

Malvern Way Infant and Nursery School

Malvern Way, Croxley Green, Rickmansworth, WD3 3QQ

Inspection dates 6–7 March 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- The headteacher's strong leadership and clear vision for the education of the pupils inspires staff to follow her lead. Strong teamwork is the key to the school's success, with all staff pulling together and learning from each other.
- Teachers are continually encouraged to reflect on the quality of learning in their classrooms and how it could be improved for all pupils. As a result, teaching is outstanding and is leading to pupils making rapid progress in reading, writing and mathematics.
- The highly effective governing body keeps leaders firmly focused on improving the school further. Governors know the headteacher has high expectations of the teachers, sets them challenging targets and provides support if a teacher looks like not meeting them.
- The headteacher makes sure there is a continual check on each pupil's progress so that support can be quickly put in place if any pupil is falling behind their targets.
- Teachers question pupils very carefully to check their understanding but very occasionally do not use their responses to extend their thinking further.
- Children make rapid progress in the Nursery and Reception through interesting and carefully chosen tasks. Teachers use resources and the classrooms both inside and out very effectively to stimulate the children's imaginations and extend their learning.
- Learning is made exciting by linking subjects thoughtfully through topic themes based on ideas from the pupils. Topics link subjects creatively and support very well the pupils' development of literacy and numeracy.
- Pupils are very keen to do well and meet the challenges their teachers set. They greatly enjoy learning as they find lessons interesting. Their above-average attendance reflects their great enjoyment of school and all that it offers.
- The pupils' conduct in lessons, when moving around the school and at playtimes is exemplary. This makes for a calm and harmonious school in which they can learn and develop happily.
- Pupils say how safe they feel in school and are confident there is always someone to turn to if they are worried about anything.

Information about this inspection

- Inspectors observed 16 lessons, six of which were observed jointly with the headteacher or deputy headteacher.
- Meetings were held with groups of pupils, school staff, and members of the governing body including the joint Chairs. A telephone conversation was undertaken with a representative from the local authority.
- Inspectors took account of the 145 responses to the online parent questionnaire (Parent View) and held informal discussions with parents at the start of the school day.
- Inspectors observed the school's work and looked at a number of documents, including the school's own information on pupils' current progress, planning and monitoring documentation, records relating to behaviour and attendance, and documents relating to safeguarding. Inspectors also took account of the 42 responses to the staff questionnaire.
- Inspectors listened to the reading of a sample of pupils in Year 2.

Inspection team

Martin Beale, Lead inspector

Additional Inspector

Angela Savill

Additional Inspector

Graham Gossage

Additional Inspector

Full report

Information about this school

- The school is above average in size.
- Most pupils are from White British backgrounds.
- The proportion of pupils known to be eligible for funding through the pupil premium is well below average. This is extra money given to schools for looked after children and pupils known to be eligible for free school meals.
- The proportion of pupils supported through school action is below average.
- The proportion of pupils supported through school action plus or with a statement of special educational needs is well-below average.
- Children in the Early Years Foundation Stage are taught in a Nursery and three Reception classes.

What does the school need to do to improve further?

- Ensure that all teachers are helped to recognise how to take the opportunity to exploit pupils' responses and the progress they make in a lesson to extend their learning further.

Inspection judgements

The achievement of pupils

is outstanding

- Pupils make outstanding progress across all year groups. More pupils reach standards expected for their age by the end of Year 2 than is the case when they enter the school and large numbers reach higher levels. Results of Year 2 assessments are high in reading, writing and mathematics. They are steadily rising. Almost all pupils reached the level expected for their age in 2013 and most exceeded this. The thinking of the most able pupils is continually deepened so that they also make outstanding progress.
- Most children enter the Nursery or Reception classes with skills typical for their age and with a small number above this level. Teachers equip them very well for Year 1 and their future learning so that, by the end of Reception, attainment is well above average. Children develop early literacy and mathematical skills exceptionally quickly because these skills are very well taught and children apply them at every opportunity.
- The quality of their writing improves rapidly by pupils planning carefully, seeing examples of effective writing to stimulate their ideas, and by discussing with others what they intend to write. This helps them to broaden their vocabulary and increase the accuracy of their spelling and grammar. Many pupils write in a very neat and joined style.
- Pupils read widely and regularly in school and at home. Results of the phonics screening check at the end of Year 1 were above average in 2013. Pupils apply the skills they have learnt accurately when faced with unfamiliar words. They read fluently and many with great expression.
- Many pupils in Year 2 develop very refined and secure mental arithmetic skills. They learn to apply their skills by regularly solving problems and using their skills to extend learning in topics.
- Disabled pupils and those who have special educational needs also make outstanding progress. Their needs are carefully identified, and highly effective programmes are put in place to help them meet their targets. Teachers review these regularly and make adaptations where needed.
- The school uses the pupil premium very effectively to support the achievement of eligible pupils through a wide range of thoughtfully planned programmes. They make similarly outstanding progress as others and reach levels of attainment which are well above those of similar pupils nationally and only a little way behind their peers by the end of Year 2.

