique Reference Number	104427
Local Authority	Knowsley
Inspection number	355582
Inspection dates	17–18 May 2011
Reporting inspector	Marie Cordey

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	414
Appropriate authority	The governing body
Chair	Cllr Graham Morgan
Headteacher	Mrs Julie Peach
Date of previous school inspection	13 May 2008
School address	Willoughby Road Huyton, Knowsley Merseyside L14 6XA
Telephone number	0151 477 8230
Fax number	0151 477 8231
Email address	malvern.de@knowsley.gov.uk

Age group	3–11
Inspection dates	17–18 May 2011
Inspection number	355582

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

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

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2011

Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 16 lessons and observed 14 teachers. The inspectors held meetings with members of the governing body, staff and groups of pupils. They observed the school's work, and looked at documentation, including the school's self-evaluation evidence, the school improvement plan and internal and external monitoring reports of the school's work. The inspectors also analysed 74 questionnaires completed by parents and carers and also questionnaires completed by pupils.

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

- How well pupils achieve, particularly boys and in writing.
- How effective the quality of teaching and the curriculum is in engaging and challenging all pupils in order to raise attainment.
- The effectiveness of leaders and managers in sustaining school improvements.

Information about the school

The school is a larger-than- average primary school. The proportion of pupils known to be eligible for free school meals is below average. The number of pupils with special educational needs and/or disabilities is average. The vast majority of pupils are from White British backgrounds. The school has gained the International Schools Award, Artsmark Gold and the Activemark for its sports provision. The governing body manages extended provision in a daily breakfast club.

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?**2****The school's capacity for sustained improvement****2**

Main findings

This is a good school. Outstanding care, guidance and support for pupils are at the heart of the school's character. Pupils thrive in the individual attention to their academic and personal needs because of the exceptionally clear-sighted vision of leaders that is shared by all staff. A very well-planned curriculum successfully helps to raise pupils' attainment because it is sharply focused on extending pupils' knowledge and improving basic skills. At the same time it makes learning very enjoyable. Pupils are very proud of themselves and their school. They demonstrate this by taking on a wide range of responsibilities and contributing to the life of the local community with relish. Pupils' emotional development and learning are supported exceptionally well as a result of outstanding partnerships with outside agencies such as specialist educational needs services, the local authority and international schools.

Pupils, including those with special educational needs and/or disabilities, make good progress and their attainment is broadly average by the time they leave school at the end of Year 6. The most vulnerable pupils successfully overcome barriers to their learning and make outstanding progress. Challenging targets and high expectations of pupils' capabilities are non-negotiable elements in this rapidly improving school. Standards in writing, however, are below average; pupils' spelling, punctuation, grammar and composition are weaker than their reading skills, particularly for boys. The school has accurately identified this as a priority for improvement. Good quality teaching is reflected in positive relationships. Lesson planning is mostly carefully planned to raise pupils' attainment, especially in writing. Occasionally, this is not challenging enough, especially in Key Stage 1. Opportunities are missed, for instance, to engage and challenge each pupil according to their interests and capabilities and to develop pupils' speaking and listening skills to support their writing.

Leaders and managers have an excellent understanding of their school; they know what the strengths are as well as what they need to do to improve the school's performance. The school has raised pupils' attainment since the last inspection as a result of improving the quality of teaching, the curriculum and pupils' learning and progress. Consequently, the school's capacity to sustain improvement is good.

What does the school need to do to improve further?

- Raise attainment, especially in writing and particularly for boys in writing, by:
 - focusing more on improving pupils' basic skills in spelling, punctuation, grammar and composition
 - making sure the needs of all pupils are suitably met.

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

- Increase the proportion of good and better teaching, especially in Key Stage 1, by:
 - extending opportunities for pupils in Key Stage 1 to develop their speaking skills and transferring these to improve their writing.

Outcomes for individuals and groups of pupils

2

Pupils thoroughly enjoy learning. In one lesson, for example, pupils' spirited debate led to sophisticated examples of persuasive writing. They were engrossed because well-chosen topics, such as 'Should children be allowed out after 7pm?' and 'Should school be voluntary?' challenged them to discuss, think and consider. As a result, writing was balanced, informative and well argued. Similarly, pupils produced high-quality 'radio' advertisements because of very effective use of information and communication technology (ICT) and excellent preparation of resources. The school's successful promotion of, for instance, mathematics, art and drama, has resulted in pupils' palpable sense of achievement.

