

Muscliff Primary School

Inspection report

Unique Reference Number	131548
Local Authority	Bournemouth
Inspection number	315829
Inspection date	5 February 2008
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	4–11
Gender of pupils	Mixed
Number on roll	
School	415
Appropriate authority	The governing body
Chair	Ken Batt
Headteacher	Maggie Wyatt
Date of previous school inspection	1 March 2004
School address	Broadway Lane Throop Bournemouth BH8 0AB
Telephone number	01202 549654
Fax number	01202 548966

Age group	4-11
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Introduction

The inspection was carried out by one Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues: the progress of current pupils, focusing on those with learning difficulties and/or disabilities in Years 1 and 2, and girls' progress in mathematics in Years 3 to 6. Evidence was gathered from lesson observations, analysis of school tracking and assessment data and discussions with the headteacher, the assistant headteachers, the special educational needs and mathematics co-ordinators, phase leaders, members of the governing body and pupils. The views of parents were gathered from the school's recent questionnaire. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's self-assessment is not justified, and these have been included where appropriate in this report.

Description of the school

Muscliff is a very popular, large primary school which also provides breakfast and after school clubs. The breakfast club is run by school staff and was part of this inspection. Standards on entry have fallen since the last inspection, partly because the school has grown and widened its intake. Currently, they are slightly below expectations. The proportion of pupils with learning difficulties and/or disabilities is around average, although higher in some year groups. A few of the small number of pupils from minority ethnic groups speak English as an additional language. The school holds the Investor in People, Healthy School and Green School awards.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Muscliff is an excellent school where pupils achieve especially well in both their personal and academic development. The reason for the school's outstanding success is the exceptional leadership and management seen at all levels throughout the school. The headteacher is an excellent leader who inspires and brings out the best in all staff. Of especial note is the outstanding way in which school development planning is supported by staff performance management processes and professional development opportunities. This ensures that staff are not only highly skilled, but that they also play a major part in supporting school improvement and maintaining pupils' excellent progress. The school sets itself challenging improvement targets and often exceeds them. As a result, standards in English, mathematics and science are significantly above average by the end of Year 6 and pupils are especially well prepared for their future economic well-being. The work of the headteacher, assistant heads, phase leaders and subject coordinators is outstanding and, under the excellent leadership of their chair, governors make a major contribution to school monitoring and development. Teamwork amongst staff and governors is exceptionally good and consequently all, including ancillary staff such as the bursar and site manager, are working very successfully to provide a high quality education and level of care. The procedures for monitoring the school's work and pupils' progress are excellent with the information being used especially well to pinpoint areas of relative weakness and speedily address them. For example, in mathematics nationally older girls tend not to do as well as boys. However, the school is determined to give girls every chance to do as well and current strategies are improving girls' performance in this subject across the school, including in Years 3 to 6. This, together with the outstanding provision already in place, gives confidence that the school is very well placed to maintain and improve its high quality education even further. Muscliff is an exceptionally safe and happy place to be. Pupils love coming to school and say they would not want to have to attend a different one during their primary years. Attendance is well above average. Parents agree with their children's view and praise the school for its work. They feel very much involved in helping to support their children's education and one commented, 'School is very much like an extended family.' The school pays excellent attention to pupils' health and safety through rigorous safety checks and very effective child protection and staff vetting procedures. The very well run breakfast club was put in place to support the children of working parents and they are extremely appreciative of the way that the school responds to their requests where possible. Pastoral support is outstanding and results in the excellent behaviour and relationships seen throughout the school. Resources such as those in the 'Wave Room' are exceptionally good at helping those pupils who find school life difficult. The school has forged excellent partnerships with other schools and agencies which benefit pupils' education and welfare especially well. Pupils develop a very good understanding of how to keep themselves healthy and safe and say there are excellent opportunities on offer for physical activities and sport. Pupils make a major contribution to school life, especially through the work of the school council. They develop into very friendly, polite, confident and thoughtful young people with an excellent understanding of global citizenship. This is enhanced especially well through the work pupils do on conserving resources and learning how people in third world countries need support, for example, in building wells. As the result of the outstanding teaching and learning, excellent curriculum and especially good support and guidance given to pupils, pupils' academic progress is excellent, including in the Foundation Stage. The school's commitment to developing the whole child is evident in outstanding planning which seamlessly links subjects together and promotes personal development at every

