

# Murrayfield Community Primary School

Nacton Road, Ipswich, Suffolk IP3 9JL

**Inspection dates** 24–25 September 2015

**Overall effectiveness** **Inadequate**

Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Inadequate
Personal development, behaviour and welfare	Inadequate
Outcomes for pupils	Inadequate
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is an inadequate school

- Teaching is not good enough to ensure that pupils make the progress they should in reading and mathematics in Key Stage 2.
- Standards at the end of Key Stage 2 are too low. Not enough pupils are ready for secondary school when they leave at the end of Year 6.
- Behaviour is inadequate. Learning in too many lessons is delayed by pupils who are easily distracted and slow to settle to their tasks.
- Support for pupils with special educational needs and disabilities is not sufficiently well planned to enable them to make good progress.
- Too few of the most-able pupils achieve the highest levels in Key Stage 1 and Key Stage 2.
- Absence rates are too high. Attendance is consistently below the national average.
- Disadvantaged pupils who are supported through the pupil premium are not making enough progress to catch up with other pupils in reading or mathematics in Key Stage 2.
- Additional funding to promote sports and physical education has not been used effectively.
- Teachers' assessments are not used effectively enough to pitch work at the right level and enable those pupils who are behind in their learning to catch up.

### The school has the following strengths

- New leaders have quickly and accurately identified the strengths and weaknesses of the school.
- The governing body knows the strengths and weaknesses of the school and has acted decisively to improve the leadership of the school.
- Although standards in reading, writing and mathematics are below the national average, there has been a steady improvement in Key Stage 1 since the last inspection. Disadvantaged pupils in Key Stage 1 achieve at the same level as their peers.
- The new curriculum promotes pupils' spiritual, moral, social and cultural development well.

## Full report

In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than it might in all the circumstances reasonably be expected to perform.

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

- Improve the quality of teaching and speed up the progress that pupils, particularly boys, make by:
  - ensuring that teachers use assessment information about pupils' prior attainment to pitch learning at the right level to challenge the most able and help those who have fallen behind to catch up
  - ensuring that the best aspects of teaching and assessment are shared between all staff so that standards rise consistently across the school.
  
- Improve leadership and management by:
  - ensuring that leaders' monitoring of the quality of teaching give teachers precise and accurate information about how to improve
  - using pupil premium funding effectively to support those pupils who are eligible for support and at risk of underachievement
  - using the PE primary sport premium funding to increase participation levels in physical activities.
  
- Improve attendance to at least the national average.
  
- Improve behaviour in lessons by ensuring that behaviour policies are used consistently by all staff and that learning is not disrupted.
  
- Ensure that pupils with special educational needs and disabilities make good progress by
  - accurately assessing their needs
  - providing the right interventions to enable them to make progress
  - monitoring the impact of teaching on pupils' learning and progress.
  
- An external review of the school's use of pupil premium funding should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### Effectiveness of leadership and management requires improvement