Children's starting points in the Early Years Foundation Stage vary but overall are below expectations for their age; their communication skills and personal development are well-below expectations when they join the Nursery class. They make good progress in the Early Years Foundation Stage and most pupils now begin Year 1 working at average levels, although their written skills are weaker. In Key Stages 1 and 2, attainment has improved from below average in 2008 to broadly average in 2010. This represents good achievement from the below average starting points to the Early Years Foundation Stage. The pace of improvement is accelerating and this is reflected in above average standards of attainment overall demonstrated in the work of current Year 6 pupils.

Pupils' good behaviour, and their politeness and care for visitors, reflect their positive spiritual, moral, social and cultural development. They have a keen sense of fair-play and appreciate the many opportunities to enrich their cultural development through, for example, art, music and sport. The school accurately identifies the need to further develop pupils' understanding and awareness of a diverse society. Pupils thrive when given positions of responsibility; most noticeably as 'Eco-warriors', librarians and as play leaders by looking after younger pupils. Pupils are very involved in the local area, especially in performances by the choir, and the community is made very welcome in school. Unsurprisingly, the school is held in very high regard by the local community. Pupils feel very safe in school and this view is echoed by their parents and carers. They enjoy school life and their attendance has improved significantly.

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

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
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
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	1
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?

Lessons are mostly, carefully planned to meet the needs of the different abilities and interests of pupils in each class. The mostly detailed subject knowledge of teachers is used effectively to engage pupils in challenging work. Teaching assistants are used effectively to support pupils in small groups and individually because they use accurate assessment information to plan individual and group support. Occasionally, when the teacher speaks for too long, pupils' engagement in their learning falters. Most pupils know how to improve their work because of thoughtful and helpful marking but, on occasions, opportunities are missed to ensure that pupils know precisely what they need to do in order to improve their work.

Leaders have deliberately concentrated on providing a curriculum that brings learning to life. Pupils' first-hand experiences, their involvement in choosing themes and topics and the teaching of basic skills in different subjects reflect a rich, broad curriculum. Information and communication technology (ICT) is used very effectively to help improve pupils' computer skills and to improve their work in other subjects. Provision for art, science and sport, in particular, is comprehensive and pupils enjoy these lessons immensely. A broad range of visits and visitors enrich pupils' knowledge and understanding of a wide range of subjects, particularly sport and art. There are a wealth of activities at lunchtimes and after school and these are much appreciated by pupils and

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

their parents and carers whether they are dance, crafts or booster clubs in English and mathematics.

The day-to-day care and guidance for pupils are outstanding. The welfare of pupils is given a high priority, for example by providing a daily breakfast club which gives some pupils a good start to the day. The school's commitment to the care of pupils is reflected in the very well-targeted support for pupils who are vulnerable due to their circumstances including those with special educational needs and/or disabilities. Rapid identification of their needs and precise, focused attention by school staff and outside specialists make a significant contribution to their good progress. Despite the large size of the school, pupils are known as individuals by all staff. Not only that, pupils know each other individually; Year 5 and 6 pupils were observed talking to Nursery and Reception class children by name and then rushing to pick up papers that the children had dropped. Children are very well prepared when they begin school life in the Nursery class. Pupils are then supported exceptionally well for each new stage in their education. They look forward to going to high school because they visit their school, meet secondary-age pupils, and experience lessons at this level.

These are the grades for the quality of provision

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

How effective are leadership and management?

