

Inspection of Malcolm Sargent Primary School

Empingham Road, Stamford, Lincolnshire PE9 2SR

Inspection dates: 29–30 October 2019

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this school?

Pupils at this school receive a good standard of education. They take part in a wide range of activities. Staff have high expectations of what pupils can achieve. This is particularly so in music. The local community holds the school's many choirs in high regard. Pupils take pride in representing their school at choral events. In art, pupils also achieve well. Teachers develop pupils' artistic skills to a high standard. Pupils use materials such as clay, different types of paint and collage.

Pupils are polite and well mannered. They show respect for each other, staff and visitors. They are keen to exemplify the 'Malcolm Sargent way', the school's standard for how pupils should behave. Pupils do not tolerate any form of discrimination. They value each other's differences. They respect different religions, cultures and lifestyles.

The vast majority of pupils have very positive attitudes to their learning. Occasionally, a few pupils become distracted. This is usually because what teachers are asking them to do is not demanding enough. Most of the time, pupils' good behaviour helps them to learn.

What does the school do well and what does it need to do better?

Leaders want pupils to achieve very well. They have planned an ambitious curriculum. This is particularly true in mathematics, music, art and personal, social and health education (PSHE). In these subjects, teachers plan well what pupils need to learn, to build on what they have learned before. Teachers revise pupils' previous knowledge when they introduce new concepts. This helps pupils to remember what they have learned before, and to make links with new learning.

The school's curriculum for early reading is strong. Pupils learn new sounds in an order that quickly helps them to read simple words. Staff revise the sounds pupils know to help them stick in the memory. Once pupils become confident readers, staff encourage them to read a wide variety of different texts. Teachers use high-quality books to hook pupils' interest. Weaker readers receive help to read the same books as their friends.

Staff support pupils with special educational needs and/or disabilities (SEND) well. Some pupils use special equipment to help them in lessons. Teachers make changes to the tasks some pupils complete. When needed, pupils get extra help. Staff are careful that this support does not interrupt pupils' learning in other subjects.

Teachers check what pupils know, so they can spot when pupils need more support. 'Pick me up' sessions provide pupils with extra help before or after a lesson. This helps pupils to take part and achieve well. Senior leaders mentor disadvantaged pupils. These pupils value this time to talk through their learning. They say it helps them to remember more.

Pupils study the full range of subjects in the national curriculum. Leaders have been reviewing what they want pupils to learn in all subjects. They have designed new subject plans with high ambitions for all pupils. Leaders have implemented these plans in most subjects. However, teachers are not yet using them in geography, history and design technology. Occasionally, teachers do not demand enough of a few pupils. They do not always adapt tasks to meet the needs of all pupils. When this happens, some pupils become distracted.

In early years, children behave exceptionally well. Children are happy. They take part in the different activities with gusto. Teachers' planning is usually ambitious and designed to challenge children. However, occasionally, teachers do not use this planning well enough to meet the needs of all children.

The school's programme for pupils' personal development is well planned and delivered. Pupils have various opportunities to extend their learning. Many pupils join the school's choirs. However, other than involvement in the school's choirs, leaders do not regularly encourage these pupils to join in with other activities.

Safeguarding

The arrangements for safeguarding are effective.

The school's safeguarding team works well together to ensure that pupils are kept safe. Leaders work with families and external agencies to provide support for pupils. Staff are well trained to spot signs of potential abuse. There are clear systems in place for staff to pass on concerns to other agencies.

The school's 'meet and greet' system makes staff available at the beginning of the school day to meet pupils and parents and carers. Staff can deal with any concerns quickly, helping pupils to come into school ready to learn.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum in most subjects is very well designed and sequenced, but leaders have not fully implemented it in all subjects. Leaders need to ensure that in subjects such as history, geography and design technology, teachers know how to use the school's curriculum plans to develop pupils' subject-specific knowledge.
- Occasionally, teachers' expectations of a few pupils are not demanding enough, including in early years. Leaders must ensure that teachers adapt learning to respond to pupils' needs and that they have high ambitions for all pupils.
- The curriculum for pupils' personal development meets the needs of the vast majority of pupils. However, disadvantaged pupils are not encouraged to participate widely in the school's enhanced curriculum. Leaders must ensure disadvantaged pupils take part in enrichment activities to provide them with the

same breadth of opportunities as non-disadvantaged pupils.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

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.

School details

Unique reference number	137680
Local authority	Lincolnshire
Inspection number	10110099
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	645
Appropriate authority	Board of trustees
Chair of trust	Ken Swanson
Principal	Tristan Revell
Website	www.malcolmsargentschool.co.uk
Date of previous inspection	11 September 2018

Information about this school

- There have been no significant changes since the last inspection.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- The inspectors completed inspection activities focusing on reading, mathematics, history, art and PSHE. This included lesson visits accompanied by members of the school's staff. The inspector also talked with pupils about their school and looked at examples of pupils' work in these and other subjects.
- Meetings were held with the headteacher, the leader for the provision for pupils with SEND, and subject leaders, teachers and teaching assistants. The inspectors also spoke with two members of the governing body.
- The inspectors spoke with parents informally and considered the 87 responses to the online parent questionnaire, Parent View. They considered the 33 responses to the staff survey.
- The inspectors looked at a range of documents, including the school's curriculum plans, plans for improvement, the most recent published information on the

achievement and progress of pupils, and information relating to safeguarding pupils.

Inspection team

Helen Williams, lead inspector

Her Majesty's Inspector

Andy Lakatos

Ofsted Inspector

Mark Mitchley

Ofsted Inspector

Jackie Thornalley

Ofsted Inspector

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

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 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2019