

# Muschamp Primary School and Language Opportunity Base

Inspection report

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<b>Unique Reference Number</b>	130934
<b>Local Authority</b>	Sutton
<b>Inspection number</b>	360162
<b>Inspection dates</b>	28–29 June 2011
<b>Reporting inspector</b>	Joy Considine

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>	425
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Alex Fitzgerald
<b>Headteacher</b>	Heidi Westley
<b>Date of previous school inspection</b>	10 June 2008
<b>School address</b>	Muschamp Road Carshalton, Surrey Carshalton SM5 2SE
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## Introduction

This inspection was carried out by four additional inspectors. They visited 24 lessons taught by 14 teachers and they held meetings with senior leaders, members of the governing body, groups of pupils, and parents and carers. They observed the school's work, and looked at school development planning, pupils' assessment and tracking information, the governing body minutes, and other documentation related to the inspection. Additionally, they analysed questionnaires received from 61 parents and carers as well as others received from pupils.

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

- The attainment and progress of pupils in Key Stage 1 in reading, writing and mathematics.
- The actions the school is taking to close the gap in attainment between English and mathematics at Key Stage 2.
- The impact leaders and managers are making to improve teaching and to raise standards in English and mathematics.
- The effectiveness of the actions the school has put into place to improve pupils' attendance.

## Information about the school

The school is much larger than most primary schools and serves pupils from the local community. The proportion of pupils who are known to be eligible for free school meals is higher than usual. The proportion of pupils who are from ethnic minority groups and who speak English as an additional language is higher than usual. The school has a 56-place Language Opportunity Base which serves pupils from a wider area. The pupils attending the Base spend time in mainstream classes and they receive specialist teaching in small groups also. All those pupils have statements of special educational needs and, consequently, the proportion of pupils at the school who have special educational needs and/or disabilities is higher than usual.

There have been several changes to the teaching team since the last inspection. The school is currently undergoing a major building programme to provide additional classroom accommodation in preparation for the school to expand. The school has gained a number of awards including Healthy Schools status and Gold Eco Award. There is a breakfast club, an after-school club and a children's centre which did not form part of this inspection.

**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

This school provides a satisfactory quality of education for pupils. Pupils make satisfactory progress in English and mathematics as they move through the school, reaching standards that are broadly average by the end of Year 6. Attainment in reading, writing and mathematics for pupils at the end of Year 2 has improved and is now broadly average. Assessment information held by the school and work in pupils' books shows that, in some classes, pupils make good progress in English and mathematics, but that this is inconsistent across the school. Pupils who have special educational needs and/or disabilities and pupils who speak English as an additional language make good progress in relation to their starting points.

Pupils say they feel safe in school and that adults will listen to them and address their concerns. They have a good understanding of the need to adopt a healthy lifestyle and they enjoy the wide range of sporting activities which allow them to stay fit and healthy. The school has gained the award of Healthy School status in recognition of its work in this area. Pupils make a good contribution to the school and the local community. They enjoy taking on responsibilities within school, such as organising games for younger pupils at break-times. The school council gives pupils a voice in decision making and they report successes and the difference they make proudly. For example, they have initiated a healthy tuck shop at break times.

The quality of teaching is satisfactory overall, with some variations between classes and year groups. Where teaching is most effective, teachers use assessment information to plan lessons that are matched well to the needs of pupils. In less effective lessons, teachers do not provide activities that meet pupils' different learning needs and this has led to variable rates of progress. Scrutiny of pupils' work shows that teachers mark work thoroughly, but do not give pupils enough information about how to improve their work or what they need to learn next. Although it provides a wide range of experiences to enrich the curriculum, the curriculum is satisfactory because the development of skills and knowledge in some subjects is not planned for sequentially and teachers' timetables show an imbalance in the time given to some subjects.

The quality of care, guidance and support for pupils is good. Arrangements for safeguarding pupils are good and there are secure systems in place, including partnerships with parents, carers and external agencies, to support the specific needs of pupils. Parents and carers of pupils who have special educational needs and/or disabilities appreciate the work of the school. One parent summed up the typical view of such support; 'The school has really supported my child. I couldn't speak more highly of the school.' The school has been particularly successful in improving pupils' attendance and this is now above average.

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There have been some significant improvements to the Early Years Foundation Stage since the last inspection, although the overall effectiveness remains good. The new leader has introduced systems to observe and assess children's progress so that staff can plan activities that are matched better to the developmental needs of children. There is also consistent quality of planning between the Nursery and Reception classes so children now make good progress in their learning.

School leaders are ambitious and determined to bring about required improvements. They monitor the work of the school, but systems to do this are not as robust as they need to be, with aspects of underperformance not always identified quickly and tackled. Although self-evaluation is accurate and school leaders have a good understanding of the strengths and weaknesses of the school, development plans, particularly those relating to literacy, are too broad and lack specific targets for improvement. However, there have been some notable improvements since the last inspection, showing that the school has satisfactory capacity to improve further.

