

# Malmesbury Primary School

Malmesbury Road, Morden, Surrey, SM4 6HG

**Inspection dates** 26–27 June 2014

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

## Summary of key findings for parents and pupils

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

- Achievement requires improvement. Too few pupils make good progress across the school.
- Standards in writing are below average at the end of Key Stages 1 and 2.
- Not enough teaching is good or better. Teachers do not check pupils' progress carefully enough. Teachers do not always make sure work is suitably difficult, particularly for the most able. .
- The quality of teachers' marking and feedback does not consistently provide pupils with the guidance they need to improve their work.
- Governors do not hold leaders to account sufficiently for the work of the school.
- Teaching in Reception is not consistently good. Children are not well prepared for Year 1.
- Behaviour requires improvement. Some pupils lose concentration when teaching does not hold their interest.
- Until this year, leaders had not taken effective action to improve the quality of teaching and to raise pupils' achievement.

### The school has the following strengths

- Pupils known to be eligible for additional funding make faster progress. Effective support in English and mathematics is successfully closing the gap in their attainment compared with the others.
- Since joining the school the headteacher has taken effective steps to raise standards in the school. Consequently, the school is improving.
- Pupils' spiritual, moral, social and cultural development is promoted strongly. This has a positive impact on the school community. Most pupils feel safe and valued.
- Teaching in the Nursery is good and children achieve well in their first year at school.

## Information about this inspection

- Inspectors visited 38 teaching sessions. Inspectors observed six of these sessions with school leaders.
- Inspectors held discussions with pupils, staff, members of the governing body, and a representative of the local authority.
- They looked at a range of documents provided by the school, including information about pupils' progress and records of checks made on teaching.
- Inspectors also examined the school's improvement plan and self-evaluation summary. They looked at records relating to safeguarding, behaviour and attendance.
- They listened to pupils reading and looked at work in pupils' books.
- Inspectors took account of the 37 responses to the online questionnaire (Parent View) and the school's own recent survey of parents' views. In addition, inspectors took account of 25 responses to the staff questionnaire.

## Inspection team

Nasim Butt, Lead inspector	Additional inspector
David Wolfson	Additional inspector
Andrew Lyons	Additional inspector

## Full report

### Information about this school

- This school is larger than the average-sized primary school. The Early Years Foundation Stage consists of two part-time Nursery and two full-time Reception classes.
- The proportion of pupils known to be eligible for the pupil premium (additional government funding for particular pupils, including those eligible for free school meals and those in the care of the local authority) is above the national average.
- The proportion of disabled pupils and those who have special educational needs and who need some extra help is broadly average, as is the proportion who need more help or who have a statement of special educational needs.
- Over half the pupils are from minority ethnic groups. Asian or Asian British are the largest groups.
- The school met the current government floor standards in 2013, which set the minimum expectations for pupils' attainment and progress.
- During the inspection Year 6 pupils were away on a residential visit, so no teaching was seen in this year group.
- The headteacher has been in post since September 2013. The school appointed five newly qualified teachers this year.

### What does the school need to do to improve further?

- Improve teaching so that all groups of pupils make good or better progress by making sure that:
  - all teachers check pupils' progress carefully
  - pupils are always set work that is hard enough, particularly for the most able
  - teachers' marking makes clear how pupils can improve their work and that pupils follow teachers' feedback and guidance
  - teachers plan work that captures pupils' interest.
- Raise achievement and standards in writing by making sure pupils practise writing very regularly.
- Strengthen the effectiveness of leadership and management in order to secure further improvement by:
  - making sure all leaders check the quality of teaching and marking across all year groups, including in the Early Years Foundation Stage
  - making sure that the governing body holds school leaders closely to account for improving the quality of teaching and achievement quickly.

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. Too few pupils make good progress through the school, particularly in Years 3 and 5, and in Reception. This includes the most able pupils. They do not achieve well when teachers do not set them work that is hard enough. Since the previous inspection, standards in writing have been consistently below average at the end of Key Stages 1 and 2. Pupils are not encouraged to practise writing regularly enough.
- At the end of Year 6, in 2013, pupils supported by the pupil premium were a term below their classmates in reading and writing. They were two terms behind in mathematics. As a result of decisive action by leaders, achievement gaps have closed significantly this year throughout the school. This shows the school's increasingly successful commitment to tackling discrimination and promoting equality of opportunity for all.
- In the past, the progress of White British pupils has been slower than that of pupils from minority ethnic groups. As a result, their attainment has also been lower. The school's progress information shows that this year they have made better progress in reading, writing and mathematics.
- There is currently no difference in the achievement of the different groups of pupils at the school. This includes those from minority ethnic backgrounds.
- Standards are rising in Key Stage 1 this year because pupils are making better progress, including in writing.
- Disabled pupils and those with special educational needs make similar progress to their peers. They are well supported in lessons by adults. Occasionally, their progress is slower when tasks are not well selected to help them move on quickly in their learning.
- Pupils' reading skills are improving across the school because of a concerted effort to foster a love of books. As a result, pupils read widely and often, and enjoy reading.
- Well-planned and skilful teaching in Nursery gets children off to a good start. This ensures they make good progress in their first year at school.

