

Tribal  
1-4 Portland Square  
BRISTOL  
BS2 8RR

T 0300 123 1231  
Text Phone: 0161 6188524 Direct T 0845 123 6001  
enquiries@ofsted.gov.uk Direct F 0117 315 0430  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk) Email: Fiona.allan1@tribalgroup.com



14 June 2010

Miss H Westley  
Muschamp Primary School and Language Opportunity Base  
Muschamp Road  
Carshalton  
Surrey  
SM5 2SE

Dear Miss Westley

Ofsted monitoring of Grade 3 schools

Thank you for the help which you, your staff and governors gave when I inspected your school on 26 May 2010, for the time you gave to our phone discussions and for the information which you provided before and during my visit. There have been no changes to the school leadership or Chair of Governors since the last inspection.

As a result of the inspection on 10–11 June 2008, the school was asked to:

- develop more rigorous self-evaluation systems, which include gathering the views of pupils, parents and teachers to ensure all leaders have an accurate view of the school's strengths and weaknesses
- focus on developing the curriculum to ensure it is motivating and engaging
- create more opportunities for pupils to work at their own level in lessons to further stretch the most able
- improve attendance rates by engaging more effectively with the whole community.

Having considered all the evidence I am of the opinion that at this time the school has made satisfactory progress in making improvements and satisfactory progress in demonstrating a better capacity for sustained improvement.

Pupils' achievement is satisfactory overall but no better than satisfactory because despite good progress being made from Year 3 to Year 6, attainment is still low at the end of Key Stage 1. It is broadly average at the end of Key Stage 2. Progress in mathematics, although improved, is still not good enough and too many pupils underachieve at the higher levels of attainment in English and mathematics by the



time they leave the school. The progress of pupils identified with special educational needs and/or disabilities is good and many outperform their peers nationally.

The school management has worked hard to improve its self-evaluation systems although it is too generous in its assessment of outcomes, such as attainment and attendance which are both low. There are some good systems for evaluating teaching and learning, and senior leaders regularly assess their colleagues teaching in class. They keep a record of how teaching improves year on year and have supported colleagues who are the weaker teachers in the school. There has been some good evaluation of attendance and this has resulted in the implementation of more strategies to improve attendance and reduce persistent absences. The school now has good data to track pupils' progress in class and make stronger predictions of how well pupils perform as well as tracking those that are underperforming. The school council have been instrumental in bringing about changes, such as to the playground, to improve behaviour when pupils are outside. Pupils in Year 6 know how well they are expected to do in their national tests. As a consequence of all these strategies, teachers, pupils and parents are more informed about the school's strengths and weaknesses, and improvement has been satisfactory.

The new focus on literacy and numeracy in the morning as well as the setting arrangements have enabled teachers to focus more effectively on the needs of individual groups. Pupils are more engaged and motivated by lessons that are pitched at the right level to support their learning, particularly for the more able. Themed work such as the science week, along with the introduction of French and Spanish and the re-introduction of music into the curriculum, have made learning more fun and appropriate to the pupils. A well-resourced information and communication technology suite is timetabled for every class and pupils use the computers to enhance their work. Pupils spoke about how much they enjoyed school because of all the things they do, such as work in the local community and about the visits to London and the local areas. The school uses specialist sport and physical education coaches from the local college to raise the quality of teaching in these areas.

Pupils have been given many more opportunities to work independently and make decisions about their own learning. In Year 6, pupils designed their own newspaper and were able to discuss articles and layout with the class teacher and teaching assistant. This has made the curriculum more interesting and helped motivate pupils. Consequently, improvement against this issue has been satisfactory. Teaching assistants work well to support groups within the class and enable the teacher to focus on specific groups such as the more able. There are more opportunities for pupils to work at their own level through setting in English and mathematics and the more able are being stretched by more challenging work as seen in a Year 3 mathematics class. This is helping to raise attainment.

For just under half the pupils at the school, attendance is above average, but for over a quarter of pupils, attendance is low. This is unsatisfactory progress in



improving attendance rates since the last inspection. While a number of pupils are absent for medical reasons, such as increased colds and asthma in the winter, persistent absence and attendance overall have remained low for the last three years. The school monitors attendance robustly and follows up concerns about persistent absence and continues to put in place strategies to improve attendance. Since January 2010, it stopped authorising absences and extended holidays. Consequently, the number of missed sessions and persistent absence has reduced this summer term. However, attendance remained low through the autumn and spring terms. The school works hard with the local community and parents to interest them in the school's activities so that parents can more fully understand the importance of pupils attending school regularly.

The school has benefited from the support of a School Improvement Partner and an attendance officer and from specialist coaches from the local sports college. This has enabled the school to put in place strategies to improve attendance, enhance the curriculum and keep a better check on how well pupils are progressing through the school.

I hope that you have found the visit helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Linda Kelsey  
Her Majesty's Inspector

