

Muschamp Primary School and Language Opportunity Base

Address: Muschamp Road, Carshalton, Surrey, SM5 2SE

Unique reference number (URN): 130934

Inspection report: 3 February 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Achievement

Expected standard 

Pupils are well prepared for their next steps. This is reflected in the school's published outcomes, where attainment in reading, writing and mathematics has been consistently above national averages for the past 3 years at the end of Year 6. Disadvantaged pupils typically achieve close to national averages in these subjects, with a marked improvement in the most recent year. Although a gap remains between disadvantaged and non-disadvantaged pupils, it is narrowing over time.

Across the curriculum, pupils typically remember in the long term what they have been taught and make suitable progress through the curriculum. They are able to make meaningful links across subjects. Pupils develop important knowledge in reading, writing and mathematics. Some pupils, however, have persistent inaccuracies in letter formation and pencil grip. This has been identified by leaders and remains a focus for improvement. Pupils' understanding of number is secure, and leaders' emphasis on strengthening pupils' times tables knowledge will better support them to demonstrate their knowledge in the Year 4 multiplication check.

Attendance and behaviour

Expected standard 

Leaders have thorough oversight of pupils' attendance and closely track any absence from school. Being in school is actively promoted, and pupils enjoy the rewards they can earn for this. The school works closely with families to identify and address any barriers to pupils' attendance. As a result, pupils' attendance is in line with national averages and is an improving picture. Incidents of pupils being more persistently absent from school are reducing. This includes disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND).

The school has a clear and consistent approach to managing pupils' behaviour. Staff implement the agreed approach while effectively adapting or adjusting as needed to support pupils with SEND. Pupils enjoy earning the 'power up points' when they demonstrate the school's 'powers' for positive behaviours. Classrooms are calm and productive learning environments, where pupils typically have positive attitudes to their learning. Pupils' understanding of the school's 'behaviour ladder' supports them to make the right choices and live up to leaders' high expectations. This creates a culture where pupils know they are cared for and that incidents such as discrimination and bullying are not tolerated.

Curriculum and teaching

Expected standard 

Leaders have designed an ambitious and broad curriculum and have a secure understanding of its strengths and areas for development. They have identified appropriate priorities to support further improvement.

Across subjects, leaders have set out the important knowledge, skills and vocabulary pupils need to learn. This supports pupils to build their understanding over time and to use subject-specific vocabulary with increasing confidence. Learning is typically adapted well for

disadvantaged pupils and those with special educational needs and/or disabilities, enabling them to learn alongside their peers.

Teachers' subject knowledge is secure, and they explain and present information for pupils clearly. They use a range of effective teaching strategies and usually check pupils' understanding accurately. However, these checks are not always as effective as they could be, which means learning sometimes moves on too quickly or misconceptions are not identified and addressed.

Staff prioritise important knowledge in reading, writing and mathematics. For example, pupils become confident, fluent readers through a systematic phonics programme, and they develop secure mathematical skills. Staff typically provide effective support in these areas so that pupils can catch up where needed. Writing development includes explicit handwriting instruction, though issues such as incorrect pencil grip and inaccurate letter formation persist for some pupils, particularly in key stage 2.

Early years

Expected standard 

The early years curriculum is logically designed and covers all areas of learning in the statutory early years framework. It is mapped out so that children develop their knowledge and skills progressively from Nursery to the end of the Reception Year. Staff have a precise focus on promoting children's communication and language. Their high-quality interactions with children help to strengthen children's language development. Staff receive appropriate training, and children are supported by a deliberately sequenced curriculum that ensures vocabulary is carefully planned.

Children secure their early skills in reading, writing and mathematics well. From the start of Nursery, children are immersed in stories to foster a love of reading. In the Reception Year, children build their phonics knowledge through regular, effective teaching. Teacher-led activities and the wider provision activities help children to develop their understanding of number, mark making and early writing. However, at times, some activities are not fully matched to children's developmental readiness. For example, sometimes children are asked to write their names before they have sufficient fine motor control.

The school works closely with families, beginning with home visits before children start school and continuing through workshops and online communication to support learning at home. A thoughtful transition process ensures that children are ready for Year 1.