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

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

- Improve the quality of teaching from satisfactory to good by:
  - making better use of assessment information to plan lessons that are matched well to pupils' learning needs, particularly for the more able
  - informing pupils about what they need to do to improve their work and giving them opportunities to respond to teachers' comments when marking their books, particularly in writing
  - raising teachers' expectations for what pupils can achieve.
- Improve the quality of the curriculum by:
  - revising teachers' timetables so that pupils get a better balance of different subjects
  - planning to ensure that pupils learn skills and knowledge sequentially and progressively
  - providing more opportunities to link subjects together so that pupils can use their writing skills when learning about other subjects.
- Improve the quality of leadership and management by:
  - developing action plans with specific targets for improvement that are closely linked to raising standards and progress in English and mathematics
  - increasing the rigour with which senior leaders monitor and evaluate the work of the school.

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

**3**

Pupils make satisfactory progress and they reach standards that are broadly average in English and mathematics by the end of Year 6. Attainment in writing is generally lower than in reading and mathematics across the school. Although pupils reach similar levels of

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attainment in English and mathematics at Level 4 and the gap between pupils' performance between the two subjects is closing, more-able pupils perform better in mathematics than in English. Scrutiny of pupils' work shows that the pupils' basic skills in spelling, punctuation and handwriting are underdeveloped and this slows their progress in writing.

Girls do better than boys in English and mathematics, although the gap is closing.

Pupils who speak English as an additional language make good progress and attain standards that are sometimes higher than their classmates because they receive good support from highly skilled teaching assistants who support their development in English. The Language Opportunity Base provides effective specialist support for pupils who have language and communication difficulties and. Consequently, they make good progress in English and mathematics and in social development. Pupils enjoy their lessons and most say that teachers make lessons fun. That was seen in one lesson in which pupils had to debate the issues of whether or not women should have been given the right to vote in 1928. However, some pupils, particularly those who are more able, say that the activities they are expected to do are sometimes too easy and this slows the progress they make.

Pupils are friendly and they say there is little bullying and that, should an incident arise, it will be dealt with quickly and fairly by adults. Incidents of racist behaviour are rare and pupils from all backgrounds get on well together. Pupils' behaviour is satisfactory. In those lessons when they are challenged with interesting activities, the pupils behave well and remain on task. In less effective lessons, they become fidgety and restless. Outside of lessons, a few pupils are too boisterous and do not behave well when unsupervised. Pupils care about their community and will initiate fund-raising activities for local charities. They have recently been awarded the Gold Eco Award for their commitment to improving the environment and making their school community more sustainable. Their spiritual moral, social and cultural development is satisfactory.

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*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	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>3</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>2</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>	2
<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

## How effective is the provision?

During the inspection, the quality of teaching varied. In the better lessons, the pace was brisk and effective questioning by teachers engaged pupils' interest. For example, in one lesson, the teacher provided a mathematical problem for pupils to solve, involving converting percentages to fractions, and challenged them by asking them to explain how they arrived at the answer. Most teachers plan their lessons with clear learning objectives so that pupils know what they are expected to learn. However, not all teachers make enough use of assessment information to match activities to the different needs of pupils. Marking, though regular, does not always provide pupils with enough information about how to improve. In a minority of lessons, teachers have low expectations of the pupils and there are few opportunities for pupils to record their work independently because too much use is made of photocopied resource sheets.

Although the curriculum meets all statutory requirements, in a few classes, there is too little time given to subjects such as art, history and design technology. Although there is a strong focus on literacy and numeracy, there are insufficient opportunities for pupils to use these skills when learning about other subjects. Teachers make good use of local places of interest, such as Hampton Court Palace and the local mosque, to enrich the curriculum. Partnerships with organisations such as the Sutton Music Service provide additional music tuition which offers opportunities for pupils to participate in a music festival at the Fairfield Hall. That makes a satisfactory contribution to their cultural development.

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Pupils, parents and carers appreciate the good care, guidance and support, especially for those whose circumstances may make them more vulnerable. The school has successfully worked hard with parents and carers and the education welfare service to improve pupils' attendance. Staff in the Language Opportunity Base provide good academic and emotional support to pupils. That helps those who find some aspects of school difficult to access learning and to join mainstream lessons for most of the school day. Arrangements for child protection are good and recent improvements to the school site have improved the safety of pupils. One parent wrote 'The school has good facilities and there have been noticeable improvements to the playground, security and our child's classroom.' Good links with the breakfast club, after-school club and the children's centre help the school ensure children can progress well in the Nursery and that all pupils make a good start to the day and access a wide range of carefully organised activities at the end of the day.

*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>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

School leaders share a common sense of purpose, which is to develop the potential of each pupil fully. With that in mind, they have put into place initiatives to improve provision for pupils, but, owing to changes to the staff team, these have not yet been embedded across the school. Actions to improve the quality of teaching have had some success as the proportion of teaching judged to be good has increased. However, there is not enough rigour in monitoring the work in pupils' books and this is slowing the impact of leaders' work. The school improvement plan has been created in consultation with staff and members of the governing body and contains appropriate priorities for improvements. Although middle leaders have developed action plans to raise attainment in English and mathematics, these lack specific targets and actions for improvement. The governing body provides a satisfactory balance of support and challenge and is now ready to take a more active role in shaping the strategic direction of the school.

