

# Great Malvern Primary School

Lydes Road, Malvern, Worcestershire WR14 2BY

## Inspection dates

11–12 June 2019

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Outstanding</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is a good school

- The executive headteacher's high expectations have been central to the school's recent improvements. He is well supported by senior leaders. Effective support from the multi-academy trust, of which the school is a part, and changes to the way subjects are taught have led to improvements in the quality of teaching.
- Since June 2018 outcomes have risen. Pupils' starting points on entry to school are typically low. Good teaching enables pupils to progress well.
- Leaders are developing the curriculum. This is particularly the case in history, geography and science, where pupils' knowledge and understanding develop well.
- The teaching of reading has a positive impact on pupils' enjoyment. Pupils develop their skills through a wide range of high-quality texts.
- The teaching of mathematics is improving. There are now greater opportunities for pupils to solve problems and apply their reasoning skills.
- Pupils enjoy writing at length and across a range of genres. Pupils take a pride in their presentation. However, pupils' spelling is too often inaccurate.
- Pupils' behaviour is exemplary at all times. They are polite and courteous.
- Early years is well led. The staff in Nursery and Reception provide children with activities that encourage them to become independent and think deeply when engaged in play.
- The pupil premium funding is put to good use. Pupils benefit from the school's strategies.
- The physical education (PE) and sport premium has been effective. Pupils receive a broad and balanced range of physical and sport-related opportunities both during and after the school day.
- Pupils with special educational needs and/or disabilities (SEND) make good progress with the provision put in place for them by the school.
- The delegated governing committee provides appropriate challenge to school leaders.
- The safeguarding culture in the school is good. Staff and governors take their responsibilities seriously. Pupils have a good understanding of how to keep safe.

## **Full report**

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

- Ensure that the teaching practice in the school that is outstanding is shared more widely to improve the quality of teaching overall.
- Develop a consistent approach to the teaching of spelling across the school.
- Make sure that pupils who are absent from school are given opportunities to catch-up with the work missed.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- Since the appointment of the executive headteacher, staffing is now more stable and both senior and middle leaders have clear roles that have resulted in a changing culture at the school. The executive headteacher is well supported by other senior leaders. They know their areas of responsibility well and are beginning to have a positive impact on pupils' outcomes through developing the curriculum further.
- Leaders have created a positive culture through working alongside their partner school in the trust. The executive headteacher has a clear sense of direction and a desire to get the best out of pupils, both academically and socially. In response to Ofsted's questionnaire, staff say they are proud to work at the school.
- Leaders regularly evaluate teaching through joint lesson observations and checks on the quality of work in pupils' books. This helps to hold teachers to account for pupils' progress.
- The school's self-evaluation is accurate and focused. Leaders use relevant information about pupils' progress to identify strengths and areas for improvement, which inform the school's improvement plan. For example, work to raise the profile of reading has been highly successful.
- Leaders and staff provide good support to vulnerable pupils and those who have complex needs. This includes pupils with SEND. These pupils are well catered for in class and through individual support. The special educational needs coordinator is currently undertaking the national qualification, but already has a clear view of the quality of the education provided and what needs to be improved.
- Leaders use additional funding to support disadvantaged pupils well. Many of the strategies employed benefit all pupils, for example additional adults in the classroom and smaller class sizes. The school is getting better at evaluating the effect of such approaches.
- The PE and sport premium is used well. The range of extra-curricular, physical activity and sports clubs is extensive.

### Governance of the school

- Governors are given clear and accurate information about the performance of different groups of pupils. This has enabled them to ask challenging questions of leaders when outcomes for pupils have been low. Governors take their statutory duties seriously. They ensure that all staff and governors are appropriately trained and kept up to date with current best practice.

### Safeguarding

- The arrangements for safeguarding are effective.
- Effective procedures for checking the suitability of visitors and staff recruitment are in place.

- Leaders maintain a culture in the school in which staff understand their responsibilities and the processes in place to keep pupils safe. Staff promptly identify and appropriately support potentially vulnerable pupils. They also engage effectively with outside agencies to ensure that pupils get the support they need.
- Pupils have a good understanding of how to keep safe. A thoughtful curriculum and assembly programme enables pupils to learn about different aspects of safety on a regular basis.