Inclusion

Expected standard 

This is an inclusive school. Pupils from the language opportunity resource base are fully integrated into mainstream classes and wider school life. Pupils with special educational needs and/or disabilities (SEND) in mainstream classes also learn well alongside their peers. When appropriate, some pupils from the resource base follow a bespoke curriculum that enables them to make progress from their individual starting points.

Pupils' needs are quickly identified and addressed. In the early years, close liaison with external professionals and families helps staff identify children with additional needs before

they start school. This allows staff to put support in place early. The school makes timely referrals to external agencies when further advice is needed to meet children's needs.

Staff are skilled and meet pupils' needs well. They make suitable adaptations to support pupils' learning and inclusion in school life. These are typically effective and reduce barriers to learning and wellbeing for disadvantaged pupils and pupils with SEND. Leaders review and check that these actions have the intended impact and refine them when necessary.

Leaders ensure that staff expertise from the language base is shared across the school and used to benefit all pupils. Leaders work closely with families and external agencies and ensure that pupil premium funding is used to support disadvantaged pupils effectively.

Leadership and governance

Expected standard 

Leaders, including the governing body, share a clear intention to provide pupils with a high-quality education and a positive school experience. They make decisions in pupils' best interests, ensuring that disadvantaged pupils and those with special educational needs and/or disabilities are fully included in school life and have their needs met.

Leaders have an accurate understanding of the school's priorities. They are focusing on the right things to bring about further improvement. Staff training is well considered to ensure staff have the expertise and skills needed to meet leaders' expectations for teaching and learning. Some variability in curriculum delivery remains, but leaders recognise this and provide appropriate support where it is needed.

The governing body ensures that its statutory duties are met. Systems and processes are in place that enable the governing body to be well informed about the school's performance. In turn, this enables governors to provide an effective balance of challenge and support to hold leaders to account for school improvement priorities.

Staff are proud to work here. They are valued, and leaders ensure staff workload is manageable and their wellbeing is a high priority. Parents and carers are very supportive of the school and appreciate the education it provides for their children.

Personal development and wellbeing

Expected standard 

The school's provision for pupils' wider development is rooted in its '7 powers', including the 'power of belonging and contributing' and the 'power of self-belief and belief in others'. These principles shape pupils' character and help them develop the social skills needed to build positive relationships.

The school's personal, social, emotional and relationships curriculum is well designed and adapted when necessary for pupils with special educational needs and/or disabilities (SEND). As a result, pupils gain the knowledge and skills required to be healthy, safe and confident individuals who are well prepared for life in modern Britain. They develop a secure understanding of how to keep themselves safe both online and offline. They receive age-appropriate relationships and sex education and health education. The school's work on helping pupils identify and understand their emotions enables them to control their behaviour and interact respectfully with others. The fundamental British values are woven

throughout the curriculum, allowing pupils to learn about democracy, tolerance and respect. The school actively promotes diversity and understanding of others through visits to different places of worship and through themed activities celebrating a range of cultures, such as African drumming, world foods and dance workshops.

Pupils' wider development is further strengthened through a broad range of enrichment opportunities and extra-curricular activities that nurture their talents and interests. They enjoy visits in the local community, including trips to the library and local farms, as well as experiences further afield, such as visits to the theatre and historical sites. Residential trips from Year 4 onwards help pupils build their independence, resilience and willingness to take appropriate risks. Leaders carefully track pupils' participation to ensure that all pupils, including disadvantaged pupils or pupils with SEND, benefit fully.

What it's like to be a pupil at this school

Pupils come to school happily. They have a warm welcome from staff, who know each of them well. Pupils attend well and appreciate the support available to them from the very start of the school day. This includes identifying their emotions with the help of the Years 5 and 6 'mental health champions' or attending the 'nurture breakfast'. As a result, pupils develop their sense of belonging at the school and feel safe. They are proud members of their school community.

Pupils achieve well across the curriculum and are prepared for their next stage of education. They enjoy their learning and are typically focused and engaged in lessons. Pupils with barriers to their learning and/or wellbeing and those with special educational needs and/or disabilities are fully included in all aspects of school life.

Pupils behave well and follow the well-established routines. All understand the school's 'powers' that underpin the expectations for pupils' behaviour, such as 'respect and tolerance' and 'perseverance'. Pupils are polite, kind and look out for one another. Relationships are based on mutual respect. Pupils move around the school calmly. They enjoy their social times together, where they play happily with the range of equipment and activities available to them. Pupils trust staff to sort out any issues, such as bullying, which happens rarely.

