

Inspection of Malmesbury Park Primary School

Lowther Road, Bournemouth, Dorset BH8 8LU

Inspection dates: 15 and 16 March 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Pupils are at the heart of this diverse school. They are proud of their school and say that everyone is accepted and that it is one big family. Leaders know the community they serve. They have considered carefully the many cultural backgrounds of pupils in the curriculum design and school values.

Leaders have high expectations of pupils. Staff nurture and support all pupils well. Pupils feel listened to. The pastoral care given to pupils and their families means that relationships are strong and trusting. Leaders ensure that everyone understands the values and ethos of the school.

Pupils feel safe and respected. They behave well in lessons and at breaktimes. They state that bullying is rare, and they know that adults will help resolve any issues. Pupils learn how to build positive relationships with one another.

Pupils have many opportunities to take part in local events and enrichment activities. They take on a variety of leadership roles across the school. Pupils feel listened to.

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

Teaching phonics and reading is leaders' highest priority. Pupils enjoy spending their time reading in the school library bus. Leaders have ensured that the phonics programme is structured effectively and implemented well across the school. Children in the Nursery enjoy learning early reading skills through songs and rhymes. Pupils begin learning phonics as soon as they start Reception. They read books that match the sounds they know. When pupils have cracked the phonics code, they choose from carefully structured texts. These texts enable pupils to continue to develop their reading knowledge and skills effectively. Staff are well trained and ably supported by leaders to deliver the programme. This means they are confident and have suitable subject knowledge.

Leaders ensure that pupils who find reading challenging quickly develop the necessary knowledge and skills they need to read. They use accurate assessment to identify pupils who need swift support. Leaders have established effective systems to help any pupil who falls behind to catch up quickly.

Leaders have a clear vision for the curriculum, underpinned by the values they want pupils to learn. They have identified the key knowledge that they want pupils to know in each subject. In mathematics, the curriculum is well sequenced. As pupils progress from the early years through to Year 6, they build their knowledge well. They develop strong mathematical vocabulary and are able to recall facts and methods effectively.

In some subjects, including in the early years, the content needs to be broken down further. This is because some pupils are not able to remember some of the key

concepts that they have learned. This leads to some pupils having gaps in their knowledge.

Leaders are ambitious for all pupils, including those with special educational needs and/or disabilities (SEND). Provision for pupils in the specially resourced provision for pupils with SEND (specially resourced provision) is tailored skilfully to meet the needs of these pupils. As a result, these pupils achieve well. However, the support for some pupils with SEND in the main school is not as effective. This is because the curriculum is not always adapted well enough to meet their needs.

Leaders have thought carefully about pupils' personal development. Pupils experience a wide range of opportunities to prepare them well for life in modern Britain. They have a clear understanding of right and wrong and know about healthy relationships. Pupils celebrate cultural diversity through the arts and are proud of their work. Leaders are determined that all pupils have opportunities to take on responsibility and take part in extra-curricular clubs, competitions and educational visits.

Those responsible for governance know the school well. They provide effective challenge and support to school leaders. Staff feel supported by leaders and value the steps taken to reduce their workload.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that important systems are in place to keep pupils safe from harm. Checks on the suitability of staff to work with children are rigorous. Staff are trained to know how to keep pupils safe. They understand how to identify concerns and know they should report these. Leaders act with tenacity to address any concerns raised. Leaders work well with other agencies to secure positive outcomes for pupils.

Pupils are taught how to keep themselves safe. They learn about ways to stay safe online and how to treat everyone respectfully. Pupils are clear about how to raise any concerns they have.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum content in some subjects is not broken down precisely enough. As a result, some pupils, including children in the early years, do not always remember key concepts. Leaders need to ensure that the knowledge they want pupils to learn is broken down into small enough steps so that pupils know more and remember more.
- In some subjects, pupils with SEND do not learn as well as they could. This is because some elements of the curriculum are not organised well enough to meet

their needs. Leaders need to ensure that teachers identify the specific knowledge they want pupils with SEND to know so that these pupils reach their full potential.

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 information from Ofsted Parent View 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 are the school and you are 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	142354
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10200962
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	672
Appropriate authority	Board of trustees
Chair of trust	Marcus Agius
Headteacher	Jackie Green
Website	www.malmesburypark.com
Date of previous inspection	9 January 2018, under section 8 of the Education Act 2005

Information about this school

- Malmesbury Park Primary School is part of Reach South Academy Trust.
- Malmesbury Park Primary School converted to become an academy in March 2018. When its predecessor school was last inspected in January 2018, it was found to be good overall.
- The school has a breakfast club and an after-school club.
- The school uses one registered alternative provision.
- The school has specially resourced provision for pupils with autism spectrum disorder.

Information about this inspection

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

This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, science, geography and history. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors held meetings with the headteacher, the deputy headteacher, the assistant headteacher, the special educational needs coordinator, pastoral leaders, curriculum leaders and teaching and support staff.
- The lead inspector met with the director of education for the trust, the deputy director of education, the chair of the governing body and two other members of the governing body.
- Inspectors met with designated safeguarding leads to discuss how they keep pupils safe in school. They considered the school's recruitment procedures, staff's induction and training and looked at records of concerns. The inspectors also spoke with staff and pupils throughout the inspection.
- Inspectors considered responses to the online questionnaire, Ofsted Parent View, including free-text responses. Inspectors also took into consideration the responses to the staff and pupil surveys.
- Inspectors examined a range of documentation provided by the school, including the school's website, the school's self-evaluation document, the school's improvement plan and documentation relating to safeguarding.

Inspection team

Angela Folland, lead inspector	Her Majesty's Inspector
Heather Barraclough	Her Majesty's Inspector
Jane Dhillon	Ofsted Inspector
Gareth Simons	Ofsted Inspector

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