

Malmesbury Primary School

Inspection report

Unique reference number	134160
Local authority	Tower Hamlets
Inspection number	381624
Inspection dates	5–6 March 2012
Lead inspector	David Shepherd

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	593
Appropriate authority	The governing body
Chair	Jackie Turner
Headteacher	Joanne Clensy
Date of previous school inspection	9 September 2008
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Age group	3–11
Inspection date(s)	5–6 March 2012
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Introduction

Inspection team

David Shepherd

Additional inspector

Gill Walley

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Additional inspector

This inspection was carried out with two days' notice. Inspectors observed teaching and learning in 38 lessons, led by 25 different teachers for a total of 15 hours. They held meetings with the senior staff, seven groups of pupils and the Chair of the Governing Body. Inspectors took account of the responses to the online questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at documentation for safeguarding children, and the school's analysis of pupils' progress. They analysed the responses to questionnaires from 39 parents and carers, 29 staff and 117 pupils.

Information about the school

This school is much larger than the average sized primary school. The proportion of pupils from minority ethnic backgrounds is well above average, as is the proportion who speak English as an additional language. The main minority language spoken is Sylehti. The majority of pupils are of Bangladeshi heritage with very small minorities from a White British or Black African heritage. The proportion of pupils known to be eligible for free school meals is above average. The proportions of disabled pupils and those who have special educational needs are also above average. Staff turnover has been high with 16 teachers joining the school since the previous inspection. A daily breakfast club run by the governing body is held at the school.

The school meets the government's current floor standard for attainment and progress. It has gained Healthy School status and a Silver Artsmark award.

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	4
Achievement of pupils	4
Quality of teaching	4
Behaviour and safety of pupils	3
Leadership and management	4

Key findings

- In accordance with section 13(3) of the Education Act 2005, Her Majesty’s Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.
- This is not a satisfactory school because of significant weaknesses in teaching and in the monitoring and evaluation of the school’s performance by senior staff and the governing body. This has led to the pupils’ inadequate achievement.
- Over the past three years, attainment at the end of Key Stage 2 in reading, writing and mathematics has been low. This is because pupils, especially in Key Stage 2, have not been taught effectively to sound out individual letters and groups of letters to work out unfamiliar words when reading. They have not been provided with enough opportunities across the curriculum to write at length and their grasp of basic number skills is not as secure as it should be. These weaknesses mean the curriculum is inadequate.
- Teaching is inadequate overall. Some teaching is good and fully engages and motivates pupils in their learning. However, there is insufficient teaching of this quality to enable pupils to make the necessary progress to catch up to national expectations. Some teachers do not plan learning for pupils at their different levels of ability and marking is not leading to improvement. Some teaching assistants do not have enough expertise to support pupils effectively with their reading and writing.
- The monitoring and evaluation of teaching and the management of performance by leaders and managers are carried out systematically and as a result, broadly appropriate priorities for improvement are identified. However, this has not led to higher attainment in Year 6 because monitoring and evaluation by senior and subject leaders have not focused sharply enough on

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measurable improvements in pupils' attainment and progress.

- Pupils' behaviour and safety are satisfactory. Parents, carers, pupils and staff are generally positive about behaviour, although a few concerns were raised that it is not always good and that some bullying and racist behaviour occur. However, inspectors found that procedures for dealing with these issues are rigorous and that few incidents are recorded. Pupils' behaviour contributes to a safe and orderly environment.

What does the school need to do to improve further?

- Raise achievement in reading, writing and mathematics to national levels by:
 - implementing a systematic programme of phonics (letters and sounds) teaching throughout Key Stage 2
 - providing pupils with more opportunities to write across the curriculum
 - improving pupils' basic number skills
 - increasing the expertise of teaching assistants, especially in Key Stage 2, in phonics and sentence structure to enable them to support pupils effectively.
- By January 2013, improve the quality of teaching, so that the majority is good or better, by ensuring that teachers consistently:
 - provide pupils at different levels of ability with challenging work and let them know what they are to learn
 - correct any misunderstandings during lessons when pupils are working independently
 - let pupils know the next steps in their learning through marking and provide them with opportunities to respond to guidance given.
- Ensure that the monitoring and evaluation carried out by senior staff and subject leaders result in improved outcomes for pupils by:
 - providing further training in monitoring and evaluation
 - devising and implementing plans that lead to improved and measurable outcomes for pupils
 - ensuring the governing body provides a suitable level of challenge to the school's senior leaders.

