

Tribal  
1–4 Portland Square  
Bristol  
BS2 8RR

T 0300 123 1231  
Text Phone: 0161 6188524  
enquiries@ofsted.gov.uk  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

**Direct T** 0117 311 5323  
**Direct email:** suzy.smith@tribalgroup.com

3 May 2013

Mrs J Clensy  
Malmesbury Primary School  
Coborn Street  
London  
E3 2AB

Dear Mrs Clensy

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

Following my visit with Jennifer Bax, Additional Inspector, to your school on 1–2 May 2013, 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 third 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 – good

Progress since previous monitoring inspection – satisfactory

Newly qualified teachers may be appointed in Key Stage 1 and the Early Years Foundation Stage.

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 sound) teaching throughout Key Stage 2
- providing pupils with more opportunities to write across the curriculum
- improving pupils' basic number skills
- increasing expertise of teaching assistants, especially 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 third monitoring inspection on 1–2 May 2013**

#### **Evidence**

Inspectors observed the school's work, scrutinised documents and met with the headteacher, staff, groups of pupils, parents, the Chair and a member of the Governing Body and a representative from the local authority. A telephone conversation was held with the Chair of the School Improvement Committee. Inspectors also heard four pupils from Year 2 and Year 6 read.

#### **Context**

Since the last inspection, two teachers and an assistant headteacher have left. There have been two assistant headteacher appointments. In addition to this, four teachers have been appointed.

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

Pupils' achievement has continued to rise. The most significant rise has been in reading. The school's information on pupils' progress show that the gap in attainment compared to national averages has narrowed for pupils in Years 2 and 6 in all subjects. However, attainment in writing is not as strong as in mathematics and reading. Pupils are improving their skills in phonics (letters and sounds) across the school. Pupils in Years 2 and 6 make the fastest progress. Bangladeshi pupils who were significantly underachieving in 2012 are now making better progress, as are those who are eligible for free school meals, are disabled or have special educational needs. However, pupils' progress in lessons varies too much.

School leaders know that writing is lagging behind, although in lessons seen, the big 'push' to develop pupils' 'talk for writing' is having a positive impact. There are more opportunities to write in other subjects. Development of numeracy skills in lessons other than mathematics is limited. There are increased occasions of pupils' evaluating their progress in their work. Older pupils are undertaking this more successfully.

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

#### **The quality of teaching**

The quality of teaching over time has improved since the previous monitoring inspection. However, inadequate teaching still exists, and no outstanding lessons were seen. Although leaders have assessed much of the teaching as good, these improvements are fragile. In the few good lessons seen, teachers demonstrate that

information on pupils' progress is used well to plan lessons. The result is that tasks are appropriately pitched to address the different needs and abilities of pupils. However, too much work in lessons does not challenge them to learn well, especially more able pupils. Tasks are mainly of the 'one-size-fits all' variety and are often too limited or simplistic. The pace is pedestrian and teachers spend too long explaining tasks before setting pupils to work. Some good examples of teachers' checking enabled pupils to be moved on quickly in their work. In these lessons, pupils' misconceptions are picked up and addressed quickly. In some lessons, pupils' progress is better assessed because teachers use questions well. Too often, questioning is not successful and it results in pupils becoming confused, and learning slows. Teaching assistants' assessment or support of pupils varies. They often confine themselves to supporting a small group. When teaching assistants work together with teachers, this ensures that pupils' needs are addressed. Discussion groups are developing pupils' speaking and listening skills. However, they are sometimes used too frequently, which delays pupils' starting work, especially in literacy lessons. Marking is more consistent, and the policy of highlighting when pupils need to review their work is starting to have a positive impact. Pupils, especially in Years 5 and 6, are gaining a better understanding of their short-term targets and how to make necessary improvements. However, some marked work is not correcting fundamental spelling and grammar errors, leaving pupils unaware of inaccurate or poor sentence structure. In addition to this, a large proportion of marking provides comments on pupils' current performance, not what they need to do next.

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

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

Parents and pupils say behaviour is improving. Lessons are less disruptive and the few instances of bullying are tackled swiftly and effectively. The sanctions and rewards for poor behaviour are well known. They say the strategies are working well to address previous concerns of classroom disruption. The school has effective measures to tackle attendance. After a slight dip in the autumn term, attendance is now slightly above average.

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

School leaders have made progress on raising achievement in all years. The 'Raising Achievement Plan' has contributed well to this increase. The stronger rise in attainment is partly due to the effective monitoring of pupils' achievement and swift support for those who are falling behind. However, this sharp approach to raising attainment has not been as rigorously applied to improving the weakest teaching or

to assessing the effectiveness of teaching assistants. The teaching sections of the plan need to be more specific to improve the quality of teaching. There is a stronger tier of teachers who have responsibilities for improving pupils' achievement. The increased understanding of how their roles contribute to school improvement has improved their effectiveness. They are having a positive impact on many areas of the school's work. This is not confined to those leading on English and mathematics. Nevertheless, some of their plans need revising, as they are unclear, lack deadlines or are too dense to be monitored thoroughly. Since the last inspection, two assistant headteachers have joined the senior leadership team. It is too early to fully assess the impact of their work. Members of the governing body have detailed knowledge of how the school is making progress. Governors generally are asking more relevant questions to assess senior leaders' performance, especially for pupils' achievement. Governors now need to fully check the actions taken to improve the quality of teaching, especially the weakest teaching.

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

### **External support**

Local authority support, which was suitably reduced, has contributed well to the improvements in phonics and the capacity of leaders to undertake their roles more effectively. Although the level of support was appropriate for the school, based on the progress at the previous inspection, the local authority will now support the school to improve its action planning. The school leaders are currently assessing how best to progress partnership arrangements with other schools that will benefit Malmesbury.