

Malorees Infant School

Christchurch Avenue, London, NW6 7PB

Inspection dates 14–15 November 2013

Overall effectiveness	Previous inspection:	Good	2
	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		Require improvement	3

Summary of key findings for parents and pupils

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

- Most pupils do not make good progress in mathematics.
- Children make mostly adequate progress in the Early Years Foundation Stage.
- Some teachers do not check pupils' understanding regularly and so their misconceptions are not identified quickly.
- Additional adults, especially in Key Stage 1, do not always rigorously assess the pupils they support and their feedback to teachers is sometimes limited.
- Although teachers mark pupils' books regularly, their comments often do not link to what pupils are learning.
- There are insufficient opportunities for pupils to read and respond to teachers' comments. Consequently, they often do not improve their work.
- Leaders' checks on teaching lack rigour and their evaluation of the daily teaching that pupils experience is very generous.
- Senior leaders do not effectively hold other leaders to account for accelerating pupils' progress.
- Leaders, including governors, have been over generous in their evaluation of the school's performance.
- Governors are not aware of how the new funding for developing sports in schools is used.

The school has the following strengths

- In the recent end-of-key-stage assessments, Key Stage 1 pupils made good progress in reading and writing.
- The headteacher and deputy headteacher have created an inclusive environment where all pupils are treated equally and feel valued.
- The deputy headteacher has effective systems in place to check pupils' progress.
- Pupils behave well around the school and they are eager to learn.
- Pupils with special educational needs receive very good care from adults.

Information about this inspection

- The inspection team observed 14 lessons, of which four were joint observations with the headteacher.
- Inspectors held meetings with the headteacher and deputy headteacher to discuss the progress that groups of pupils make throughout the school. They analysed the school's information on pupils' attainment and progress.
- Meetings were held with other leaders and staff, with a representative from the local authority and with seven governors.
- Inspectors considered parents' and carers' views of the school through informal discussions at the start of the inspection and the 83 responses to the online questionnaire (Parent View). There were also discussions with pupils and staff. The team talked to pupils and listened to them read.
- Questionnaire responses from 18 members of staff were analysed. The team examined a number of documents, including the local authority's involvement with the school, minutes of governors' meetings and information on the Early Years Foundation Stage, and the progress of pupils with special educational needs was examined from the school's assessment system. They looked at attendance figures and pupils' work.

Inspection team

Janice Williams, Lead inspector

Additional inspector

Milan Stevanovic

Additional inspector

Full report

Information about this school

- The school is an average-sized infant and nursery school.
- Around 21% of pupils are known to be eligible for additional support through the pupil premium, which provides additional funding for looked-after children, those eligible for free school meals and the children of service families. This figure is slightly below the national average. There are a few pupils looked after by the local authority, and no pupils from service families at the school.
- A large minority of the pupils are from White British backgrounds. Around 73% of the pupils are from other backgrounds. The second largest groups are from Any Other White background, Any Other Ethnic group, Any Other Mixed background and Black African heritage.
- Around 50% of the pupils speak English as an additional language, and this proportion is well above the national average.
- The proportion of pupils with special educational needs supported at school action is above the national average, and the proportion supported at school action plus or with a statement of special educational needs is well above the national average.
- The leadership team was restructured in autumn 2012 when a mathematics leader was appointed. The special needs leader works at the school for two and a half days per week.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently good or better by ensuring that:
 - teachers check pupils' understanding regularly and adjust plans if necessary to provide more challenging work, especially for the more able
 - additional adults, especially in Key Stage 1, assess pupils' learning more thoroughly and provide detailed feedback to teachers so that they can effectively ensure pupils make better progress
 - teachers' comments in books provide more appropriate advice that is continuously linked to pupils' learning and create more opportunities for them to read and respond to comments.
- Accelerate pupils' progress in mathematics by ensuring they are given more opportunities to evaluate their learning and providing more occasions for pupils to apply their knowledge and skills.
- Accelerate children's progress in the Early Years Foundation Stage by ensuring that adults effectively question children about what they are learning and provide more chances for them to explain their ideas.
- Develop leadership and management, at all levels, by ensuring that:
 - checks on the quality of teaching are more rigorous and provide more detailed feedback to teachers so that they can improve
 - middle leaders use assessment information more effectively to accelerate the progress of all groups of learners
 - governors are aware of how the sports funding will be used and rigorously evaluate the effectiveness of the funding on improving pupils' physical well-being
 - governors use the most recent training to make more short visits to lessons and use this information to get an accurate view of the quality of teaching in the school.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The achievement of pupils