- Leadership and management require improvement because school leaders, including governors, have not ensured that teaching enables pupils to make good progress. Recent changes have strengthened leadership, but the work of the new team has yet to impact on improved outcomes for pupils.
- Following a period of disrupted leadership, the new leadership team has implemented changes to address identified weaknesses. They have quickly established systems and procedures, and a shared vision to improve teaching and help pupils to make better progress. They have modelled an ambitious culture in the school. Parents who contributed written comments to the Parent View survey are positive about the impact of the interim headteacher, and say that they are now better informed about the work of the school.
- The new leadership team has quickly and accurately evaluated the strengths and weaknesses of the school, and has put in place targeted plans to address shortcomings. The new start to the school day has led to improved punctuality and to pupils being able to settle to their learning more quickly. Leaders correctly identified weaknesses in the school's curriculum and have rapidly changed it so that it is now broad and balanced, and is better placed to promote pupils' spiritual, moral, social and cultural development.
- The school's procedures to accurately identify the needs of pupils with special education needs and disabilities have not been effective. As a result, the additional support has not been well targeted and progress made by many of these pupils has not been good enough.
- Senior leaders have not used assessment information well enough to track pupils' progress. Some teachers do not have clear enough information about what children know, can do and understand. As a result, some lessons do not challenge the most able or help those who are falling behind to catch up.
- Attendance is below the national average. Although strategies to improve attendance have been successful in a number of cases, the proportion of pupils who are persistently absent remains above the national figure.
- The school's use of Pupil Premium funding has not been effective enough. Disadvantaged pupils do not make as much progress as their peers across Key Stage 2. Newly appointed leaders have adapted existing plans to ensure that the funding that the school receives for this group of students pupils their learning more effectively.
- Until recently, the additional funding to promote sports and physical education has not been used effectively. This funding is now being used to improve the skills of teachers, by allowing them to work alongside a specialist PE teacher. As a result PE lessons are beginning to help pupils develop their skills more effectively.
- The local authority has been monitoring the school closely since the previous inspection, but has not been able to ensure that school leaders have made the necessary improvements to the quality of teaching and learning. The local authority has recently provided good support to the governing body in securing a new interim leadership team.
- **The governance of the school**
  - Throughout a period of considerable change in the leadership of the school, the governing body has worked closely with the local authority to recruit interim leaders who share their ambitious vision. Governors are ensuring that leaders have the appropriate expertise. This includes the interim appointment of a specialist to lead the Early Years Foundation Stage.
  - Although the governing body is small, it has a good range of expertise and experience. It carries out its statutory duties satisfactorily through a range of committees. Governors understand how the school compares with other schools locally and nationally, and have a good understanding of its strengths and weaknesses. However, although governors ask challenging questions about the performance of the school, they do not always follow these up rigorously.
  - The governing body is very aware of the need to maintain close links to the local community, and holds regular meetings with parents. The Chair of the Governing Body has ensured that parents are kept up to date with the recent changes in senior leadership. Governors place great importance on ensuring that the school promotes tolerance of, and respect for, people of different beliefs, cultures and lifestyles to prepare pupils for life in modern Britain.
  - Governors make regular visits to the school and take responsibility for monitoring various aspects of

the school. Governors understand the performance management system and have taken steps to tackle underperformance.

- The arrangements for safeguarding are effective. Safeguarding is effective. Members of staff receive appropriate training and understand their responsibilities in this area. School leaders ensure that appropriate checks are made on all adults who work in the school.

### **Quality of teaching, learning and assessment is inadequate**

- Teaching has not been good enough. As a result, pupils have not made the progress expected of them, and many pupils have underachieved at the end of Key Stage 2. Because their achievement is below that expected, they are not sufficiently prepared for secondary school.
- Provision for pupils with special educational needs and disabilities is inadequate. Staff do not assess pupils' needs sufficiently well to identify their next steps in learning. Consequently, pupils make insufficient progress from their starting points. Teachers and additional adults do not consistently plan for or monitor the interventions in place to meet pupils' individual needs.
- Teachers' expectations of what pupils can achieve are often too low, so pupils are not challenged to work at the right level for their age and ability. The lack of challenging tasks and activities to stretch the most able means that some pupils become bored and restless.
- Pupils do not learn enough in lessons because the school's behaviour policy is not effective and teachers spend too much time dealing with minor behaviour issues.
- Teachers do not have accurate enough knowledge of pupils' ability and their prior learning to plan tasks and activities to stretch pupils and enable them to make good progress, or to catch up if they are behind. Although teachers make clear recommendations in their marking about what pupils need to do to improve, their expectations are too low.
- In mathematics lessons, teachers are quick to spot where pupils make mistakes and use written comments well in exercise books to show pupils how to improve their work. Lessons include 'hot' and 'extra hot' challenges, but these activities are not demanding enough. Sometimes they are given too late in the lesson when pupils' interest has already waned. Work in pupils' books indicates that most pupils in Key Stage 2 are working below the levels that are expected for their age.
- The quality of the teaching of reading and writing is variable. Some teachers use their good subject knowledge to plan interesting activities, but pupils' written skills are not developed well enough. The newly introduced curriculum identifies more opportunities to use literacy skills in other subjects, but work seen in pupils' books shows punctuation and spelling skills are weak, most noticeably in Key Stage 2.
- Pupils do not read widely or often enough. Although they have reading records, some were unaware of them. Teachers' selection of pupils' reading books does not match the level of difficulty of the books to pupils' skills well enough. The pupils who read aloud to inspectors did not have suitably challenging texts to extend their reading skills. At the time of the inspection, pupils were unable to access library books to extend and enrich their learning.
- Teaching assistants make a positive contribution to lessons, and pupils respond well to their support. They use their initiative and some effective questioning to help pupils understand what they need to do to achieve well in lessons.
- Teachers have good relationships with pupils and provide suitable encouragement by marking their books thoroughly and setting regular homework.

