

# Malmesbury Primary School

## Inspection report

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<b>Unique Reference Number</b>	132169
<b>Local Authority</b>	Merton
<b>Inspection number</b>	315949
<b>Inspection dates</b>	29–30 April 2008
<b>Reporting inspector</b>	Joanna Toulson

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	441
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Ron Reardon
<b>Headteacher</b>	Mr Stevan Allcock
<b>Date of previous school inspection</b>	24 November 2003
<b>School address</b>	Malmesbury Road Morden SM4 6HG
<b>Telephone number</b>	020 8648 3561
<b>Fax number</b>	020 8687 0297

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

In September 2002, following reorganisation by the local authority, the school became a primary school with a Nursery and two classes in each year group. This means that it is larger than most other primary schools. The proportion of pupils who receive free school meals is much higher than that found nationally, as is the proportion of pupils with learning difficulties or disabilities. There is a higher than average number of pupils from minority ethnic groups and the number of pupils at the early stages of learning English is currently around 30. The headteacher has been in post since September 2007.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

This is a welcoming, well-ordered school which provides a satisfactory quality of education. As a parent said, 'Staff have always made our children feel welcome at Malmesbury, which has enabled them to learn, develop and grow'.

Pupils join the school with standards below those expected for their age. They make satisfactory progress through the school and by the end of Year 6 reach standards in English and mathematics which are still below those achieved by pupils nationally, although standards in science are broadly average. Standards in writing are particularly low in Year 3 and the school has begun to address this.

All staff are committed to breaking down the significant barriers to learning that many pupils experience, for example, the large number of pupils who are at the early stages of learning English, the often difficult socio-economic circumstances of pupils and the high percentage of pupils with learning or behaviour difficulties. This commitment is reflected in the good care that pupils receive and this is a real strength of the school. Staff work well together to ensure that pupils feel safe, learn to adopt healthy lifestyles and develop a sense of responsibility for themselves and those around them. For example, pupils readily take on responsibilities around the school, looking after younger children during wet playtimes and supporting friendships in the playground. Pupils benefit from a good, varied programme of extra-curricular activities, including a residential visit in Year 6. For example, during the inspection, Year 5 pupils were practising for a music performance with other schools at a local theatre. They were very excited about it and spoke enthusiastically about how good they were!

The quality of teaching and learning is satisfactory. Where teaching is good, pupils enjoy their learning because expectations of behaviour and achievement are high and they are encouraged to apply what they already know to new problems. However, some teaching is less effective when assessment is not used well enough to match work to the needs of individuals and praise is too readily given. This results in pupils not being sufficiently challenged.

The headteacher has a clear vision for the school and has a team of staff determined to take the school forward. He rightly judges the school to be satisfactory and recognises the need to improve the involvement of leaders and managers at all levels in the self-evaluation process. The governing body supports and challenges the school to a satisfactory level but is insufficiently involved in self-evaluation and school improvement. Parents are supportive. Attendance has improved from the previous inspection and continues to do so, because of the effective strategies that have been put in place.

## Effectiveness of the Foundation Stage

### Grade: 3

Children enter the Nursery with lower than expected skills, especially in communication, language and personal skills and a significant number speak little or no English. Effective links with families help children to settle into school life. A range of good activities is provided although opportunities to develop language skills are sometimes lost as there are too few times when children can work with adults in a calm, focussed way. There is good access to outside play and this is well supervised. In Reception, planning shows a good balance between activities directed by adults and times for children to explore themes and topics for themselves. They play confidently and co-operatively and their progress is thoroughly documented. As a result, children

make good progress in Reception and satisfactory progress overall through the Foundation Stage.

### **What the school should do to improve further**

- Improve the quality of teaching and learning by ensuring teachers use assessment information effectively to teach lessons which challenge all children to make good or better progress.
- Raise standards by supporting leaders and managers so that they can effectively monitor standards and evaluate action taken.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

From their low starting points, pupils make satisfactory progress overall. The school's own assessment data, pupils' work and lesson observations show that the current attainment of pupils in Year 6 is below average in English and mathematics, although not exceptionally so, and broadly average in science. In Year 3, standards in writing are exceptionally low but extra support for those who need it, together with frequent teaching of phonics (linking sounds with letters), is beginning to give pupils more confidence with their writing. Pupils who are at the early stages of learning English receive effective support from teachers and teaching assistants and this helps them to make satisfactory progress. Pupils' difficulties often relate to moderate learning difficulties, speech, language and communication problems or behavioural and emotional difficulties. The management of their needs is satisfactory and they make satisfactory progress.