Main report

Achievement of pupils

Pupils' achievement is inadequate. Children make satisfactory progress in the Early Years Foundation Stage, often from low starting points. By the time they start in Year 1, children's attainment remains below average, especially in their literacy and numeracy skills. Progress in Years 1 to 6 is inadequate in English and mathematics and so, by the end of Year 6, pupils' attainment is low. However, in their replies to the questionnaire, the majority of parents and carers are positive about how well the

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school develops their children's skills in reading, writing and mathematics. This view is not supported by inspection evidence.

Attainment in reading is below average at the end of Years 2 and 6. Progress is slow because pupils, especially low-attaining pupils, do not know how to sound out unfamiliar words when reading, and so they guess them or skip over them. This was evident, for example, in a lesson with pupils in Years 3 and 4 where the teaching assistant told pupils some unfamiliar words they came across, rather than helping them to use the letters and sounds to enable them to read better and make more progress. In discussions, pupils feel that the school helps them develop their reading well, although they say they do get stuck sometimes on new words. Slow progress in writing was evident in a Year 4 lesson when more-able pupils had to wait for less-able pupils to catch up as they were practising their use of adjectives to describe nouns. Progress in mathematics is slow because pupils do not have the number skills to solve problems. This was evident in a Year 6 lesson as some pupils struggled to work out factors of given numbers quickly enough.

Overall, during the past three years, all groups of pupils including boys, girls, those known to be eligible for free school meals and those from minority ethnic groups have underachieved. Disabled pupils and those with special educational needs make inadequate progress overall because they do not acquire methods quickly enough that help them improve their reading and writing. Some pupils whose circumstances may make them vulnerable do make good progress and there is some evidence of improvement by White British pupils. However, besides these examples, there is little other convincing evidence that gaps in performance have narrowed during the past three years. In general, the school does not take effective enough action to correct areas of identified underachievement.

Quality of teaching

Teaching is inadequate. Teachers' planning indicates the main focus of lessons but does not always include appropriate levels of challenge for pupils at different levels of ability. Too often, work is too easy for higher-attaining pupils and too hard for lower-attaining pupils and, as a result, these pupils in particular do not make fast enough progress. Pupils' misunderstanding sometimes goes uncorrected during independent work and so the progress made is slower than it should be. Teachers' marking does not always inform pupils what they need to learn or do next. This does not help them to improve quickly enough. Pupils do not always have sufficient opportunities to respond to teachers' comments in marking.

In some lessons, teachers plan activities that interest and engage pupils, and these encourage pupils to make good progress. For example, in Year 6, the teacher planned a stimulating and challenging activity on compound shapes within the context of asking pupils to design an Olympic village using a given area. In the Reception classes, children are taught effectively and are motivated by learning the sounds made by letters. On the other hand, some teaching does not present pupils with enough challenge, for example, when pupils copy out work from their

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whiteboards into their books. Sometimes, lower-attaining pupils in Key Stage 2 are taught incorrectly by teaching assistants. This is because the teaching assistants lack subject knowledge about the sounds made by letters and how to construct sentences with the correct use of singular and plural nouns relating to verbs. On these occasions, these pupils make no progress.

The planned curriculum does not give enough attention to helping lower-attaining pupils with their reading or writing skills. In addition, pupils are not taught to consolidate or extend their writing skills in subjects such as science, geography, history and religious education. Pupils are satisfactorily taught right from wrong and how to behave in groups in school. They are encouraged to reflect on the similarities and differences between different religious traditions and cultures to promote their spiritual, moral, social and cultural development.

Most pupils and their parents and carers hold positive views about teaching. These are not supported by inspection evidence because teaching is not having enough impact on pupils' achievement.

