

Malmesbury Park Primary School

Inspection report

Unique Reference Number	113725
Local Authority	Bournemouth
Inspection number	311348
Inspection dates	2–3 October 2007
Reporting inspector	Diane Wilkinson

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	620
Appropriate authority	The governing body
Chair	Ewbank
Headteacher	David Blakeley
Date of previous school inspection	23 June 2003
School address	Lowther Road Bournemouth BH8 8LU
Telephone number	01202 291227
Fax number	01202 310484

Age group	3–11
Inspection dates	2–3 October 2007
Inspection number	311348

© Crown copyright 2007

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Malmesbury Park is a large primary school. The proportion of pupils with learning difficulties and/or disabilities is above average and high in some year groups. The school has centres for pupils with communication and emotional problems and a nursery class for children with speech and language difficulties. There are also breakfast and after-school clubs. The number of pupils joining or leaving the school between Reception and Year 6 is high. The proportion of pupils from minority ethnic groups is above average and a significant number are at the early stages of learning English. Attainment on entry is below that usually found, particularly in early language skills.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Malmesbury Park is a good school with significant strengths in some areas of its work. The headteacher's vision of a school where all pupils, whatever their needs or difficulties, are included is fully realised. The 'Communication' and 'Emotional Literacy' support centres and the 'Small Talk' nursery class are excellent. The outstanding links with other schools and agencies are of great benefit to all pupils' welfare and education. In this exceptionally caring school, the needs of those pupils most at risk from falling behind in their education are speedily identified and successfully addressed. Many parents wrote of their appreciation for this aspect of the school's work. Foundation Stage provision is good with especially good arrangements to help children start school. Pupils love coming to school and they and their parents are full of praise for what the school does for them.

Pupils' personal development is outstanding. Their excellent behaviour is a testament to the school's exceptional care and support, as a considerable number have emotional and behavioural difficulties. Pupils themselves are very aware of the needs of others. Their outstanding contribution to school life is evident in their work as 'playground buddies', 'peer mediators' and 'eco. warriors'. Pupils work and play happily together and this, together with their excellent attitudes to school, helps ensure their good progress. From standards below those expected on entry to the school, pupils' good achievement ensures the majority reach average standards by the time they leave. Exceptionally good support for pupils who speak English as an additional language results in those who spend longer in the school achieving very well. Pupils with very complex learning or emotional needs achieve well despite their difficulties and the most vulnerable pupils achieve exceptionally well.

Teaching and learning are good and the very good relationships seen amongst pupils and adults encourage pupils' willingness to work hard and do well. The high number of very well qualified teaching assistants provide excellent support, especially for pupils with specific needs. However, teaching is not consistently good in all classes. In some, the pace of learning is too slow and a lack of challenge, particularly for the higher attaining pupils, slows the rate of progress. Special programmes to help those pupils whose progress slows or who have language needs to catch up are very effective. The curriculum is satisfactory, with some good features. Strategies to improve standards, particularly in English, have been successful in Years 3 to 6, but less so in other year groups where the strategies have only recently been introduced. The limited links between subjects restrict the extent to which pupils have opportunities to develop skills, for example, to encourage use of writing skills in history. Good care and support encourage pupils' personal development particularly well. Academic guidance is good in English, but less effective in other subjects because the level of advice does not inform pupils how to do their best. In addition, marking does not always show pupils how to improve.

Leadership and management are good. Management systems are particularly good and this large school runs exceptionally well on a day-to-day basis. For example, a pupil who speaks very little English may arrive on Monday and the full range of support systems will be in place by Friday. Self-evaluation is accurate and pupils' progress is tracked well. The information is used particularly well to respond quickly to individual pupil's needs, although the school is slower at implementing some programmes to help improve the progress in specific subjects. Governors support the school well and play a full part in development planning and monitoring.

Effectiveness of the Foundation Stage

Grade: 2

Very good arrangements to help children settle in to school and the high level of care ensure children do well from the start and make good progress, especially in their personal and social development. A significant minority of children join the school with additional speech and language needs and a growing number speak little or no English. This has meant that, despite the good progress made, by the end of Reception standards in literacy and numeracy remain below expectations. The provision is well managed. Teaching and learning are good and excellent in the 'Small Talk' nursery class. Teaching assistants support learning well, particularly in assessing how well children are doing. The curriculum provides especially well for children's personal and social development although some areas of the courtyard are in poor repair and this restricts outdoor activities.

