

Inspection of Muschamp Primary School and Language Opportunity Base

Muschamp Road, Carshalton, Surrey SM5 2SE

Inspection dates: 13 and 14 June 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Early years provision

Good

Previous inspection grade

Good

What is it like to attend this school?

Pupils enjoy school and are proud to be 'Muschampions'. Pupils and staff embrace the school 'powers' of self-belief, perseverance and respect. Pupils work hard to meet the high expectations that staff have of them.

Pupils get along well with their peers in lessons and around the school. They learn how to resolve friendship problems when they arise. Pupils are safe and feel safe. They are confident to speak with adults if they have any worries, confident that their concerns will be addressed.

Pupils are given opportunities to develop their talents and interests through a range of extra activities, including choir, gymnastics, drama and coding.

Pupils follow a broad curriculum. However, the precise knowledge that they need to learn is not consistently made clear. This means that teachers do not always focus on the most important ideas. Pupils do not build a sufficiently deep body of knowledge in different subjects.

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

Leaders have designed a broad and interesting curriculum. They have identified some of the key ideas they want pupils to learn and the order in which this should happen. For example, in mathematics, children in early years build their understanding of number by counting out different objects and playing number games. This forms the foundation that pupils build on when learning to add and subtract before solving more complex number problems later on.

In several subjects, leaders have not identified the precise knowledge, including vocabulary, that pupils need to know and practise. Subject leaders and teachers have not received sufficient training to deliver the curriculum effectively. This hampers how well the curriculum is implemented. Teachers do not focus effectively on or check that pupils have learned the most important ideas. As a result, pupils do not develop a sufficiently secure understanding in different subjects.

Leaders prioritise early reading. Children start to learn to read as soon as they join Reception. Reading books are well matched to pupils' phonics knowledge. Staff have received appropriate training in using the agreed phonics programme. Leaders have developed processes to identify pupils who are falling behind, and interventions are in place for those who need to catch up. Most pupils are well supported to read with increasing confidence, accuracy and fluency.

There are effective processes in place for identifying pupils with special educational needs and/or disabilities (SEND). Leaders work closely with external agencies to ensure that appropriate advice and guidance are available to teachers. Staff use the information they receive to make adaptations to tasks and activities. However, the weaknesses in curriculum implementation mean that some pupils with SEND are not

consistently helped to secure the most important knowledge in different subjects. Pupils who attend the Language Opportunity Base receive high-quality tailored support.

Pupils at Muschamp behave well and get along with one another. They focus on their learning and want to achieve their best. From the start of early years, pupils' interactions with peers and other adults around the school are courteous and respectful. Bullying incidents are rare. Pupils understand what bullying is and how to report any concerns should they arise.

Leaders have put in place a comprehensive programme of personal, social and health education. The curriculum is designed to help pupils understand how to be responsible, respectful and active in society. For example, pupils learn about the importance of individual liberty and how that can form part of healthy and safe relationships. Pupils are taught about the importance of mental well-being, how to recognise when they or others need support, and how to respond empathetically. Some pupils serve as 'mental health champions'.

Staff are very proud to work at Muschamp. They say that leaders are considerate of their workload and well-being. Governors are involved in reviewing aspects of the school's work. However, the oversight they have provided for the quality of education has been less rigorous. As a result, their understanding of the school's effectiveness is not fully accurate. The priorities identified for improvement do not focus on the most significant areas to address.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that safeguarding is a key priority. They provide regular training, including updates on local risks. This helps staff to identify and report any concerns they may have appropriately. Leaders act swiftly when concerns are raised, working closely with outside agencies to support pupils and their families. Governors understand their statutory duties and check the processes for safeguarding are effective.

Pupils are taught how to stay safe, including when online. They know to report concerns to an adult and are confident in doing so. This helps pupils to feel safe and secure.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In several subjects, leaders have not set out precisely what pupils should learn. This means that teachers do not consistently focus on the key components that pupils need to secure. Leaders should ensure they identify the key knowledge for

pupils to learn in each subject and provide appropriate curriculum training for staff. This will better support teachers to focus on the right things and help all pupils to build a deeper body of knowledge across the curriculum.

- Staff do not routinely check that pupils have understood important ideas and vocabulary. Errors and misconceptions are not consistently identified or addressed. Leaders should ensure that teachers check pupils' knowledge and understanding before progressing to more difficult concepts. This will better support pupils, including those with SEND, to learn and remember more.
- Governors' oversight of the quality of education has not been rigorous. As a result, their understanding of the school's effectiveness is not fully accurate. Governors should ensure they receive sufficient information to hold leaders to account for the quality of education that pupils receive. This will help them to focus priorities for improvement on the most significant areas to address.

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	130934
Local authority	Sutton
Inspection number	10268739
Type of school	Primary
School category	Foundation
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	625
Appropriate authority	Local authority
Chair of governing body	Jenny Sims
Headteacher	Heidi Westley
Website	www.muschamp.org.uk
Date of previous inspection	12 December 2017, under section 8 of the Education Act 2005

Information about this school

- The school is larger than the average-sized primary school.
- The school has a language opportunity base.
- Leaders do not make use of any alternative provision.

Information about this inspection

The inspectors carried out this graded 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 met with the headteacher, the deputy headteacher, early career teachers and their mentors, support staff and members of the governing body.
- The lead inspector spoke with the local authority school improvement partners.
- Inspectors did deep dives in these subjects: reading, mathematics, music, computing and geography. In each deep dive, inspectors discussed the curriculum

with subject leaders, visited lessons, spoke with teachers and pupils, and looked at samples of their work.

- The lead inspector met with the designated safeguarding lead. Inspectors also spoke with pupils and staff and considered safeguarding documentation, including the single central record of pre-employment checks.
- Inspectors scrutinised a range of documentation provided by leaders, including their priorities for improvement.
- Inspectors considered the views of parents, pupils and staff through discussions and their responses to Ofsted's online surveys.

Inspection team

Matea Marcinko, lead inspector	His Majesty's Inspector
James Robinson	Ofsted Inspector
Ogugua Okolo-Angus	Ofsted Inspector
Rekha Bhakoo	Ofsted Inspector
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