opportunity. Curriculum development is ongoing and extremely effective, for example, the new literacy and numeracy strategies have been implemented especially well. Enrichment activities including visits and the very popular range of clubs are especially good at supporting pupils' progress. Consistently high quality teaching is seen across the school and is the result of the excellent procedures in place for monitoring and developing teaching and learning. Excellent assessment and tracking of pupils' progress helps teachers plan lessons which take very good account of the level at which each pupil is working so they can challenge and help them to do their very best. 'Magical starters', which begin lessons in an exciting way, are hugely enjoyed by pupils and inspire them to learn. Sensitive probing to help pupils understand and excellent marking of their work ensures they correct errors easily and move quickly on to the next stage. The extremely well qualified teaching assistants make a major contribution to learning, especially for those pupils who have specific learning needs. This ensures that pupils with learning difficulties and/or disabilities, including in Years 1 and 2, or those who speak English as an additional language, make the same excellent progress as their classmates. Despite the exceptionally good advice and support staff give pupils to help them improve, the school is working hard to encourage pupils themselves to become more involved in this process. The strategy of using a response partner to sound out ideas or check if an answer is correct is already helping to do this, but the full effect of the school's work on this aspect has yet to be seen.

Effectiveness of the Foundation Stage

Grade: 1

The outstanding teamwork and consistently high quality of education and level of care and support is also seen in the Reception classes, which are led and managed exceptionally well. Excellent induction procedures help children settle in to school well and the outstanding curriculum and teaching help them to develop into lifelong learners. The very welcoming and well organised accommodation encourages children to participate in tasks enthusiastically and to make excellent progress. As a result, by the time they move on to Year 1, standards are above expectations. Early reading skills develop very well through the excellent programme for this aspect. Children also do especially well in their personal development and are already talking through how they can improve their work with a partner or an adult.

What the school should do to improve further

- Increase pupils' involvement in helping to assess and monitor their own learning.

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Annex A

Inspection judgements

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

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
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	1
The capacity to make any necessary improvements	1

Achievement and standards

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

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	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	1
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	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

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?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

- 6 February 2008 Inspection of Muscliff Primary School, Throop, Bournemouth, BA8 0AB Dear Pupils Thank you for welcoming me to your school. I was especially impressed by how friendly, polite and helpful you are. I would like to thank the school council who gave up their lunchtime to talk to me. I think your school is excellent and am delighted that you and your parents agree. Here are some of the things I thought were especially good about the school:
- You love coming to school and get an especially good start in Reception. You make excellent progress and standards in English, mathematics and science are much better than in most schools.
- Your behaviour is outstanding. You get on very well together and develop into very thoughtful, confident and responsible young people.
- You are exceptionally well taught. The activities staff plan for you are very interesting and help you to do well. I agree that the 'magical starters' are particularly good at encouraging you to learn.
- Staff take excellent care of you and give you especially good advice on how you can improve.
- Your school is exceptionally well led and managed because your headteacher, staff and governors work very well together to make sure you have a high quality education. Your school is doing particularly well in all areas, but staff want to do even better and have identified that you could play a greater part in helping to check on your progress. I agree that there are more ways in which you could be doing this and have asked staff to involve you as much as they can. You can help by keeping a very careful check on your work and always looking for ways in which you can improve. Thank you again for all your help and good luck for the future. Yours sincerely D Wilkinson Lead Inspector



6 February 2008

**Inspection of Muscliff Primary School, Throop, Bournemouth, BA8
OAB**

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Yours sincerely

D Wilkinson
Lead Inspector