

Malmesbury Park Primary School

Lowther Road, Bournemouth, BH8 8LU

Inspection dates

26–27 February 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- There are too many inconsistencies in the quality of teaching, especially with regard to marking, the use of challenging questions and how effectively teachers pick up on gaps in pupils' learning during lessons.
- Pupils' progress varies across the school and some pupils do not achieve as well as they might.
- On occasions, especially when left to work on their own, a minority of pupils lose concentration and their progress in lessons slows.
- Improvement planning is not clearly enough focused on showing the extent to which all subjects within the curriculum support whole-school priorities.

The school has the following strengths

- Senior leaders demonstrate very effective teamwork. Together, they have overseen the development of other effective leaders who are also contributing to school improvement.
- There has been a successful and determined focus on improvement in the pupils' progress. This is best seen in the good Early Years Foundation Stage where children make progress beyond that expected for their age.
- A high priority has been given to developing teaching skills so that learning is accelerated for pupils. Whilst not totally embedded, there has been significant improvement to the amount of good teaching.
- The school has a very caring environment in which pupils feel safe and where they can settle to their learning. It has a very inclusive ethos with the pupils from the exemplary special resource units blending seamlessly into the wider school life. The school ethos values are very well interwoven into the daily life of the school.
- Behaviour is good and pupils feel very safe in the school.
- Governors support and challenge the school well and are clear as to its strengths and where it needs to improve.

Information about this inspection

- Inspectors observed teaching in 22 lessons, including visits to the Early Years Foundation Stage, the nurture group (ELF) and the specialist resource unit, as well as observing work on linking sounds to letters (phonics) sessions.
- A sample of pupils was selected from Years 2 and 3 and were heard reading by inspectors.
- Inspectors observed the school's work and looked at progress and attainment information, the school's development plan, curriculum plans, governing body documentation, and policies and procedures. Those relating to health and safety and safeguarding of pupils were carefully scrutinised.
- Inspectors spoke to parents and took account of the 37 responses to the on-line Parent View survey.
- Discussions were held with senior and other leaders, teachers, the Chair of the Governing Body and three other governors, pupils, parents and a local authority representative.

Inspection team

Michael Pye, Lead inspector	Additional Inspector
Jacqueline Good	Additional Inspector
Susan Hunnings	Additional Inspector
Ian McAllister	Additional Inspector

Full report

Information about this school

- The school is much larger than the average-sized primary school.
- The majority of pupils come from a predominantly White British background.
- The proportion of pupils who come from a minority ethnic background is above average. It is a similar picture for the numbers of pupils who have English as an additional language. The largest minority ethnic group consists of pupils from an Any Other White heritage.
- The proportion of pupils supported under pupil premium funding, which provides additional funding for looked after children, children of service families and pupils known to be eligible for free school meals, is above average. There are no children from service families but there are four pupils who are looked after by the local authority.
- The proportion of disabled pupils and those with special educational needs supported through school action is below average.
- The proportion supported through school action plus or with a statement of special educational needs is above average. The main needs of these pupils relate to speech, language and communication needs.
- The high proportion of pupils with special educational needs is partly explained by the specialist resource unit for pupils with social, communication and/or autism spectrum disorders.
- The school met the government's current floor standards for attainment in English and mathematics, but not for progress in mathematics. These set the minimum expectations for pupils' attainment.
- The governing body also oversees the on-site support unit, Small Talk, which caters for pre-school children with significant speech and language delays and difficulties. The Early Years Foundation Stage provision consists of a Nursery and two Reception classes.
- The school is experiencing a rising rate of pupil turnover, especially those from minority ethnic backgrounds.
- A high number of newly qualified teachers has been appointed in recent times.

What does the school need to do to improve further?

- Raise attainment and progress through removing the inconsistencies in teaching by ensuring that all teachers:
 - when marking, show clearly, especially in mathematics, the next steps in learning and what levels of work pupils are achieving
 - use questioning that consistently challenges pupils to think deeply
 - conduct ongoing checks in learning during lessons of what the pupils, especially middle-attaining pupils, know and can do and make sure that steps are taken to fill any gaps in their learning
 - encourage all pupils to take responsibility for their own learning when they work on their own.
- Ensure that improvement planning is clearly focused on showing how all subjects support whole-school priorities and follow up the impact of their actions.

