

Malpas Alport Endowed Primary School

Chester Road, Malpas, Cheshire, SY14 8PY

Inspection dates 5–6 June 2014

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

Summary of key findings for parents and pupils

This is a good school.

- Children get off to a good start in the Early Years Foundation Stage where they make strong progress from their individual starting points, which are generally below those typical for their age.
- The proportion of pupils making fast progress in their learning is increasing because of the good quality of teaching over time.
- Standards attained currently by pupils in reading, writing and mathematics at the end of Year 6 are now above the national average.
- Gaps in attainment between pupils supported by the pupil premium and other pupils at the end of Year 6 have narrowed well this year.
- The vast majority of learning is planned well to challenge pupils effectively so they learn at a fast rate. The level of challenge for pupils increases well in most lessons. A wide range of visits and visitors help to extend pupils' learning further.
- Pupils behave well and feel safe in school. They are polite, courteous and respectful towards one another and adults. Relationships throughout school are positive between adults and pupils and support learning well.
- Senior leaders have clear ambition and drive to improve the school further; they are well supported by other leaders. The leadership of teaching in the Early Years Foundation Stage, as well as in numeracy and literacy, is particularly strong and has enabled pupils to increase the amount of progress they make in their learning.
- Governors work exceptionally well with senior leaders to successfully bring about many improvements in teaching and achievement. Collectively, they have improved the school well since the previous inspection and it continues to improve.

It is not yet an outstanding school because

- Standards at the end of Year 2 in reading, writing and mathematics, particularly for the most able, are lower than they should be given the starting points in Year 1.
- A small minority of pupils known to be eligible for free school meals plus disabled pupils and those with special educational needs do not make as much progress as they should.

Information about this inspection

- Inspectors observed 14 lessons or part lessons. In addition, the inspectors listened to pupils read and observed a number of teaching assistants working with pupils, both in and out of lessons.
- Meetings were held with pupils, parents and teachers, nine members of the governing body and a telephone conversation took place with a representative of the local authority.
- In the course of the inspection, inspectors took account of the 34 responses made by parents to the online questionnaire (Parent View) and considered the 20 responses to the staff questionnaire.
- The inspectors observed the work of the school and scrutinised plans for improvement as well as documents relating to safeguarding, behaviour and attendance. A broad range of other evidence was also scrutinised, including current pupils' work in books from all classes and the school's own data and monitoring records of how well pupils progress in their learning.

Inspection team

Declan McCauley, Lead inspector

Additional Inspector

Yvonne Shaw

Additional Inspector

Full report

Information about this school

- This is a smaller than average-sized primary school.
- A below-average proportion of pupils are supported through school action. The proportion of pupils supported at school action plus or with a statement of special educational needs is slightly below average.
- The proportion of pupils eligible for support through the pupil premium is below the national average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and those children who are looked after by the local authority.
- Most pupils are of White British heritage.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- Many pupils join the school at times other than the usual starting point in the Early Years Foundation Stage.
- The teacher responsible for leading mathematics is currently working with the local authority to support a number of local schools, although during the inspection she returned to teach a class where the teacher was absent because of medical reasons.
- There is a nursery and after-school club on site run by a private provider. These are inspected separately.

What does the school need to do to improve further?

- Raise standards at the end of Year 2 and increase the proportion of those pupils known to be eligible for free school meals, disabled pupils and those with special educational needs, making fast progress by:
 - making sure expectations of what pupils can achieve are always high
 - ensuring all learning tasks are carefully matched to pupils' ability levels, particularly the most able in Key Stage 1
 - making sure no learning time is wasted in lessons
 - ensuring marking always identifies fully what pupils should do to improve their work further.