What the school should do to improve further

- Improve the quality of teaching by ensuring all teachers provide a brisk pace in lessons and plan challenging activities to help all pupils do their best.
- Make sure that the higher attaining pupils are consistently set work that will help them reach the standards of which they are capable.
- Accelerate achievement by marking pupils' work to show them how well they are doing and what steps to take next, and by involving them more in checking on their own progress, especially in mathematics and science.

Achievement and standards

Grade: 2

Rigorous tracking of pupils' progress shows that all pupils achieve well. A significant number of pupils join and leave the school at various times in the year, but the majority of those who spend a long time at the school make good progress and reach average standards. Nursery and Reception children achieve well, although mathematics and language skills are still below expectations on entry to Year 1. By Year 2, standards in reading, writing and mathematics are generally around average, as are standards in English, mathematics and science by Year 6. In both year groups, standards were lower last year due to the high proportion of pupils with learning difficulties and/or disabilities. The school reached the challenging overall targets set for English, but not for mathematics. Nevertheless, the school's comprehensive tracking data indicates most pupils made good progress.

Personal development and well-being

Grade: 1

Year 6 pupils offer an exceptionally good model of behaviour so that behaving well towards others is a strong feature of the school and relationships are very good. Pupils have an excellent understanding of how to keep themselves and others safe and the care they show towards pupils with disabilities is exemplary. Pupils' contribution to the school and wider community is outstanding. They are developing into polite and responsible young adults, willingly carrying out a range of important tasks in the school, and are well prepared for future life.

Pupils work and play together very well and show a genuine respect for each other, which gives exceptional support to those pupils who have learning or behavioural needs. These attributes contribute well to pupils' great enjoyment of school and they say, 'All staff are friendly and

nobody is left out.' Attendance has improved well and is above average. Pupils are clear about how to achieve a healthy lifestyle, although they do not always make healthy choices for their packed lunches. Pupils' social, moral and cultural development are outstanding and the school successfully celebrates the range of cultural backgrounds from which its pupils are drawn. Pupils' spiritual development is good but does not benefit from the depth of planning seen in other aspects of the school's work

Quality of provision

Teaching and learning

Grade: 2

The management of the pupils' behaviour is very effective and underpins the good teaching that helps pupils to achieve well. Staff do not always capitalise enough on pupils' great enthusiasm for learning and capacity to work hard; the pace is slow in some lessons and the activities do not always challenge pupils, particularly the higher attainers, to do their very best. Pupils learn new skills easily because staff help them understand what they need to do and explain new methods well, for example, in mathematical calculation. Effective use of resources, including the interactive white- boards, challenging questioning and good discussion, help pupils understand easily. Teaching assistants provide very good support, especially for pupils who have learning or behavioural needs, and teaching in the special units is outstanding.

Curriculum and other activities

Grade: 3

Adaptations to programmes of study over the last eighteen months have enabled the school to meet the needs of pupils in Key Stage 2 with a good degree of accuracy. Work of this kind is less evident in the younger classes because the school has been slower to act on its analysis of strengths and weaknesses, for example to improve phonics teaching. The school gives appropriate attention to teaching basic skills, but there are too few opportunities for pupils to develop and practise their literacy and numeracy skills in other subjects. The special programmes to help pupils catch up are proving very effective in helping to raise standards. Individual programmes for pupils who have specific language, learning or behavioural needs are outstanding. Although higher attaining pupils are supported well by special group activities, their needs are not always met in class work. The effective programme for personal, social and health education supports pupils' personal development especially well. A very good range of extra activities and school clubs enhances pupils' learning and enjoyment of school.