### The quality of teaching

### requires improvement

- The quality of teaching requires improvement. It is not securing good outcomes for all pupils through the school over a sustained period of time. Tasks do not always capture pupils' interest. Teachers do not always set pupils hard enough work to help them make rapid progress, particularly for the most able.
- Teachers do not always check carefully how well pupils have understood new learning. As a result, they do not identify any gaps in pupils' understanding and where they need additional help to achieve well.
- Teachers do not always give pupils precise guidance to help them improve their work. When too few pupils respond to teachers' feedback and comments the impact on pupils' learning is diminished.
- The teaching in English and mathematics has continued to improve this year. Attainment in reading, writing and mathematics is rising across the majority of year groups. However, inconsistencies remain, including in the Early Years Foundation Stage, and teaching is not yet consistently good.
- Teachers and teaching assistants use resources well to support the learning of disabled pupils and those with special educational needs. This helps these pupils to improve their understanding of important ideas and make reasonable progress. When tasks are not well selected to build on what they know and can do already their progress slows.
- The school uses additional funding successfully to help eligible pupils to make rapid progress, for example in reading and mathematics skills.
- Music, French and physical education are taught well by specialist teachers. As a result, pupils

enjoy their learning and make good progress in these subjects.

### **The behaviour and safety of pupils** requires improvement

- The behaviour of pupils requires improvement. A few parents spoken to expressed concerns about pupils' behaviour in the school. Some members of staff who responded to the staff questionnaire also expressed concerns about pupils' behaviour. Pupils told inspectors that, occasionally, their learning is disrupted by a few incidences of bad behaviour.
- Pupils' attitudes to learning are not always positive. When teaching does not hold pupils' interest, their attention wanders and the pupils lose concentration. As a result, pupils' progress slows and their learning is diminished.
- There are few recorded incidences of bullying. Pupils told inspectors that bullying sometimes does happen, but that they are taught how to deal with it in school. They are confident that if they report any problems staff will deal with them effectively.
- Good care and support are offered to pupils whose behaviour is more challenging. As a result, these pupils show improved attitudes to learning and make more rapid progress.
- The trend of below average attendance has been reversed this year as a result of a focused approach in working with groups of pupils and their families. The well attended breakfast club has also helped to improve attendance and punctuality. Pupils' attendance is now broadly average.
- The school's work to keep pupils safe and secure is good. Pupils who met with inspectors said that they feel safe in school. Parents who responded to the online questionnaire agreed that the school helps to keep their children safe.
- The school helps pupils understand how to keep themselves safe. For example, through assemblies and work with outside agencies, pupils learn how to avoid risk when using information and communication technology. The children's council has been successful in helping ensure that the school is a safe environment. Leaders value their views and opinions and include pupils when formulating plans for improvement.

### **The leadership and management** require improvement

- Leadership and management require improvement. Leaders, including governors, have not taken action to improve the quality of teaching and raise pupils' achievement quickly enough.
- Leaders have not made sure that the quality of teaching is consistently good over a sustained period of time. The pace of pupils' progress has been variable between classes and subjects. As a result, pupils have not achieved well. Systems to check the progress pupils make have not been fully effective in identifying how well pupils are doing.
- Leaders of subjects have not ensured that teachers plan work that engages and holds pupils' interest successfully. They have not made sure that teachers always set pupils work that is suitably difficult, particularly the most able.
- This year, the new headteacher has accurately evaluated the school's effectiveness and identified priorities for improvement. Checks on teaching quality and pupils' achievement are helping to secure improvements. Progress is accelerating and standards are rising. However, leadership and management have not secured good teaching and achievement through the school over time.
- Training for leaders of subjects and year groups helps them develop their roles. However, it is too early to see the full impact of their work on securing consistently good teaching.
- This year, leaders are using information about pupils' attainment and progress more effectively. As a result, the school is identifying pupils currently at the school who need extra guidance and support earlier. Additional sessions are effective in boosting their English and mathematics so that they catch up with the others.
- The management of teaching is improving and the quality of teaching is getting better.

Successful action by school leaders is focused now on raising pupils' achievement. This is raising pupils' literacy skills and contributing to the better standards in reading and writing.

- New teachers are supported well by experienced staff through personalised support to help them improve the quality of teaching.
- Additional government funding has been used well this year to improve outcomes for eligible pupils. Gaps in the attainment of these pupils and the others in Year 6 are now closing. These strengths demonstrate the school's capacity to improve further.
- The additional primary sport funding is used effectively. This is helping to increase pupils' participation in sport, develop their skills and raise standards. The funding is also improving pupils' health and well-being effectively.
- Enrichment and extra-curricular activities, including sport, music and cultural events, successfully promote pupils' spiritual, moral, social and cultural development. Pupils' caring attitudes and good working relationships are encouraged through international links with countries including Ghana.
- The local authority has provided useful support to the school. It has helped to improve leaders' skills in evaluating the quality of learning and is keen to support the school to improve further.
- **The governance of the school:**
  - Governors lack the skills to hold the school sharply to account. For example, they have failed to challenge the below average standards in writing or the effective use of additional funding. As a result, eligible pupils have fallen behind others. Additional training organised by the local authority is improving governors' understanding of progress information. Training is also helping governors to compare the school's performance with that of other schools. However, governors are not using the information they receive about the achievement of groups to check pupils achieve well.
  - Governors' knowledge and understanding of the quality of teaching are improving. This is as a result of access to a wider range of information, including analyses produced by school leaders. Governors do not have a secure understanding of the management of teachers' performance to help them make decisions about pay increases.
  - Governors make sure that safeguarding arrangements are in place, and that statutory requirements are met.

## 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

<b>Unique reference number</b>	132169
<b>Local authority</b>	Merton
<b>Inspection number</b>	444261

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	495
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Chris Raven
<b>Headteacher</b>	Karen Sheridan
<b>Date of previous school inspection</b>	22–23 March 2011
<b>Telephone number</b>	020 8648 3561
<b>Fax number</b>	020 8687 0297
<b>Email address</b>	school@malmesbury.merton.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](http://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](mailto: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](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://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 and 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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2014