requires improvement

- Achievement requires improvement because most pupils in the Early Years Foundation Stage and Key Stage 1 do not make good progress, especially in mathematics.
- In the most recent assessments, Key Stage 1 pupils made good progress in reading and writing but their progress in mathematics has remained requiring improvement for the last four years.
- Children enter Nursery with skills that are expected for their age in all areas of learning. The vast majority of children make only steady progress because sometimes they play for long periods without adults effectively questioning and guiding their learning. There are sometimes insufficient opportunities for children to explain their ideas, and this slows their learning.
- Around half of the children from Nursery continue into Reception. Approximately a half of the new children enter at the expected age in reading and writing and over two thirds are at the expected age in mathematics. Most children continuously make steady progress in reading and writing.
- Most of the children continue into Year 1 and typically join with skills and understanding that are broadly average in writing and number but slightly weaker in reading. Pupils' attainment in the Year 1 linking of letters and sounds check was above the national average in 2012 but was below in the most recent results.
- Over the last three years, their attainment in Key Stage 1 has been broadly in line with the national, except in 2013 when it was above average in reading and writing.
- Pupils' attainment in mathematics has remained average. This represents steady progress given pupils' starting points in Nursery and Reception. Pupils make mostly adequate progress because they are not given enough opportunities to assess their learning and they often do not get to use their knowledge to independently solve problems.
- Over time, some pupils with special educational needs and some learning English as an additional language, particularly Arabic speakers, have made less progress than their peers. This is because leaders, especially middle leaders, have not rigorously compared the progress of these pupils with that of other groups in the school in order to better match the work they receive. Some recent improvements have led to more effective support and raised achievement for these groups in reading, writing and mathematics in 2013.
- Most able pupils and those eligible for free school meals make mostly steady progress in English and mathematics because there is insufficient guidance from teachers to extend their knowledge and skills.
- In 2012, the attainment of Year 2 pupils known to be eligible for free school meals was approximately two terms behind that of their peers in reading, a term and half behind their peers in writing, and approximately a term behind their peers in mathematics. In the most recent assessments, the gap is narrowing faster in writing and mathematics.

The quality of teaching

requires improvement

- The quality of teaching requires improvement because some teachers do not always check pupils' understanding regularly and adjust their plans to provide more challenging activities to accelerate pupils' progress.
- Although additional adults in Key Stage 1 work with pupils of different abilities and feed back to teachers verbally at the end of the school day, their assessment of the pupils they support lacks rigour and does not often provide sufficient information to teachers about pupils' difficulties.
- In Key Stage 1 mathematics lessons, pupils are shown methods to solve the concepts rather than teachers creating opportunities for pupils to explore how they would independently solve the problems. Consequently, pupils make only adequate progress in repeating the steps shown but they are unable to explain why they have used such a method.
- In the current Year 2 books, some pupils, including the less able, are making good progress.

Although pupils' books are marked regularly and pupils are praised for attempting the tasks, comments from teachers lack opportunities to promote pupils' understanding and challenge them to achieve better. Many of the comments in books relate to pupils' presentation and there are limited references to what pupils are learning.

- In a good linking of letters and sounds (phonics) lesson, the teacher verbally modelled the correct sounds, pupils followed, then they independently practised, identified the sounds and spelled the word from the pictures. Pupils made good progress because they were given enough opportunities to practise the sounds with their peers and adults provided appropriate guidance when needed.
- In a good Nursery lesson, children progressed well because the adults asked probing questions which encouraged them to explain and talk about what they were doing. Children engaged well, independently thinking for themselves and were encouraged to make links to previous lessons.

The behaviour and safety of pupils are good

- Behaviour and safety are good because pupils' attitudes in class and around the school are positive. They are eager to learn and want to do their best, but the daily teaching in the classroom prevents them from achieving more. Consequently, their behaviour sometimes deteriorates and a few become disruptive.
- In lessons where they do not understand the concepts, some willingly try without asking for help. For example, in a mathematics lesson, a more able pupil struggled with the method shown by the teacher and made very slow progress until the additional adult spent some time near the end of the lesson explaining the method.
- In another mathematics lesson, pupils willingly tried the method shown but realised that they were not too confident. When they asked for help, they were told it was the end of the session and they needed to sit on the carpet. One boy became frustrated and did not respond to the teacher's instructions immediately because he was so focused on trying to get some assistance in solving the problem.
- Pupils conduct themselves well throughout the day and demonstrate safe practices around the school. They can identify risks and explain how to keep themselves safe.
- Leaders model, celebrate and share values that they wish the children to demonstrate. They discuss their rights and responsibilities which help the children become active moral participants in the school. Consequently, pupils treat their peers equally, with respect, and there is an inclusive atmosphere where pupils are happy and keen to celebrate each other's success.
- Pupils understand and recognise incidences of bullying. They say that such incidences are few and there is a clear awareness of the school's sanctions to deal with negative behaviour.
- Pupils are clear about e-safety and are confident to speak to adults if there are issues surrounding their safety while using the internet.
- The vast majority of parents and carers interviewed and those who responded to Parent View say that their child is happy, safe and well looked after at the school.