Leaders drive improvement exceptionally well. Staff are vigorous and united in their drive to improve the pupils' outcomes. Differences in pupils' attainment in writing, for example, are beginning to narrow, reflecting the school's successful commitment to equality of opportunity. Respect for people from all walks of life is developed well because of the school's emphasis on tackling discrimination. Leaders are working hard to improve this further by developing pupils' first-hand understanding of the cultural diversity of the wider area. Safeguarding arrangements exceed national requirements and the governing body takes this very seriously. Risk assessments and safeguarding systems are very thorough and regularly reviewed. The governing body has been astute in the use of funds to improve resources. This is most noticeable and effective in the provision for the Early Years Foundation Stage and for ICT across the school. The governing body is very involved in school life and in seeking the views of parents and carers. It systematically evaluates all aspects of the school's performance and challenges leaders to further improve pupils' outcomes. The good promotion of community cohesion is reflected in the wide contribution to a range of activities, at school, local and international level. Parents and carers are very supportive of the school and are regularly informed about their child's performance. They welcome the regular newsletters and many take part in curriculum workshops and family learning 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

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
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	2

Early Years Foundation Stage

Children are welcomed to the setting and enjoy playing and learning. They enjoy activities to stimulate their imagination such as construction, sand and water play, art, ICT and role play. Children's suggestions for activities about monsters prompted enthusiastic dressing up in the purpose built 'role-play room'. Teaching quality is good overall and is particularly effective in promoting children's personal development. Children are eager to play on the outdoor climbing equipment and make good progress in their physical skills. The range of activities outdoors has improved. The school is aware of the need to develop this further in order to provide children with a broader variety of learning experiences. Positive relationships between children and adults reflect the effective teamwork of all the staff in attending to children's needs. Children are looked after carefully and welfare requirements are fully met. Leadership and management are good. Staff work well together and there are very good links with parents and carers, who are very supportive of their children's learning both in school and at home.

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	2

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

Stage

Views of parents and carers

Over a fifth of parents and carers returned completed questionnaires. Of these, the vast majority were happy with the school's provision and indicated that their child enjoyed school. Almost all parents and carers agreed that the school helped keep their children safe and inspection findings confirm that pupils feel very safe.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Malvern 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 74 completed questionnaires by the end of the on-site inspection. In total, there are 414 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	43	58	26	35	4	5	1	1
The school keeps my child safe	48	65	25	34	0	0	1	1
My school informs me about my child's progress	32	43	37	50	3	4	1	1
My child is making enough progress at this school	41	55	29	39	3	4	1	1
The teaching is good at this school	43	58	29	39	2	3	0	0
The school helps me to support my child's learning	38	51	32	43	2	3	1	1
The school helps my child to have a healthy lifestyle	29	39	40	54	4	5	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)	25	34	44	59	1	1	1	1
The school meets my child's particular needs	33	45	36	49	3	4	1	1
The school deals effectively with unacceptable behaviour	28	38	41	55	2	3	2	3
The school takes account of my suggestions and concerns	25	34	42	57	3	4	1	1
The school is led and managed effectively	33	45	36	49	2	3	1	1
Overall, I am happy with my child's experience at this school	45	61	26	35	1	1	1	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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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"> ■ 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.



19 May 2011

Dear Pupils

Inspection of Malvern Primary School, Knowsley, L14 6XA

Thank you for the very warm welcome you gave to us when we inspected your school recently. We listened carefully to what you had to say and looked closely at the questionnaires you completed. Thank you, in particular, to the pupils who showed us around school so pleasantly.

Yours is a good school. You are cared for exceptionally well and you are confident and caring young people. You thoroughly enjoy learning and look forward to the many clubs and activities you take part in at lunchtimes and after school. Your work is much improved. Well done! You appreciate the many opportunities to take on responsibilities and make an excellent contribution to your school and your local area. People from outside school help you to achieve well. Your leaders are united in their determination to improve your school and they do this exceptionally well.

Children in the Nursery and Reception classes are warmly welcomed into school by staff and older pupils and enjoy playing and learning.

You make good progress in your work and your standards have risen. We have asked your school to concentrate on improving your work in writing by concentrating more on improving your spelling, punctuation, grammar and story writing. We also want you to have more opportunities to develop your speaking and listening skills, especially in Key Stage 1. We would like the good teaching you receive to be even better so that each one of you is challenged to achieve your best work. You can all help by continuing to work hard because we know how keen you are to do your best.

We wish you all the very best for your future.

Yours sincerely

Marie Cordey

Lead inspector

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.