Inspection judgements

The achievement of pupils

requires improvement

- Over time, pupils have not made consistent progress because of previous weaknesses in how teachers assess pupils' learning, and because of too much variation in the quality of teaching.
- Standards by the end of Year 6 were below average in 2012. Given their starting points, this constituted no better than expected progress for pupils, including those with special educational needs.
- The effective changes achieved by the current leadership to the quality of teaching and assessment have had a very positive effect. Current Year 6 pupils are already on track to meet the government's floor targets for attainment and progress in English and mathematics.
- In work seen, and in current data, improvements are evident in pupils' progress across the school. The majority of pupils in the current Year 6 are on track to improve their attainment levels. This includes those pupils from the minority ethnic groups.
- Children enter the Nursery with skills and knowledge below those expected for their age. Skills are particularly low in language and personal, social and emotional development. They make good progress during Nursery and Reception and leave with broadly the standards expected for their age.
- Reading standards at the end of Year 2 in 2012 were below average, despite pupils reading regularly in school. The Year 1 phonics check showed pupils attaining broadly as expected, and there is evidence of accelerated progress in reading and writing in the current Year 2.
- Year 2 lower-attaining readers are able to separate and blend the sounds together to form words such as 'beetroot' and 'turnip'. They have a sound understanding of their books, although they are less secure when attempting to predict what may happen next.
- Overall, at the end of Year 6, there are no significant differences between the attainment of boys and girls, nor those from minority ethnic groups. Generally, those pupils in the mainstream school who are disabled and have special educational needs make the same rate of progress as their peers. Pupils from the specialist resource unit make good progress because programmes are carefully tailored to their needs.
- In 2012, based on their average point scores, the attainment of pupils known to be eligible for free school meals and in receipt of the pupil premium was below average in English and mathematics. Their average point scores in both English and mathematics were lower than that of all other pupils in the school. The gap is now narrowing, especially in Year 6 mathematics and writing.

The quality of teaching

requires improvement

- There are considerable variations in the quality of teaching across the school. Consequently, not all pupil groups make rapid progress.
- On occasions, during lessons, teachers do not sufficiently identify gaps in pupils' knowledge and skills. This was seen in an English lesson for younger pupils. The teacher reviewed the learning about ordering words. However, opportunities were missed to more deeply explore and challenge the pupils' understanding of their work, particularly that of the middle attainers.
- Very effective monitoring of teaching by senior leaders, together with good levels of feedback and coaching, is resulting in clear improvements to teaching. The impact of this is seen in the strong focus on raised expectations and the varied and interesting activities that are engaging pupils more in their learning. For example, in a mathematics lesson for younger pupils, based around subtraction skills, their immediate interest was caught through using a bag of biscuits and a pig puppet.
- An English lesson based around key skills for older pupils echoed the positive relationships of other classes. During this lesson, challenge was consistent and questioning used well to ensure

progression. Questioning that revisits earlier learning to challenge pupils' understanding further is not well embedded across all classes.

- The school has made good progress in developing the assessment skills of teachers, including those newly qualified. Their knowledge of levels is more secure than previously and teachers are using assessment information more effectively to set challenging work for pupils, especially high attainers. Pupils in the specialist resource unit benefit from much good practice within the unit and in mainstream classes because of carefully focused support and individually planned programmes.
- In Reception, a phonics lesson showed good pace with a varied range of activities which motivated and challenged pupils well.
- Examples of good marking are consistently seen in English. In mathematics, although there are examples of clear guidance given to pupils on how to improve their work, this is very variable across classes. Little mention is made of what level the pupils are working at. However, good opportunities are provided for pupils to reflect and act upon any guidance given.