The leadership and management require improvement

- Leadership and management require improvement because senior leaders do not fully hold middle leaders accountable for accelerating pupils' progress.
- The headteacher and the deputy headteacher have worked well together to create an inclusive environment where pupils' personal and emotional needs are of paramount importance.
- The parents who spoke to the inspectors praised the headteacher's quick response to any issues they raise and say that superb care is given to pupils with special educational needs.
- Senior leaders have implemented effective strategies that have recently improved pupils' achievement, particularly in Key Stage 1 reading and writing; however, the strategies to improve pupils' progress in mathematics have been less successful in raising achievement. Their focus is

now on accelerating the progress of the most able; however, as yet, there is not enough focus on examining the day-to-day teaching in mathematics in order to accelerate progress further.

- The checks leaders make on the quality of teaching lack rigour. The headteacher and deputy headteacher are responsible for setting and checking targets for teachers' performance. Teachers are aware that they are assessed against the Teachers' Standards but the targets lack rigour and there is insufficient focus and guidance on improving the daily teaching in the classroom.
- The deputy headteacher has a clear understanding of the school's assessment systems and progress that pupils should be making. However, this is not clearly communicated to middle leaders because they are totally reliant on the deputy's analysis and are unable to interrogate pupils' assessment information and implement effective strategies to accelerate the progress of all groups of learners themselves. Consequently, middle leaders do not have an accurate evaluation of the school's strengths and areas for development.
- Leaders have worked with the local authority to provide training and assist in their evaluation of the school's performance. However, they have relied too much on the local authority's evaluation of the school to judge the work of the school more generously than they should.
- Leaders have planned to use the sport funding to provide training for staff to improve the skills of staff and increase pupils' interest in physical education. Pupils' physical well-being is looked after well. Pupils enjoy the guidance they receive from external coaches to improve their skills and their many walks to the school's orchard to explore the outdoor and wildlife area.
- The pupil premium funding is used effectively to provide a range of services to support and develop pupils' emotional and educational needs. Leaders have also used the funding to provide extra support for pupils in mathematics and the linking of letters and sounds (phonics) sessions.
- The curriculum has a wide range of topics that effectively promote pupils' spiritual, moral, social and cultural development. They are given many opportunities to write about a range of topics or recount visits that they have made. Leaders have effectively used assemblies to create a very reflective environment where pupils explore the importance of accepting their peers and treating each other fairly whether or not there are differences. Consequently, pupils' emotional development is encouraged and supported well.
- **The governance of the school:**
 - The governing body is very supportive of the school's work. They are aware that leaders are always exploring ways of getting better. They know that the Early Years Foundation Stage assessments have improved and the groups of pupils' leaders have identified for extra support.
 - Governors have relied on leaders' generous evaluation to rate the school's performance much higher than they should because they have not rigorously explored pupils' starting points in the school and their attainment at the end of each key stage.
 - They are informed about the use of the pupil premium funding and they question and challenge leaders about the use of the funding and its impact on improving the progress of pupils who are eligible for the funding.
 - Governors are fully aware of the school's internal systems for checking teaching. They have recently attended training with the local authority on identifying the features of a good lesson from short lesson visits but they have not been able to use this training to effectively check on the accuracy of leaders' evaluation of teaching.
 - At the time of the inspection, governors were not aware of how the sports funding would be used by leaders and there is no thorough analysis of the groups that would benefit and its impact on pupils' well-being.
 - Governors ensure that safeguarding requirements are met and effective.

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	101507
Local authority	Brent
Inspection number	429637

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Maintained
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	220
Appropriate authority	The governing body
Chair	Ellie Port-Rose
Headteacher	Sian Davies
Date of previous school inspection	3 July 2009
Telephone number	020 8459 3038
Fax number	020 8451 9829
Email address	admin@malorees-inf.brent.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