## Quality of teaching, learning and assessment

**Good**

- The quality of teaching has improved steadily since June 2018, due to changes made to the curriculum, effective professional development for staff and careful monitoring by leaders. Teachers' questioning is now a noticeable strength. The use of consistent classroom approaches leads to a purposeful and efficient working atmosphere. The school is beginning to use the outstanding practice that exists within the school to further develop other staff. Pupils are well behaved and work hard.
- The quality of recent staff training has had a positive effect on classroom practice. Any weak teaching is swiftly addressed. Teaching assistants play an important role in pupils' learning. They achieve a good balance of guiding pupils, while also encouraging them to become independent learners.
- Reading is taught effectively. Pupils progress well and, most importantly, they enjoy reading. Staff's good subject knowledge and teaching of phonics provide pupils with the skills to use their understanding of letter sounds to read new words efficiently in the early part of their school life. In key stage 2, a focus on a class text, such as 'Street Child' by Berlie Doherty, captures pupils' attention and helps all pupils select age-appropriate texts. Follow-up activities develop pupils' comprehension skills and deepen their understanding of these texts.
- Pupils are given regular opportunities to write across a range of genres. Most pupils make good progress and work is presented carefully. Handwriting is of a high standard throughout the school. However, pupils' spelling is too often inaccurate and they continue to make the same mistakes.
- The teaching of mathematics has improved over the last year. Teachers provide more opportunities for pupils to demonstrate their understanding, using pictures and pieces of apparatus. Pupils' reasoning skills are also starting to develop.
- The teaching of science has also improved. Teachers encourage pupils to engage in different types of scientific enquiry using planning boards to support them in formulating a method. While the school is still developing this approach, many good examples of science work were evident in books.
- In-class support for pupils with SEND is effective and helps them to make good progress. Staff are sensitive to their needs, especially where pupils have complex emotional needs. Pupils thrive in the nurturing environment provided by the school.

**Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils have abundant opportunities to assume leadership responsibilities in the school, taking on different roles including 'Young Leaders' and 'Eco-Councillors'. This develops their confidence and self-esteem.
- Pupils have many opportunities to discuss and debate with their partners in class. They also debate issues in a more formal way and have entered debating competitions locally. Pupils have written to parliament about issues close to their heart. This helps pupils learn about democracy.
- Pupils have numerous opportunities to learn about other cultures and countries, including through a link with a school in Tanzania. Visitors from Tanzania deepened pupils' understanding of life in that country and pupils spoke about being taught to make a tasty banana curry.
- Pupils at the school show empathy towards one another and towards wider issues. For example, the study of a book by Onjali Q Rauf, 'The Boy at the Back of the Class', inspired pupils to raise money to raise awareness of the plight of refugees. As a result of their efforts, every school in Malvern is being provided with a copy of the book.
- The quality of extra-curricular activities is first-rate. Pupils have the opportunity to excel in sports, poetry, arts and music. The school choir has participated in many high-profile events, including joint concerts with the Cwmbach Male Voice Choir, Young Voices and the Big Sing.
- Pupils follow a broad and balanced curriculum and have many opportunities to broaden their horizons through residential trips to places such as York and Belgium.
- Bullying rarely occurs. Pupils say that 'it does not happen' in their school and that they would not tolerate it. Parents also confirm this view.
- Pupils are taught extremely well how to stay safe online. They are confident and articulate about this matter. The school ensures that pupils receive up-to-date information about keeping safe so that they can make informed choices.
- Pupils know how to stay safe in their local community and have regular visits from a range of organisations, including the police. They understand how to stay safe in their own homes as well how to stay safe near the coast and spoke extensively about water safety.
- Parents praise the opportunities their children are given by the school and comment on the 'nurturing' atmosphere at the school.

**Behaviour**

- The behaviour of pupils is outstanding.
- Pupils' behaviour in lessons and around school is impeccable. During the inspection, there was no off-task behaviour. It is clear that pupils will not tolerate disruption to

lessons.

- Pupils' attendance is high. Parents understand the need to get their children to school regularly and on time. Few pupils are regularly absent from school.
- Pupils wear their uniform with the pride that they show for all aspects of the school. They are polite and courteous.
- Staff model the behaviours they expect effectively and this is recognised by pupils. One pupil spoke about how 'kind and caring staff were' to him on a residential when he was missing home. In this case, the school had become an extension of his family.

### Outcomes for pupils

**Good**

- Since the last inspection, outcomes have improved across the school. A relatively high number of pupils enter the school with skills below those which are typical for their age. Good teaching enables pupils to progress well as they move through the school.
- In 2018, the proportion of pupils attaining the expected standard in the Year 1 phonics screening check was below the national average. However, this year a greater percentage of pupils are on track to meet the expected standard.
- Historically, outcomes in key stage 1 have been low and in 2018 they were significantly below the national average. However, a greater proportion of current pupils is on track to achieve better outcomes this year. The school has recently had its assessments externally moderated to confirm that this is the case.
- Disadvantaged pupils make progress across the school at the level of the national average. The school has a number of approaches in place to ensure that the gap between disadvantaged pupils and their peers narrows.
- Attainment at the end of key stage 2 has been variable over the last three years. The percentage of pupils achieving the expected standards in reading, writing and mathematics has been below the national average. However, current pupils' work shows that more are on track to achieve the expected standards.
- Too frequently, absent pupils do not catch up with work missed and this leaves gaps in their understanding of key concepts.
- Attainment at the end of key stage 2 in grammar, punctuation and spelling was broadly in line with the national average in 2018. While pupils' English books show that they make good progress, their spelling is not always accurate.
- Work in pupils' topic books shows that their knowledge and skills are developing well in other subjects. This is particularly the case in history, geography and science.