The behaviour and safety of pupils are good

- Behaviour is good overall, and pupils say that it has improved. Almost all of the parents who completed the on-line survey agree.
- Pupils say that when the school learns about any incident of concern it acts decisively. One pupil said that teachers listened to 'both sides of the story' and that the school 'had changed his life'. Exclusion rates have fallen, and attendance has improved. It is now average.
- Pupils feel safe. The vast majority of parents surveyed agree. Pupils know what constitutes bullying and they can talk confidently about e-safety. They say there are occasional incidents of bullying, but that it stops when the school is informed.
- The pupils talk very highly about, and take a pride in, their school. They spoke enthusiastically about the residential trips, visitors, and a recent excursion to the Houses of Parliament.
- Their positive attitudes are a consequence of the very good work to reinforce school values such as trust, support and responsibility. This undoubtedly provides good opportunities for pupils' moral and social development.
- Pupils from the specialist resource unit behave well and pupils across the school benefit well from the 'key worker' approach that helps develop positive relationships.
- The school analyses and tracks behaviour well, identifying 'triggers' for individuals and then developing individual plans to meet the pupils' needs.
- Behaviour is not outstanding because inspectors found that a minority of pupils sometimes lose concentration and go off task during lessons, especially when working on their own. Their progress consequently dips.

The leadership and management are good

- High levels of ambition are effectively communicated by the headteacher and other leaders. Regular progress meetings help to hold teachers to account and allow for the prompt introduction of appropriate support for pupils falling behind. This helps the school to foster well equal opportunities and avoid any discrimination.
- Improvements in teaching are resulting in more good lessons, with an increase in the rate of pupils' progress. A good range of strategies is used to oversee the quality of teaching, including work surveys, pupil interviews and observations. These result in accurate and detailed evaluations of where further development is needed.
- Performance management has a very high focus on improving teaching and, consequently, pupils' progress. A unique in-school career pathway has been developed by senior management. This helps meet the continuing professional development of teachers as well as presenting opportunities for leadership and management training, especially for newly qualified teachers. It

is very clear that promotion and progression are highly dependent on the quality of the individual's teaching.

- A well-established programme of checks is made on the school's work. This results in rigorous self-evaluation and very appropriate development priorities being identified.
- The sharing of leadership responsibilities has led to a good range of individuals contributing to school improvement. Subject leaders have overseen effective improvements, for example to the mathematics curriculum, as well as delivering highly relevant in-service training for staff. This has resulted in more areas within the school that are now seeing good and improving progress for pupils in English and mathematics.
- Leading teachers have overseen effective initiatives linked to integrating school values and outdoor learning. In areas such as the Early Years Foundation Stage, provision for special educational needs and for those at the early stages of learning English, as well as in the specialist resource unit, leadership actions have resulted in improved pupil outcomes, whether academic social, emotional or personal.
- Some improvement plans do not show well enough how subjects support the whole school priorities.
- Leadership initiatives have also led to improvements to the curriculum, behaviour, and links with parents. Most parents completing the on-line survey judged that the school is well led and managed and that it responds well to any concerns they raise. The school is successful in reaching out to the high numbers of parents for whom English is not their first language.
- Partnerships with external bodies are good and help benefit pupils in areas such as music, sport and art.
- Safeguarding is secure. The pupil premium budget is explained on the school website. It shows appropriate expenditure on personnel and resources that aid learning, including the ELF room. In the unit, pupils have focused individual learning programmes which contribute well to their progress.
- External support from the local authority has been effective, not least in helping to raise teachers' awareness of assessment levels.

■ **The governance of the school:**

- Governors use a good range of strategies to oversee the working of the school. Through training and good guidance from senior management, the governors have developed a secure understanding of assessment data. They have a clear understanding of where progress needs to be improved and can link this to where teaching is strongest. Governors can talk of how the school's attainment and progress outcomes, by the end of Year 6, compare to the national average. Performance management is well established as a strategy for school improvement. Promotion is clearly linked to individuals' quality of teaching. Challenging targets are set and reviews on progress towards these targets are regularly carried out. They are aware of the sizeable budget relating to the pupil premium and are developing their understanding of how well these pupils are achieving.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	113725
Local authority	Bournemouth
Inspection number	405479

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	700
Appropriate authority	The governing body
Chair	Colin Read
Headteacher	Jackie Green
Date of previous school inspection	17–18 March 2011
Telephone number	01202 291227
Fax number	01202 310484
Email address	malmesburypark@bournemouth.gov.uk

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