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13 July 2012

Mrs Joanne Clensy  
Headteacher  
Malmesbury Primary School  
Coborn Street  
London  
E3 2AB

Dear Mrs Clensy

### **Special measures: monitoring inspection of Malmesbury Primary School**

Following my visit with Julie Sackett, Additional inspector, to your school on 11–12 July 2012, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

The inspection was the first monitoring inspection since the school became subject to special measures following the inspection which took place in March 2012. The full list of the areas for improvement which were identified during that inspection is set out in the annex to this letter. The monitoring inspection report is attached and the main judgements are set out below.

Progress since being subject to special measures – satisfactory

Newly qualified teachers may not be appointed.

This letter and monitoring inspection report will be posted on the Ofsted website. I am copying this letter and the monitoring inspection report to the Secretary of State, the Chair of the Governing Body and the Director of Children's Services for Tower Hamlets.

Yours sincerely

Samantha Morgan-Price  
**Her Majesty's Inspector**

## **Annex**

### **The areas for improvement identified during the inspection which took place in March 2012**

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.

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.

## **Special measures: monitoring of Malmesbury Primary School**

### **Report from the first monitoring inspection on 11–12 July 2012**

#### **Evidence**

Inspectors observed the school's work, scrutinised documents and met with the headteacher, groups of pupils, the Chair of the Governing Body and a representative from the local authority.

#### **Context**

Since the last inspection, a new deputy headteacher and two members of the governing body have been appointed. Since April, seven of the 38 teaching staff have left while four new teaching staff have joined the school. It is anticipated that four new teachers will take up posts in September 2012.

#### **Achievement of pupils at the school**

Pupils' attainment is predicted to rise in Year 6. The proportion of pupils achieving Level 4 and Level 5 in SATs examinations is set to increase when compared to 2011, especially the proportion of pupils achieving the higher Level 5 grades. The school's predicted results will reflect broadly average attainment. Standards of work across the school have improved and the school focuses more sharply on improving pupils' writing skills as they do not attain as well in writing. There have been sound improvements in reading and mathematics. The school has introduced a systematic programme of phonics (the teaching of letters and sounds) with the result that pupils are improving their reading. Pupils have more opportunities to write and improve their basic number skills across the curriculum, but there are missed opportunities in some lessons for them to practise their writing skills.

In lessons seen, pupils enjoy their learning. They say they are learning more especially in English and mathematics. Their achievement is satisfactory in most lessons. They are given time to discuss their performance with partners and evaluate how well they are learning, which helps to raise attainment. There are good instances of pupils evaluating how well they have achieved their learning goals. Pupils make improved progress in mathematics and reading and they develop increased skills in comprehension. Although new reading strategies have been implemented, there has been insufficient time for pupils to develop confidence in using these strategies to develop their reading further.

Progress since the last section 5 inspection on the areas for improvement.

- Raise achievement in reading, writing and mathematics to national levels – satisfactory

### **The quality of teaching**

Teaching has not significantly improved since the last inspection; some good teaching was seen although some inadequate teaching remains. Generally, teachers' expectations of what pupils can achieve are too low. For example, in an English lesson, pupils were asked to write descriptions of what their senses would observe while attending the Wimbledon tennis final. During this lesson, some pupils wrote and discussed very little; this was not challenged by the teacher. There have been revisions to the curriculum to provide more interesting and varied lessons in English and mathematics, although there are missed opportunities for pupils to strengthen their writing skills. Teachers are planning soundly for the different pupils' needs in lessons, especially of those who are disabled or have special educational needs. However, these plans are not always followed through, especially for the most- and least-able pupils who are not given suitable challenge in their tasks to do well or the most appropriate tasks for their ability. Teachers do not always ask probing questions to identify how well pupils have learnt and they sometimes settle for pupils' initial response without checking that they fully understand their work.

The quality of marked work varies throughout the school, ranging from some high quality work to insufficient correction of pupils' spelling or punctuation. Marking does not always provide pupils with precise next steps to advance their learning. Teachers are not always checking that where next steps have been suggested, that they are being acknowledged or acted upon by pupils. The support for teaching assistants to increase their expertise in phonics has had a positive impact on their ability to provide additional support to pupils in some lessons. However, teaching assistants do not always contribute effectively to pupils' learning as they do not always provide support to every pupil needing attention.

Progress since the last section 5 inspection on the areas for improvement.

- By January 2013, improve the quality of teaching, so that the majority is good or better, by ensuring that teachers consistently – satisfactory

### **Behaviour and safety of pupils**

Pupils behave satisfactorily in lessons and around the school. They work well together and have sound attitudes to learning. They are respectful of each other and of staff. Attendance has improved and is now above average. Pupils say they feel

safe and well supported by staff. Pupils appreciate and aspire to become buddies or to fulfil other leadership roles in the school.

### **The quality of leadership in and management of the school**

The headteacher and her leadership team have implemented stronger measures that improve the level of monitoring and evaluation of the school's performance. The result is evident in the improved outcomes of Year 6 pupils. The raising attainment plan is an accurate assessment of the school's performance and clearly identifies key priorities required to address low achievement across the school. However, a sharper focus is required to enable leaders to rapidly improve the quality of teaching. The new appointments to the governing body and the additional deputy headteacher have had a good impact on increasing the school's leadership capacity. The full complement of middle leaders is set to be in place in the next academic year which will further strengthen the school's capacity to carry out identified actions to raise pupils' attainment further. There is an increased level of challenge to senior leaders by members of the governing body. However, the level of challenge to ensure teaching is improving is insufficient. The school has entered into a partnership with two high performing schools to create the 'Teaching School Alliance' in Tower Hamlets. The initial process of identifying relevant support to improve teaching is underway but this has not had a positive impact on improving the quality of teaching in the school.

Progress since the last section 5 inspection on the areas for improvement.

- Ensure that the monitoring and evaluation carried out by senior staff and subject leaders result in improved outcomes for pupils by: – satisfactory

### **External support**

The local authority statement of action is deemed fit for purpose. Effective and appropriate support has been given by the local authority to improve pupils' skills in mathematics, writing, phonics and spelling. There have been effective actions to improve governance and the school's capacity at senior leadership level. This has had a good impact on improving achievement in all year groups. Actions by the school are scrutinised well. The support for the senior leadership team has strengthened the school's ability to improve the monitoring and evaluation of its work.