The quality of teaching

is outstanding

- Typically, teaching takes place in well-managed classrooms where learning flows without disturbances. Teachers use interesting and exciting methods to stimulate the pupils' imaginations. As a result, pupils become quickly engrossed in what they are learning and make rapid progress in developing new skills. Teachers have high expectations and make sure all pupils are challenged throughout each lesson and particularly the most able. Teachers question pupils carefully to draw out their ideas and make them think deeply.
- Teachers provide imaginative and creative activities for children in the Nursery and Reception. By carefully reviewing each child's progress, teachers plan sessions carefully to meet not just the next stages in their learning but also their particular interests. Children know what they are learning and why in both activities led by adults and those where they work by themselves.

- The large team of support staff makes a very significant contribution to learning, particularly of any pupils needing extra help. They are highly skilled and have forged a close relationship with the pupils they support. Teachers brief and deploy support staff well, and many quickly take the initiative and adapt what they are doing when the need or opportunity arises.
- Pupils understand how well they are doing and how to improve their work. They follow adult guidance closely whether through marking, when following the 'learning steps' in each lesson or in discussion with teachers and support staff. This helps them to eliminate errors quickly so they are rarely repeated.
- Teachers continually check the pupils' progress in each lesson and adapt their teaching if the need arises. However, on a small number of occasions some teachers miss the opportunity to use pupils' responses and progress to extend learning further.

The behaviour and safety of pupils are outstanding

- The behaviour of pupils is outstanding. Pupils are very confident and well mannered. Pupils treat adults and each other with great respect. They reflect on and continually strive to meet the school's aims for them of politeness, consideration, honesty and kindness in all that they do.
- Children in the Nursery and Reception learn routines quickly. They share and take turns when working on activities and plan their own learning by following their own ideas. These skills develop further in Years 1 and 2. Collaboration is a major feature in supporting the pupils' learning whether in discussion with a partner or working on a task in a group. This is possible because of the excellent relationships between pupils.
- Pupils are very keen to answer questions and share their ideas with the class. They work hard and are happy to challenge themselves so they learn by their mistakes. Pupils are proud of the school and the part they play in its development. Their careful presentation in books also reflects their great pride in their work.
- The school's work to keep pupils safe and secure is outstanding. Safeguarding arrangements are robust and rigorously implemented. Pupils are taught how to stay safe near roads, with fireworks and when using computers. Parents strongly agree that the school keeps their children safe. They also say bullying is very rare. Their children agree.

The leadership and management are outstanding

- The headteacher's passion and determination for success permeate the school and are reflected in the work of all staff. She and the deputy headteacher make a very strong team relentlessly driving the school forward. The strong team of subject leaders shares their ambition and supports their push for continual improvement. Their success can be seen in the pupils' increasing progress and rising attainment.
- By rigorously checking each teacher's performance, school leaders provide individual support and guidance with an emphasis on staff sharing their ideas and expertise with each other. The result is that teaching has improved and new teachers quickly become highly effective. Formal processes are used rigorously to make clear to teachers how their performance is linked to financial rewards and to drive up the quality of their teaching.
- Subject leaders now play a more pivotal role in driving improvement in their areas of responsibility than at the last inspection. They bring a high level of expertise to their work. They

are fully involved in evaluating achievement in their areas and putting in place action to secure further improvement.

- The school's engagement with the local authority is very effective in seeking support where it is needed to help the school to meet its priorities.
- The headteacher makes sure all staff check carefully the progress of each pupil and analyse the achievement of different groups. No stone is left unturned in attempting to ensure that the school removes barriers to learning such as for pupils who have special educational needs.
- Topic themes are carefully planned following ideas from the pupils about what they would like to learn. They often start with an event such as when Year 1 pupils walked to the woods at the start of their topic on 'The Gruffalo'. Teachers use the extensive school grounds and woodland area to stimulate the pupils' imaginations and teach them about the natural world. Pupils learn to respect and value cultural diversity. They celebrate different religious festivals such as Diwali, Hanukkah and the Chinese New Year, often supported by expertise from parents. Visiting theatre companies and other visitors leading assemblies, such as on fair trade, help them to learn about people from other cultures.
- The school uses the new sports funding well to improve the expertise of teachers in physical education through carefully planned training. Additionally, more pupils are now participating in sporting activities.
- The school has forged a very strong and close partnership with parents. Information sessions provide them with guidance about how to support their children at home in reading, writing and mathematics. They also contribute ideas at the start of new topics and offer their expertise where it is relevant.
- **The governance of the school:**
 - Governors are very thoughtful and have a very clear rationale for their work that the school should strive for continual improvement. They are acutely aware of the school's strengths and how improvement has been achieved, including to teaching and learning, and how performance is linked closely to salary progression. Their keen understanding of assessment data enables them to analyse trends, check patterns and ask pertinent questions of school leaders. The governing body uses its financial decisions to support priorities such as keeping the deputy headteacher without a class responsibility so that she can focus on supporting the improvement of teaching. Governors aim to ensure that additional funding, such as the pupil premium or sports funding, makes a difference not just immediately but in the longer term.

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	117133
Local authority	Hertfordshire
Inspection number	431256

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

Type of school	Infant
School category	Community
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	315
Appropriate authority	The governing body
Chair	Wendy Iveson and Abby Hickling
Headteacher	Janet English
Date of previous school inspection	29 January 2009
Telephone number	01923 773430
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