### **Personal development, behaviour and welfare is inadequate**

#### **Personal development and welfare**

- The school's work to promote pupils' personal development and welfare requires improvement.
- Although children are generally friendly and well-mannered towards adults, they do not always show self-restraint in lessons or when they move around the school. They can be over-exuberant when playing outside, and need frequent reminders from staff to moderate their behaviour.
- Not all pupils understand how to be successful learners. They are not always keen to learn and will often stop work if not directly supervised.
- Too many pupils pay insufficient attention to the quality of their handwriting. However, pupils are

developing some pride in their work and this term are starting to improve the standards of presentation in their books. This is because teachers are sharing 'the perfect page' as examples of how pupils are expected to present their work.

- Although the pupils spoken to during the inspection said that they feel safe in school, more than two fifths of the parents who responded to Parent View say that their child does not feel safe in school. Pupils are aware of dangers posed by the internet and know how to keep themselves safe online.

### **Behaviour**

- The behaviour of pupils is inadequate.
- Poor behaviour and disengagement in too many lessons slows learning. Some pupils need constant reminders of school rules; this stops lessons flowing and slows the pace of learning.
- Attendance is below the national average and too many pupils are too frequently absent from school.
- Nearly two fifths of parents who completed the Parent View survey expressed concerns about how effectively the school deals with bullying. The school keeps detailed records of incidents of bullying and has recently introduced a restorative justice approach, but it is too early to gauge the impact of this work.
- New arrangements for the start to the school day have improved punctuality, which has not been good enough.

### **Outcomes for pupils**

### **are inadequate**

- At both Key Stage 1 and Key Stage 2, pupils are working at levels below those typical for their age in English, mathematics and across most other subjects. The gap is widest in Key Stage 2 where standards are well below the national average.
- The provisional results of the 2015 Key Stage 2 national tests show that just over a half of pupils attained the expected levels in all three core subjects, reading, writing and mathematics. This is well below national figures and meant that nearly half of pupils moved to secondary school without the skills and knowledge needed to ensure that they are well prepared for the next stage in their education.
- The proportions of pupils making expected progress, and more than expected progress, in reading and mathematics are below the national averages for 2014. Provisional results from the 2015 national tests show that the progress of disadvantaged pupils in reading and mathematics in Key Stage 2 lags behind that of other pupils in the school.
- Throughout the school and in most subjects, girls achieve better than boys. Elsewhere, there are no significant differences between the progress made by different groups within the school; no group makes good progress. Pupils whose first language is not English and those of Bangladeshi heritage make the same weak progress at Key Stage 2 as other pupils in the school.
- Pupils who are behind, especially in Key Stage 2, are not being supported to catch up. Not enough of the most-able pupils make better than expected progress in Key Stage 2 and as a result they do not achieve at the highest levels.
- Pupils who have special educational needs or disabilities are not making good enough progress from their starting points in reading or mathematics in Key Stage 2. New leaders have identified serious issues in the accurate identification of pupils' needs and are addressing these urgently.
- The proportion of pupils achieving the expected standard in the Year 1 phonic check has declined since the previous inspection and is well below the national average. However, the vast majority of pupils who took the Year 2 recheck in 2015 achieved the expected standard.
- Results from Key Stage 1 national assessments show that disadvantaged pupils are achieving similar outcomes to those of other pupils in the school. The proportions of pupils achieving the expected standard has improved since the previous inspection to be similar to the national average in reading and mathematics; it remains below average in writing.

