

Inspection of a good school: Malorees Junior School

Christchurch Avenue, London NW6 7PB

Inspection dates:

8 and 9 November 2022

Outcome

Malorees Junior School continues to be a good school.

What is it like to attend this school?

Pupils love coming to this school. They are happy and feel safe. They said that every day they look forward to working and playing with their friends. Pupils explained that one of the things they loved most about their school is the opportunity to learn outdoors across different subjects. Pupils achieve well across the curriculum, including in reading.

Leaders and staff have high expectations of pupils. Pupils behave well in and out of lessons. They are polite, courteous, and respectful towards adults and their peers. Although rare, when bullying occurs, staff deal with it promptly.

Pupils feel safe at school. They said that this is because they have trusted adults around them to listen to them and to help them if they have any concerns or worries. There are also therapists available on site to support pupils' mental and emotional health and well-being.

Leaders provide many ways for pupils to develop as leaders. Older pupils relish the many opportunities available to take on positions of responsibility. They enjoy buddying up with younger pupils or helping the staff in the school office to carry out tasks, such as delivering uniform orders to classes. They experience democracy first hand as they elect their school council representatives.

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

Leaders have reviewed and crafted a curriculum that is ambitious and well sequenced. They have given careful consideration to exactly what pupils need to know and remember. This has been logically organised so that pupils return to and practise important ideas. For example, in physical education (PE), pupils practise and apply knowledge and skills in a broad range of physical activities. As a result, they progress well through the curriculum, mastering physical movements with increasing competence and precision. This includes pupils with special educational needs and/or disabilities (SEND).

In most subjects, teachers check what pupils already know and can do. They use this information to support pupils with further learning. In a few subjects, however, teachers have not ensured that pupils have the essential knowledge required to enable them to complete assigned tasks successfully. For example, in mathematics, some pupils had difficulty solving calculation problems as they had not yet secured the knowledge required to do so.

Pupils across the school show genuine excitement when reading and being read to. This is because leaders prioritise this aspect of pupils' learning. As soon as pupils join the school, teachers check their phonics knowledge. Those at the early stages of reading receive well-targeted teaching through the school's phonics programme. Pupils practise reading using books which are closely matched to the sounds that they already know. Those who are falling behind in phonics are identified and supported immediately. As a result, they catch up quickly. This ensures that pupils read with increasing accuracy, fluency and confidence.

Leaders identify pupils with SEND at the earliest opportunity. Teachers use this information to ensure these pupils' needs are met. Pupils with SEND are well supported to access a broad and ambitious curriculum.

Behaviour is positive and disruptions to lessons are rare. Pupils participate actively in discussions. They listen intently to instructions and engage well in the tasks that they are set. Pupils are respectful towards each other and adults.

Leaders create opportunities for pupils to develop more broadly beyond the academic curriculum. For example, pupils are taught how to keep themselves fit and healthy. They participate in a daily mile run around the school grounds. Leaders ensure that every pupil gets to compete in a sports event outside school, at least once every year. Pupils are proud that they win many of these events.

Staff appreciate that leaders are approachable. They know that they are going to be listened to when they ask for support in terms of their workload. Staff said this school is a happy place to work.

Safeguarding

The arrangements for safeguarding are effective.

Staff are alert for signs which might indicate that a pupil is at risk of neglect, abuse or exploitation. They are clear about how to report and record any safeguarding concerns. Leaders work well with external agencies to secure the best possible outcomes for pupils and their families. Checks on the suitability of staff are rigorous.

Pupils are taught how to keep themselves safe at home, at school, or when online. For example, they understand the importance of checking the age suitability of mobile apps or games. Pupils know the importance of seeking guidance from adults if they are unsure.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, teachers do not check that pupils have acquired the essential knowledge that they need to understand new concepts. This means that some pupils struggle when they are taught these ideas. Leaders should ensure that teachers routinely check that pupils have secured the component knowledge they need to have mastered before moving them on to new learning.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in May 2017.

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.

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	101554
Local authority	Brent
Inspection number	10241914
Type of school	Primary
School category	Maintained
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	244
Appropriate authority	The governing body
Chair of governing body	Fiona Landes (co-chair) Beth Silver (co-chair)
Headteacher	Marcel Rentall
Website	https://www.maloreesschools.com/
Dates of previous inspection	10 and 11 May 2017, under section 5 of the Education Act 2005

Information about this school

- Leaders do not use any alternative provision.
- The school is in a hard federation with Malorees Infant School. Both schools operate on the same site.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector held discussions with the headteacher and other members of the senior leadership team.
- The inspector also met with members of the governing body, including the co-chairs of governors.
- The inspector carried out deep dives in these subjects: early reading, PE and mathematics. For each deep dive, the inspector discussed the curriculum with subject

leaders, visited a sample of lessons, spoke with teachers and pupils and looked at samples of pupils' work. Other subjects were considered as part of this inspection.

- In inspecting safeguarding, the inspector scrutinised the school's single central record of pre-employment checks, as well as other records. The inspector considered the views of pupils, staff, parents and carers through discussions and their responses to Ofsted's surveys.

Inspection team

Edison David, lead inspector

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 2022