Care, guidance and support

Grade: 2

Excellent regard is given to pupils' safety and welfare with rigorous safety checks, effective staff vetting arrangements and outstanding child protection procedures. Excellent liaison with other agencies ensures that vulnerable pupils are exceptionally well cared for and the outstanding breakfast club supports pupils especially well. Early identification of pupils with learning and behavioural needs, and the speedy response to this, are excellent. Academic support and guidance are satisfactory overall. In most lessons, pupils are given good advice on how to do better but marking does not always indicate to them how to improve. In English, pupils are regularly encouraged to check on their progress, which helps inspire them to improve, but this practice is not so well developed in mathematics and science. Excellent support and guidance

for pupils' personal development is underpinned by detailed knowledge of each child's social and emotional development. This enables support to be both timely and appropriately targeted.

Leadership and management

Grade: 2

The headteacher, well supported by his deputy, has been instrumental in seeing that the school's aim for the inclusion of all pupils is achieved well. Self-evaluation is good because clear tracking systems and data analysis allow the school to keep an accurate check on pupils' progress and the quality of provision. Monitoring of teaching is effective in identifying where improvement can be made. Information is used effectively to help raise standards, such as in English in Years 3 to 6, which gives confidence that the school has good capacity to improve further. The school sets itself challenging improvement targets and has developed a comprehensive improvement plan that is well targeted at weaknesses. However, not enough has been done to organise areas for improvement into priority order, so the school has been slower in addressing some aspects. Leadership and management of the provision for pupils with specific learning, behavioural or language needs are outstanding. Restructuring of the senior leadership team and staff changes have limited the effect of some subject leaders. Governors are well informed and work closely with staff in review meetings and development groups. Value for money is good. Financial resources are well managed, in particular, the decision to employ a high number of well qualified teaching assistants has considerable benefits for pupils.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

4 October 2007

Dear Pupils

Inspection of Malmesbury Park Primary School, Bournemouth, BH8 8LU

Thank you for welcoming us to your school and being so friendly and helpful. I particularly want to thank the pupils who gave up their time to speak to us. You and your parents think your school is good and we agree with you.

This is what we thought was good about the school:

- We were exceptionally impressed by how well you behave and get on with each other. You are a credit to your school and staff are rightly proud of you.
- You enjoy school very much and work hard.
- You are very good at taking on responsibility, especially in your roles as 'playground buddies', 'peer mediators' and 'eco. warriors'.
- Your headteacher and staff take excellent care of you and they are working hard to make your school even better.
- The support given to those of you who find learning or good behaviour difficult is excellent, including in the Small Talk class and special units.
- You are well taught and most of you make good progress. The progress made by those of you who do not speak English when they come to your school is very good.

What we have asked your school to do now:

- Make sure that you work hard throughout lessons and give you activities that will help all of you to do your best. You can help by trying to do so.
- Give those of you who are capable of reaching high standards, activities that help them to do so.
- When marking your work, tell you how well you have done and what you need to do to improve, and make sure you keep checking how well you are doing in mathematics and science as well as in English. You can help by doing this frequently.

Thank you again for all your help and good luck for the future.

Yours sincerely

D Wilkinson Lead Inspector

Annex B



4 October 2007

Dear Pupils

Inspection of Malmesbury Park Primary School, Bournemouth, BH8 8LU

Thank you for welcoming us to your school and being so friendly and helpful. I particularly want to thank the pupils who gave up their time to speak to us. You and your parents think your school is good and we agree with you.

This is what we thought was good about the school:

- We were exceptionally impressed by how well you behave and get on with each other. You are a credit to your school and staff are rightly proud of you.
- You enjoy school very much and work hard.
- You are very good at taking on responsibility, especially in your roles as 'playground buddies', 'peer mediators' and 'eco. warriors'.
- Your headteacher and staff take excellent care of you and they are working hard to make your school even better.
- The support given to those of you who find learning or good behaviour difficult is excellent, including in the Small Talk class and special units.
- You are well taught and most of you make good progress. The progress made by those of you who do not speak English when they come to your school is very good.

What we have asked your school to do now:

- Make sure that you work hard throughout lessons and give you activities that will help all of you to do your best. You can help by trying to do so.
- Give those of you who are capable of reaching high standards, activities that help them to do so.
- When marking your work, tell you how well you have done and what you need to do to improve, and make sure you keep checking how well you are doing in mathematics and science as well as in English. You can help by doing this frequently.

Thank you again for all your help and good luck for the future.

Yours sincerely

D Wilkinson
Lead Inspector