

Inspection of a good school: Malden Manor Primary and Nursery School

Sheephouse Way, New Malden, Surrey KT3 5PF

Inspection dates:

15 and 16 November 2023

Outcome

Malden Manor Primary and Nursery School continues to be a good school.

What is it like to attend this school?

Malden Manor is a welcoming, caring and inclusive school. Pupils are happy and safe here. Well-being is at the heart of the school community. The well-being team, led by older pupils, is valued and ensures that pupils feel cared for and able to share any concerns they may have. Pupils know that adults will deal promptly with any issues that arise, such as bullying, which is rare. Pupils, staff and parents are rightly very proud of their school.

The school is ambitious for all pupils, including those with special educational needs and/or disabilities (SEND). Pupils respond positively to these expectations. The school values, including 'achievement and high standards', are firmly embedded. Pupils' behaviour is excellent. They work hard and are focused on their learning. Lessons are rarely disturbed. Consequently, pupils achieve well.

There are many opportunities for pupils to take on leadership roles, for example being school councillors, members of the 'Eco 4 Life' team, school ambassadors and classroom monitors. The school offers a range of lunchtime and after-school activities which enable pupils to develop their interests and talents. They also take part regularly in competitions, choir events and sporting challenges.

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

Pupils learn a curriculum that, overall, is well considered and carefully ordered. Leaders have designed a broad and balanced curriculum that matches, and in some cases exceeds, what is expected nationally. In most subjects, leaders have thought carefully about the key knowledge, skills and vocabulary they want pupils to learn. This starts in the early years, where the curriculum is well designed and resourced to support each area of learning. As a result, children enjoy and engage in a variety of stimulating activities. Adults interact well with children, modelling and extending their language through high-quality interactions.

Most subjects have been well sequenced to build pupils' knowledge and to help them learn and remember more. For example, in art, pupils practise and refine different elements, such as line, tone and pattern. Over time, they develop confidence in evaluating and refining their own work. They draw on this knowledge when creating pieces in different media, such as using clay to form designs in the style of Inza. Similarly, in computing, pupils are confident in using a variety of skills when designing digital artwork. This is because they are able to draw on their knowledge of previous learning in computing.

In some subjects, the curriculum is at an earlier stage of design and implementation. In these areas, the knowledge pupils need to secure is not as well defined. As a result, teachers do not consistently focus on the important concepts that pupils need to learn. When this happens, the curriculum is not as effective at enabling pupils to know and remember more.

Leaders have thought carefully about pupils' early reading. A suitable, systematic programme is in place, which is consistently implemented. Pupils learn and practise the sounds letters make in a logical order. They are able to apply their phonics knowledge when reading unknown words. They are confident in reading books that are well matched to the sounds they have secured. If pupils need extra support, they are given additional practice to help them catch up. Reading is promoted throughout the school. Pupils are developing a love of reading, and there are many opportunities for them to read for pleasure and to listen to stories.

Pupils with SEND are fully included in the life of the school. Leaders offer appropriate training and guidance for staff on how best to support pupils with SEND so they access a full curriculum. As a result, teachers make appropriate adaptations to tasks and activities that help pupils to achieve well.

Leaders make careful choices about the trips and visitors that are used to enrich the curriculum and provide pupils with meaningful experiences. For example, pupils enjoy performing at the Rose Theatre, outings to the science museum and residential trips. Pupils are taught about healthy relationships through the school's curriculum in personal, social and health education. The school celebrates diversity. Pupils are taught that there are many types of families and that everyone needs to be treated with respect. Leaders have effective systems in place to ensure pupils attend school regularly and on time.

Staff appreciate the many opportunities they have to work together. Leaders are mindful of staff's workload and well-being. Staff feel listened to and supported.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- A few subjects are at the earlier stage of design and implementation. In these instances, the significant knowledge that should be learned is not as well defined. As a result, pupils are less well supported in knowing more and remembering more. The school should ensure that the curriculum in each subject defines clearly the significant knowledge that pupils need to learn.

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 second ungraded inspection since we judged the school to be good in April 2014.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	102581
Local authority	Kingston upon Thames
Inspection number	10289850
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	418
Appropriate authority	The governing body
Chair of governing body	Rachel Lambert
Headteacher	Katherine Tremain
Website	http://www.maldenmanor.kingston.sch.uk/
Date of previous inspection	6 March 2018, under section 8 of the Education Act 2005

Information about this school

- The school does not use alternative provision.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector held discussions with the headteacher, the chair of governors and members of the governing body, and a representative of the local authority.
- The inspector completed deep dives in these subjects: reading, geography and art. To do this, she met with subject leaders, had discussions with staff and pupils, visited lessons and looked at pupils' work. The inspector also considered the curriculum in other subjects as part of this inspection.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered

the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

- The inspector looked at attendance records and considered the actions of the school in regard to pupils' attendance.
- The inspector considered the responses to Ofsted Parent View as well as responses to the staff and pupil surveys.
- The inspector observed pupils' behaviour in the playground.

Inspection team

Frances Hawkes, 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 2023