Inspection judgements

The achievement of pupils is good

- Pupils' achievement over time is good. Children enter the Early Years Foundation Stage with levels of development which are below those typical for their age, particularly in communication, language and literacy. Children make good progress in the Early Years Foundation Stage and as a result are well prepared for Year 1.
- At the end of Year 2 in 2013, pupils reached standards which were below the national average in reading, mathematics and writing although current school data show this year standards will be more in line with national averages because pupils are now making quicker progress in their learning.
- Pupils make fast progress in their learning throughout Key Stage 2 and in 2013, the standards attained by pupils in Year 6 were above average in reading, mathematics and English grammar, punctuation and spelling, whilst they were in line with the national average in writing. These standards are predicted to be even higher this year.
- Standards attained by pupils eligible for support through the pupil premium, including those known to be eligible for free school meals, compared to other pupils in school have narrowed well this academic year and their attainment is now much less than half a term behind in reading, writing and mathematics. The progress these pupils have made this school year in Year 6 is the same as other pupils in mathematics and very similar to other pupils in reading and writing.
- The many pupils joining the school at times other than the normal starting point settle quickly into school life and make fast progress over time. Sometimes they join very shortly before assessments take place and the standards they attain are not always a true indication of the good education provided by the school.
- The majority of disabled pupils and those who have special educational needs make strong progress because of effective support provided by teaching assistants, both in class and in separate groups, although this is not consistently the case in all year groups. Similarly, pupils known to be eligible for free school meals are not making the fast progress in all classes that many other pupils are. School leaders have recognised this and are striving diligently to ensure all pupils have equal opportunities to learn as well as they can.
- One of the most able girls in Key Stage 2 spoke of how much she enjoyed being challenged in her literacy and how the learning tasks designed by her teacher, which she completed prior to undertaking very challenging work, enabled her to achieve well. The poem she wrote was of exceptional quality, which clearly demonstrates the high level of challenge for the most able pupils in Key Stage 2. Conversely, school data show the attainment of the most able pupils in Year 2 is lower than it should be given their entry levels in Year 1.

The quality of teaching is good

- The quality of teaching over time is good, which has resulted in good achievement for pupils in reading, writing and mathematics. In many year groups, particularly in Key Stage 2, outstanding teaching enables pupils to make fast progress in their learning in reading, writing and mathematics. One pupil commented, 'Lessons are epic.'
- Teaching in the Early Years Foundation Stage is extremely strong. Children were observed excitedly participating in 'dough gym' and 'funky fingers' which successfully developed their motor skills very well. This was followed by a fast moving lesson in which children successfully extended their knowledge of the sounds which letters make, developing their early reading skills exceptionally well, because of highly effective teaching.
- Skilful questioning of pupils enables staff to understand how well their teaching is helping pupils to progress in their learning. When pupils are not doing as well as planned, teaching is quickly adapted to improve pupils' progress.

- Information and communication technology is used to support learning well and increase the speed at which pupils learn. Tablet computers are used regularly by pupils when they have difficulty with learning something new to view individual video clips which have been prepared for them to access using electronic codes.
- School data on pupils' prior learning is mostly used well by to plan stimulating and exciting learning tasks for pupils that are well matched to their interests and ability levels. These tasks engage pupils well in lessons. However, this is not the case in a minority of classes where a few tasks do not always challenge pupils enough to enable them to learn well.
- Reading is taught well in school and pupils clearly enjoy reading a wide range of books. Their knowledge of the sounds which letters make is well developed because of good teaching. Writing has improved well because the quality of teaching writing has been improved by those responsible for leading the teaching of literacy in the school.
- Pupil's literacy and numeracy books contain detailed and challenging learning targets, which pupils use well to track how well they are learning and move on to new targets when they are ready to be challenged further. Pupils speak with enthusiasm about the high quality marking by teachers, which identifies what they should do to improve their work further, although not all marking is to this high standard.
- Teaching assistants support learning well in lessons and in group work, particularly for disabled pupils and those with special educational needs. In many cases, the work they do in supporting individual pupils with complex needs enables them to be successful in their learning.
- Most teachers have high expectations of what pupils can achieve although this is not the case in all classes.
- In a small minority of classes, the rate at which pupils learn slows when pupils are not focussed on their learning and they sit talking about things other than the learning task they should be completing. Sometimes this goes unnoticed in lessons. Consequently, a small amount of learning time is wasted.