Pupils' wider development supports them to be prepared for life beyond the school. They have a range of opportunities to develop their responsibility and leadership skills, such as becoming a librarian, a prefect or a school or learning council member. Pupils actively fundraise to help others and participate in events that promote the development of their self-esteem, such as sports competitions or musical events and concerts.

Next steps

- Leaders should ensure that the work that has begun to address gaps in pupils' letter formation and pencil grip gathers pace and rigour so that particularly older pupils benefit from this work and rectify any persistent inaccuracies.

- Leaders should continue to support teachers to develop and embed their strategies for checking what pupils know and understand so that these are used consistently and effectively.
 - Leaders should ensure that they continue to support teachers and early years staff to design tasks and activities for pupils that closely align with the intended learning, take account of children's and pupils' prior knowledge and skills and are effectively adapted where needed, so that children's and pupils' learning is maximised.
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About this inspection

The chair of the board of governors in this school is Jenny Sims.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

Inspectors spoke with the headteacher and other senior leaders, members of the governing body, the school business manager, school improvement adviser, special educational needs coordinator, staff, parents, carers and pupils.

The inspectors confirmed the following information about the school:

The school makes use of one registered alternative provision.

The school includes provision to cater for pupils with specific additional needs in relation to speech and language.

Headteacher: Heidi Westley

Lead inspector:

Julie Wright, His Majesty's Inspector

Team inspectors:

Rajeshree Mehta, Ofsted Inspector

Seamus Gibbons, Ofsted Inspector

Neil Harvey, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 3 February 2026

School and pupil context

Total pupils

614

Well above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

630

Well above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

26.99%

Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

9.28%

Well above average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

12.38%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

Resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

Type of specialist provision (if applicable)

SLCN - Speech, language and Communication

What does this mean?

The type of Special Educational Needs provision provided at the school (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	76%	61%	Above
2024/25 (revised)	79%	62%	Above
2023/24 (final)	79%	61%	Above
2022/23 (final)	70%	60%	Above

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	86%	74%	Above
2024/25 (revised)	88%	75%	Above
2023/24 (final)	87%	74%	Above
2022/23 (final)	82%	73%	Above

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	85%	72%	Above
2024/25 (revised)	86%	72%	Above
2023/24 (final)	86%	72%	Above
2022/23 (final)	82%	71%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	86%	73%	Above
2024/25 (revised)	88%	74%	Above
2023/24 (final)	92%	73%	Above
2022/23 (final)	78%	73%	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	53%	46%	Close to average
2024/25 (revised)	67%	47%	Above

Year	This school	National average	Compared with national average
2023/24 (final)	57%	46%	Close to average
2022/23 (final)	39%	44%	Close to average

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	68%	62%	Close to average
2024/25 (revised)	78%	63%	Above
2023/24 (final)	68%	62%	Close to average
2022/23 (final)	61%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	70%	59%	Above
2024/25 (revised)	78%	59%	Above
2023/24 (final)	71%	58%	Above
2022/23 (final)	64%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	77%	60%	Above
2024/25 (revised)	83%	61%	Above
2023/24 (final)	86%	59%	Above
2022/23 (final)	64%	59%	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	53%	68%	-15 pp
2024/25 (revised)	67%	69%	-3 pp
2023/24 (final)	57%	67%	-10 pp
2022/23 (final)	39%	66%	-27 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	68%	80%	-12 pp
2024/25 (revised)	78%	81%	-3 pp
2023/24 (final)	68%	80%	-12 pp
2022/23 (final)	61%	78%	-18 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	70%	78%	-7 pp
2024/25 (revised)	78%	78%	0 pp
2023/24 (final)	71%	78%	-6 pp
2022/23 (final)	64%	77%	-13 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	77%	80%	-3 pp
2024/25 (revised)	83%	81%	3 pp
2023/24 (final)	86%	79%	6 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	64%	79%	-15 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	5.1%	5.2%	Close to average
2023/24 (3 term)	5.5%	5.5%	Close to average
2022/23 (3 term)	6.2%	5.9%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	14.5%	13.3%	Close to average
2023/24 (3 term)	14.9%	14.6%	Close to average
2022/23 (3 term)	16.6%	16.2%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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