There are thorough procedures for ensuring the safeguarding of pupils. Staff receive up-to-date training from the child protection officer and all visitors to school are checked carefully. While parents and carers are welcomed into the school, the school recognises that more should be done to encourage them to take a more active role in supporting their children's learning. Although the promotion of equality of opportunity is central to the school's ethos and values, the variable progress made by some groups of pupils as they move through the school means that this is satisfactory rather than good. The school promotes community cohesion adequately, but opportunities are missed to capitalise on pupils' backgrounds to enhance their understanding of the faiths, beliefs and lives of others in more diverse parts of the United Kingdom and the wider world.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</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>3</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>3</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 start with skills levels below those expected for their age, but they make good progress in all aspects of their development. That is because the new leader has improved systems to assess and track children's progress so that staff can set suitably challenging activities to meet the children's individual needs. Staff work closely as a team and they provide good support for children who have special educational needs and/or disabilities, as well as for those children who speak English as an additional language. There is a good balance of activities that are led by staff and those that children can select for themselves. Interventions by adults to develop children's learning are of high quality. For example, during the inspection, children were hunting in the jungle for wild animals and adults supported them sensitively in identifying and naming the different animals they 'discovered'.

The learning environment, both indoors and outside, is bright and attractive, with a good range of quality resources and equipment to develop children's skills. Children get on well together and they are able to share and to take turns. They are developing good learning skills, such as independence, cooperation and resilience. Many are able to work for reasonably long periods of time. For example, a small group of children were observed making animal masks and they were absorbed in colouring them in and were excited about wearing them. Parents and carers are given good-quality information about what they can do to help their children at home and this has strengthened the quality of relationships with parents and carers. One parent wrote 'In my experience, both Nursery and Reception stage have been brilliant. They take time to talk to parents and have helped my daughter to settle well and gain independence. I feel that the Early Years team is very effective and approachable.' The leader has a good understanding of what more needs to be done and has developed an action plan to show how it is to be achieved.

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*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:	2
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 number of questionnaires received from parents and carers was lower than average. Of the parents and carers who responded to the questionnaire, most said that their children enjoyed school, that teaching was good and that their children were making good progress. They felt that their children were safe and were well prepared for their futures. A small minority expressed concern that the school did not always deal with unacceptable behaviour. Inspectors found during this inspection that, while a few pupils did not always behave well when they were not supervised, behaviour was satisfactory overall. Pupils are confident that any concerns they have will be addressed by members of staff.

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

Ofsted invited all the registered parents and carers of pupils registered at Muschamp Primary School and Language Opportunity Base 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 425 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	38	62	17	28	1	2	0	0
The school keeps my child safe	32	52	21	34	0	0	2	3
My school informs me about my child's progress	26	43	27	44	2	3	0	0
My child is making enough progress at this school	26	43	26	43	2	3	0	0
The teaching is good at this school	31	51	25	41	0	0	0	0
The school helps me to support my child's learning	26	43	25	41	4	7	0	0
The school helps my child to have a healthy lifestyle	15	25	38	62	2	3	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)	24	39	24	39	0	0	0	0
The school meets my child's particular needs	18	30	31	51	3	5	1	2
The school deals effectively with unacceptable behaviour	14	23	28	46	10	16	4	7
The school takes account of my suggestions and concerns	23	38	26	43	4	7	0	0
The school is led and managed effectively	19	31	30	49	2	3	2	3
Overall, I am happy with my child's experience at this school	28	46	22	36	2	3	1	2

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	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](http://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"><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.**



1 July 2011

Dear Pupils

**Inspection of Muschamp Primary School and Language Opportunity Base,  
Carshalton SM5 2SE**

Thank you for making us so welcome when we visited your school recently. We enjoyed meeting you all and hearing what you had to say about your school.

We found that your school provides you with a satisfactory standard of education. The school is bright and attractive and the outdoor area is well equipped, with plenty of activities for you to do at break-times. You told us that you feel safe in school and that you understand about the need to eat healthy foods and to take plenty of exercise. A few of you told us that your lessons are sometimes too easy and we found that many of you could be doing better, particularly in writing.

These are some of the things we have asked your school leaders to do to improve your school.

- Use assessment information to plan lessons that are matched to your learning needs better and to give you more guidance on what you need to learn next.
- Review the lesson timetables to give you more time to learn about other subjects such as art, science and history, and to plan these lessons so that you develop your skills sequentially and progressively.
- Develop more systematic methods to check how well your school is doing to improve your learning and to plan more effectively how to improve your attainment in English and mathematics.

All of you can help your teachers to make your school better by asking them for harder work and by asking them how you can improve your work and what you need to learn next. We are sure you will do all you can to help your school leaders to make your school even better and we wish you all the very best for the future.

Yours sincerely

Joy Considine

Lead inspector (on behalf of the inspection team)

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