Behaviour and safety of pupils

Good relationships promote pupils' generally positive attitudes to school. Pupils' books indicate that most adopt positive attitudes to their work, but this is not always the case, especially for lower-attaining pupils. Their work is sometimes presented untidily indicating that their attitudes to their work are not as positive as they should be. Most pupils respond promptly to their teachers but occasionally time is wasted by some pupils losing concentration and becoming restless through lack of challenge. Discussions with pupils indicate that they, including those with behavioural difficulties, are aware of the school's strategies for managing and improving behaviour, and think they are appropriate and carried out fairly by staff. Pupils try hard to conform to them.

Pupils say that bullying and racism are not issues and any inappropriate behaviour is dealt with effectively. One pupil reported that behaviour has improved because some pupils who behaved badly last year have improved this year. Pupils feel safe and this view is confirmed by parents and carers, and staff. Pupils have a good understanding of the risks they face and how to keep safe. For example, pupils of different ages told inspectors how they keep safe on roads, rail, in water and with fire. They also have a good understanding of internet safety. They understand the need to keep away from bad behaviour on the streets and in the town centre. Attendance is average and improving because there is a decline in persistent absences.

Leadership and management

Leaders and managers have not driven improvements forward rapidly enough. The headteacher, supported by senior staff and subject leaders, has incorporated areas for improvement into detailed plans of action. These are appropriate but they do not focus sufficiently on quantifiable improvements in pupils' achievement. Some

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improvements have been made, such as better provision for pupils in the Early Years Foundation Stage, in music and French, and for pupils whose circumstances may make them vulnerable. But, overall, strategies have not had a strong enough impact on pupils' achievement at the end of Year 6. The programme of professional development of staff has not focused enough on pupils' outcomes and this is a weakness resulting in the inadequate performance of pupils.

The key issue from the previous inspection about improving provision in the Early Years Foundation Stage has been tackled satisfactorily, but the achievement of higher-attaining pupils and of all pupils in science has not been addressed successfully. The weaknesses in systems for monitoring and evaluation, the lack of a good enough track record of improvement and a decline in the quality of teaching since the previous inspection when it was judged good, show the school has inadequate capacity to improve further. The governing body is supportive of the school and keen for it to do well. However, it has not challenged the school sufficiently as pupils' overall attainment has been consistently low.

The curriculum does not provide pupils with good enough provision in reading, writing and mathematics, nor does it meet the needs of different groups of pupils well enough, especially the most and least able. It includes all the required subjects and suitable provision for pupils' spiritual, moral, social and cultural development. The curriculum is enriched by a number of themed weeks, such as science week and anti-bullying week, and a wide range of visits to places of interest and visitors to school. Out-of-school clubs are popular with pupils and they also enrich the curriculum. However, pupils are not given enough opportunities to consolidate their learning in science, geography, history or religious education.

Procedures for safeguarding children comply with statutory requirements. Pupils and their parents and carers indicate that the school provides a secure environment for learning.

The school does not promote equal opportunities for different groups well enough because some groups are not achieving as well as their peers nationally. Any form of discrimination, however, is tackled well.

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	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.

7 March 2012



Dear Pupils

Inspection of Malmesbury Primary School, London E3 2AB

Thank you for making us so welcome when we visited your school recently. We enjoyed meeting you and talking with you. Thank you also for completing the questionnaire for us. We found your responses very helpful. At the moment, your school is not doing as well as it should and it requires special measures. As a result, other inspectors will visit your school on a regular basis to check on how well the school is doing. Here are some of the good things we found.

You feel safe and learn with confidence.

- You like your teachers and teaching assistants and try your best to please them.
- You are enthusiastic about all the different activities provided for you, including visits out of school.

We have asked your headteacher, teachers and the governing body to do three things to make your school better.

- Teach you more about letters and the sounds that go with them and give you more opportunities to practise reading and writing in different subjects. and more help with number work. Help teaching assistants to support you more effectively in reading and writing.
- Plan challenging work for everyone, let you know what you are to learn and what you need to learn next. We want adults to check on the work that you do independently and give you time to make the improvements suggested in marking.
- Make sure that the plans to help you learn in different subjects are working well.

All of you can help by continuing to work very hard.

Yours sincerely

David Shepherd
Lead inspector

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