### **Early years provision**

### **requires improvement**

- New leadership of the Early Years Foundation Stage has resulted in leaders quickly and correctly identifying the strengths and weaknesses of the provision. This has strengthened provision, but the proportion of children achieving a good level of development at the end of the Reception was below the national average in 2015.

- Children start the school with knowledge and skills that are just below those typical for their age. The school's accurate assessments show that their communication and language skills are the weakest. Teaching has not been strong enough to ensure that children catch up quickly in their learning.
- The quality of teaching in early years is improving and this stronger provision is improving children's learning and is preparing them for more formal ways of learning in Key Stage 1. Staff plan appropriate activities that challenge children of all abilities, especially focusing on communication and language. Teaching is engaging and motivates children to learn.
- Children have settled in well during the first few weeks of term and relate well to one another as a result of the good levels of care and support they receive. Children are friendly, curious and confident and engage enthusiastically with the variety of activities available to them. Routines are already firmly established and children generally understand what is expected of them.
- Most children behave well and respond positively to adult interventions. Staff effectively model good social behaviour, such as how to share and take turns with others. Teachers and other adults encourage children to develop their independence skills, for example, encouraging them to decide for themselves if they need to wear a coat and giving children opportunities to get themselves ready for outdoor play.
- Teachers and other adults use, alongside other methods, an electronic system to record children's achievements and progress. Parents can contribute to this system by adding their comments about the progress their children make. Leaders have identified that too few parents use this opportunity to share information about their children's learning and have plans in place to increase their level of involvement.
- Staff ensure that children are kept safe. They show children how to use resources in a safe way and supervise them well.
- Parents spoken to during the inspection are pleased with the progress their children are making.

## School details

<b>Unique reference number</b>	124649
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10001871

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

<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	392
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Father Paul Carter
<b>Headteacher</b>	Mr Andrew Livingstone (Interim Executive Headteacher)
<b>Telephone number</b>	01473 728564
<b>Website</b>	<a href="http://www.murrayfieldprimary.co.uk">www.murrayfieldprimary.co.uk</a>
<b>Email address</b>	<a href="mailto:admin@murrayfield.suffolk.sch.uk">admin@murrayfield.suffolk.sch.uk</a>
<b>Date of previous inspection</b>	19–20 September 2013

## Information about this school

- Murrayfield Community is a larger than average-sized primary school.
- The majority of pupils come from a White British background. The proportion of children from minority ethnic backgrounds is high, with approximately one in seven of Bangladeshi background.
- The school has an above-average proportion of pupils who speak English as an additional language.
- The proportion of pupils who are disabled or have special educational needs is above average.
- An above-average proportion of pupils are known to be disadvantaged. The school receives additional funding, known as the pupil premium, to support these pupils.
- In the Early Years Foundation Stage there are two Reception classes and a Nursery, which children attend either in the morning or the afternoon.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- The current interim headteacher and interim deputy headteacher were appointed at the start of this term following the resignation of the previous headteacher in June 2015. The governing body manages a daily breakfast club every day during term time.
- The school has an indoor swimming pool which is used by the local community outside of school hours.

## Information about this inspection

- Inspectors observed 39 lessons or part lessons, seven of which were observed jointly with senior leaders. One assembly was also observed.
- Meetings were held with governors, groups of pupils, school leaders and staff.
- Inspectors spoke to pupils during lessons, looked at their books and heard them read.
- Inspectors took account of 16 responses to Parent View, Ofsted's online questionnaire. In addition, inspectors spoke to parents during the inspection and received two letters from parents.
- Inspectors gathered responses from 35 school staff questionnaires.
- During the inspection inspectors observed the school's work, scrutinised school improvement plans, looked at performance information and checked arrangements and documentation regarding safeguarding.

## Inspection team

Nicholas Asker, lead inspector	Ofsted inspector
Catherine Moore	Ofsted inspector
Jane Ladner	Ofsted inspector



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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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