## **Personal development and well-being**

### **Grade: 3**

Pupils have a good understanding of how to keep healthy. They make sensible food choices at lunchtime and the take-up of extra-curricular sporting activities is high. They care about their school and keep it clean and tidy. Behaviour in lessons and around school is satisfactory and good when pupils are motivated by interesting activities and lively teaching. Pupils feel safe in school. They know what to do about bullying and do not see it a major issue, though they feel it is sometimes not stopped quickly enough. Pupils willingly take on responsibilities which help them to develop a sense of belonging to the school community. They raise money for charities at home and abroad and take part in community events, such as music concerts and the annual school fair. The school council has an important role, and is currently deciding how to improve the playground facilities. A good range of cultural activities helps pupils learn to respect the beliefs and values of their own and other cultures.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The quality of teaching and learning is satisfactory but ranges from inadequate to good. In the best lessons, pupils enjoy their learning because activities are well planned and meaningful. For example, in a Year 6 lesson, pupils rose to the challenge of planning how to spend £1000 on playground equipment and spoke excitedly about their learning. In a successful mathematics

lesson, pupils made good progress because the learning was gradually made more challenging and they were encouraged to apply what they already knew to new, more difficult, number problems. In these good lessons, the pace of learning is lively but not too fast and work is well planned to match the needs of individual pupils. Teaching assistants work well to give extra support to pupils who need it. Classrooms are bright and inviting and the introduction of displays which give pupils information about their learning helps them to know what to do next.

Where teaching is less effective, expectations of what pupils can achieve are too low and therefore the work does not challenge all pupils to make the progress they should. The over-use of praise limits its value and pupils do not have to work hard enough or behave well enough to gain a reward. Teachers' use of information and communication technology to promote learning is inconsistent.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is satisfactory. The well-attended and varied programme of clubs, visitors and trips to places of interest, including a residential trip in Year 6, is a good feature of the curriculum and widens pupils' experiences. As a parent said, 'I especially commend the school for their extra activities during and after school hours, e.g. sporting activities, choir, gymnastics and dance.' Through the curriculum and other activities, such as circle time, the school provides well for pupil's emotional health and for their awareness of the needs of others. The school knows that pupils in Key Stage 2 need more support with their understanding of phonics and the introduction of a scheme to help with this is beginning to support the Year 3 pupils. More needs to be done and the school has plans to address this.

## **Care, guidance and support**

### **Grade: 3**

There is a strong ethos of care in the school. This is shown in the warm relationships between pupils and staff. This care, together with effective arrangements for safeguarding pupils, helps pupils feel safe and confident to talk to adults about their problems. The school knows the pupils and their families well and works effectively with other agencies to obtain the right support for individuals. Academic guidance is satisfactory. The school recognises that the marking of pupils' work and the use of assessment is not yet consistently good enough to enable all pupils to make good progress.

## **Leadership and management**

### **Grade: 3**

The recently-appointed headteacher recognises standards should be higher. He has developed good working relationships with his deputy headteacher and other senior leaders to promote a shared vision for the school. The school is working closely with the local authority and external consultants and has appropriate plans which identify well chosen actions to bring about improvement in key areas. However, actions taken have not been in place long enough to have impacted sufficiently on pupils' progress and standards. The monitoring of standards is underdeveloped and insufficiently linked to pupils' progress. The Governors are supportive of the school but their ability to challenge the school is hindered because they are not sufficiently involved in self-evaluation, nor in school improvement planning.

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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?	3
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?	2
The effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	3

### Achievement and standards

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

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	3
The extent of learners' spiritual, moral, social and cultural development	3
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	3
The attendance of learners	3
The behaviour of learners	3
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
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?	3

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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

12 May 2008

Dear Pupils

Inspection of Malmesbury Primary School, Morden, SM4 6HG

First of all I would like to thank you for making us so welcome when we visited your school recently. You were polite and very friendly and this made our time with you really enjoyable. We were very impressed with your school council and we hope you buy some exciting equipment for your playground. We also hope that the concert at the Fairfield Halls went well for Year 5.

We agree with your teachers that Malmesbury is a satisfactory school. All the adults are determined that you should feel safe and well cared for. You tell us that you know that there are adults to talk to about any problems you may have and you feel confident to do this when necessary. You also say that while bullying does happen from time to time, staff deal well with it - although you would like to see it dealt with even more quickly. You enjoy the good range of lunchtime and after school clubs that are available. You know that taking part in sport and eating the right food helps you to stay healthy. You usually behave well, especially when lessons are exciting.

Now here are some things that we think could be made better.

We want you to do even better, especially in your English and mathematics. Some of your work has been too easy for you and we think you could challenge yourself a bit more! We have asked your teachers to make sure the work set is just right for you. While we expect you to work hard and have a go you should tell your teacher if the work is too easy (or too difficult) for you. We have also asked the school to make sure that they find out more about how well you are doing, for example, by looking at your books and watching you in class so that better ways of doing things can be found if necessary.

I hope you all enjoy the rest of the school year and work hard - right up until the last day! I wish you all well (especially those of you in Year 6 who are due to take your SATs!) and know you will continue to be proud of your school.

Yours sincerely

Joanna Toulson

Lead Inspector