### Early years provision

**Good**

- Relationships between staff and children in the early years are a strength. Staff are attentive and meet children's emotional needs well. In the Nursery, children are very well settled into the start of their life in school.
- Children are encouraged to have good manners and behave well. Staff model their expectations and put in place a well organised classroom and consistent routines.

There is a calm and productive learning environment.

- A high number of children enter the early years with skills, knowledge and understanding that are below the levels typical for their age. Strong subject knowledge and good teaching from both teachers and teaching assistants enable children to progress well across the different areas of learning. Basic skills, such as phonics, are taught well.
- Staff constantly seek ways to develop children's language and communication skills. Vocabulary is provided to support children with their writing. Furthermore, adults are good at sharing new words and using questioning to extend children's vocabulary. Children with SEND who require it receive one-to-one support from staff for speech and language. Staff are well qualified and experienced in delivering these language programmes.
- Learning activities are interesting and varied. Increasingly children are being challenged more deeply through play activities led by the children's own interests. This was evident in the children's 'Learning Journey' folders. Records of children's work are detailed and well presented.
- A love of reading is developed from the early years. For example, a child dressed as 'Rex' the T-rex dinosaur from the book and film 'Toy Story' re-enacted the character and children were seen sharing a picture book together and discussing the story.
- The early years leader has a very good understanding of the provision. He supports other staff well and has a clear view of the progress the children need to make. There are positive relationships with parents that further support children's development. Technology is well used to keep parents up to date with what their children are doing in school.
- Children make good progress, with the proportion of children achieving a good level of development rising from 2017 to 2018. Current assessments indicate that this is set to rise again this year. While still below national averages, work in books and the school's assessment information show that children make good progress from their starting points.
- Children are safe and well cared for in the early years. There are a suitable number of paediatric first-aiders. Leaders ensure that statutory welfare requirements are met. Parents are positive about their children's experiences in the early years.

## School details

Unique reference number	136984
Local authority	Worcestershire
Inspection number	10067148

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

Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	343
Appropriate authority	Board of directors
Trust CEO	Dafydd Lawday
Executive Headteacher	Christopher Hansen
Telephone number	01684 574 219
Website	<a href="http://www.greatmalvernprimary.com/">www.greatmalvernprimary.com/</a>
Email address	<a href="mailto:gmpsoffice@metacademies.org.uk">gmpsoffice@metacademies.org.uk</a>
Date of previous inspection	June 2018.

## Information about this school

- The school is a larger than the average-sized primary school.
- The school has a Nursery, which takes children from three years of age.
- The school is an academy and is part of the Mercian Educational Trust. The trust is responsible for managing the school, with local decision-making delegated to the governing committee and the executive headteacher. The school works jointly with a partner school in the trust, which is also led and managed by the executive headteacher.



## Information about this inspection

- The inspectors observed learning in all year groups. A number of these observations were undertaken jointly with senior leaders.
- The inspectors scrutinised work in pupils' books and listened to pupils read. They met formally and informally with pupils to gain their views of the school. The inspectors observed pupils' behaviour at social times as well as in lessons.
- Meetings were held with the executive headteacher and other senior and middle leaders. The lead inspector had separate meetings with the chair of the delegated governing committee and the chief executive officer of the trust.
- The inspectors looked at a range of documentation. These included records of pupils' progress, the school's checks and records relating to safeguarding, child protection and attendance, records of how teaching is monitored and the school's improvement plans.
- Inspectors considered the 39 responses to Ofsted's online questionnaire, Parent View. Inspectors considered free-text comments from parents and spoke to parents at the start of the school day.

## Inspection team

Heather Phillips, lead inspector	Her Majesty's Inspector
Mary Maybank	Ofsted Inspector
Russell Hinton	Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/publications/complaints-about-ofsted](http://www.gov.uk/government/publications/complaints-about-ofsted). 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).

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. [www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings](http://www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings).

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.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted).

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, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.gov.uk/ofsted](http://www.gov.uk/ofsted).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2019