The behaviour and safety of pupils are good

- The behaviour of pupils is good.
- Around school and on the playgrounds pupils are polite, well mannered, behave well and show much respect and consideration for one another.
- Relationships between pupils and adults in school are exceedingly positive and make a strong contribution to good learning. When wanting to speak with a teacher during lessons pupils were observed saying, 'Excuse me', before politely asking questions or saying what they wanted to their teacher.
- Pupils' attitudes to learning in lessons are good and there is little low level disruption to learning in lessons.
- The school's work to keep pupils safe and secure is good.
- Pupils have a good understanding of how to keep themselves safe online and in the wider world.
- Pupils are very proud that there is no bullying in their school. They explain that in lessons they have designed anti-bullying posters but they are not needed in their school because bullying is not tolerated. The use of a traffic light system to manage a very small amount of poor behaviour is effective and pupils have a good understanding of the expectations of the headteacher and staff.
- Pupils, parents and staff are very positive about the standards of behaviour in lessons and around school. Two letters were received from parents that praised staff highly for the very caring and supportive ethos which has been established in school where all members of the school community feel valued. One letter concluded with the question, 'What more could one ask of a primary school?'
- Pupils enjoy attending school regularly. Attendance figures for this academic year have increased to above average and the proportion of pupils who are persistently absent from school has been

reduced through members of the school staff working well with the education welfare officer.

- In discussion, pupils say they feel safe at school because teachers and other adults look after them well. Older 'buddies' look after younger children and at break times older pupils take responsibility for ensuring pupils enter and leave the school building safely. On the playground there is much for pupils to do which means they enjoy playing with their friends.

The leadership and management are good

- The school has improved well since the previous inspection because of the strong and determined leadership of the headteacher and deputy headteacher who are ably supported by an exceedingly effective governing body and staff clearly focused on providing a good education for all pupils.
- The headteacher and senior staff have very high expectations. Collectively, they have established an educational culture in school where good learning and behaviour are seen as the norm and pupils thrive educationally.
- Writing was identified previously as a subject in which pupils were underachieving. Whole-school training took place, teachers attended courses about improving writing, visitors who make writing real, including poets and members of the Royal Shakespeare Company, have visited the school and inspired and motivated pupils to write well. Standards have since improved and the rates of pupils' progress increased well because of the focus put on improvement by those responsible for leading and managing the school.
- Gaps in attainment for those pupils supported through the pupil premium have narrowed well this year because teachers are rightly tasked by the headteacher to ensure additional support is given to those who are falling behind in their learning so they can improve quickly.
- Literacy and numeracy are well managed by teachers who have a clear desire to improve their subjects further. They have a very good understanding of how they need to lead the staff forward to improve achievement over time from good to outstanding.
- Leadership of the Early Years Foundation Stage is highly effective and as a result enables children to develop a wide range of skills which prepare them well for entering Year 1 as confident and well-motivated pupils.
- Plans for improving the school further are accurately informed by the robust checks on the school's performance carried out by senior leaders. They are rightly well focused on quickly making Malpas Alport into an outstanding primary school. The school's curriculum is well developed. Spiritual, moral, social and cultural education is a strength and supports learning well.
- Members of the school staff attend many courses provided by the local authority which have enabled them to improve their management and teaching skills well. The school uses the services of the local authority as and when required. Recently, the school has provided a specialist teacher of mathematics to help other local schools to improve.
- **The governance of the school:**
 - Governors know the school exceedingly well. The governing body is constructed of a group of individuals who bring many exceptionally effective skills and talents to the governance of Malpas Alport. Governors have a clear understanding of the school's strengths and areas for development. They use information on how well pupils are doing to question leaders robustly about the school's performance. They receive regular reports about the quality of teaching and use these as a basis for asking challenging questions about pupils' achievement so they can understand what they must do to bring about more improvement. Governors have an exceptionally clear understanding of how teachers' increases in salary are linked to their performance targets, so they can consider with great clarity how to develop and reward staff to bring about further improvement. Additional funding for primary sport has been used to good effect by governors, resulting in pupils participating in more sport to enable them to improve their physical well-being. The impact of this funding is tracked well when governors consider the improved participation rates in sport in school. Finances are exceedingly well

managed by governors who consider carefully how money is being spent, including the pupil premium funding to improve how well pupils do. Governors ensure that safeguarding arrangements fully meet statutory requirements.

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	111282
Local authority	Cheshire West and Chester
Inspection number	439953

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	195
Appropriate authority	The governing body
Chair	Ian Davenport
Headteacher	Sarah Worthington
Date of previous school inspection	24 June 2009
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