

Malmesbury Park Primary School

Lowther Road, Bournemouth, BH8 8LU

Inspection dates

26–27 February 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Since the last inspection there has been a steady rise in achievement throughout the school. All groups of pupils now make good progress.
- Teaching in the early years is good and sometimes outstanding. As a result, children make good progress and are well prepared for Year 1.
- Attainment in Year 6 is average overall and is stronger in reading and writing than it is in mathematics. Standards in writing are rising particularly quickly.
- There has been a persistent and effective effort by the senior leadership team and governors to enhance the quality of teaching and middle leadership. This is resulting in rapid improvement.
- The quality of teaching is now good and some is outstanding because the headteacher and governors have appointed skilled teachers to new leadership roles within each year group. This is ensuring that all teachers are developing the skills they need to help pupils make more rapid progress. It is particularly noticeable in writing.
- The headteacher, senior leaders and skilled governors challenge and support each other well. Their competency and expertise in leading the school forward is securing an effective and improving school.
- Imaginative learning, strong guidance and opportunities for responsibilities and rewards ensure that pupils develop a good attitude to school. As a result, they enjoy school, behave well and attend regularly.
- The school's work in keeping pupils safe and secure is outstanding. Discussions with pupils and parents and carers confirm this view.
- Pupils joining the school in the very early stages of learning English are particularly well supported and make good progress.
- Disabled pupils and those with special educational needs make good progress, especially those pupils in the special resource bases, because their needs are well met.

It is not yet an outstanding school because:

- Teaching does not yet ensure that pupils make rapid progress, especially in mathematics.
- Pupils are provided with too few opportunities to practise their mathematical skills in other subjects.
- Teachers do not always make sure that pupils make improvements to their work following feedback and marking, particularly in mathematics.

Information about this inspection

- Inspectors looked at pupils’ learning in 30 lessons and observed 22 teachers. Other teachers, key adults and teaching assistants were observed working with individual pupils and small groups. The headteacher accompanied the lead inspector for some lesson observations.
- A wide range of documents was scrutinised, including systems for checking progress, records relating to behaviour and attendance, safeguarding procedures and the school’s analysis of how well it is doing and how it plans to improve. Records of checks on the quality of teaching were examined along with records of visits to the school made by the local authority.
- Inspectors looked at samples of pupils’ work across a range of subjects and classes, especially writing. They talked to pupils about their work and heard individual pupils from Years 2, 4 and 6 read.
- Meetings were held with members of the governing body, school staff and groups of pupils. Individual pupils were spoken to in lessons and around the school. A meeting took place with the school adviser from the local authority.
- Inspectors took account of the views expressed in the 35 online responses from Parent View and informal meetings with parents and carers at the school during the inspection.
- Inspectors also took account of the results of recent school questionnaires completed by staff and parents and carers.

Inspection team

Anna Sketchley, Lead inspector	Additional Inspector
Margaret Faull	Additional Inspector
Ann Sydney	Additional Inspector
Roger Thurlbeck	Additional Inspector

Full report

Information about this school

- Malmesbury Park Primary School is larger than the average-sized primary school.
- The school has a Nursery. Children attend part time morning or afternoon, or all day.
- All children in Reception attend school full time.
- The proportion of disabled pupils and those with special educational needs is higher than the national average.
- The school has specially resourced speech and language provision for 16 children in Nursery. There is also specially resourced provision for eight pupils from Reception to Year 6 with social communication disorders.
- Both resource bases are led and managed by the school, but admissions are allocated by the local authority.
- The proportion of disadvantaged pupils supported by the pupil premium is higher than that found in most schools. This is additional government funding provided to give extra support to those pupils known to be eligible for free school meals and to children who are looked after.
- The number of pupils from minority ethnic groups, including those who are in the very early stages of learning English, is above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics at the end of Year 6.
- The school organises breakfast and after-school clubs.

What does the school need to do to improve further?

- Secure more rapid achievement in mathematics by:
 - improving the quality of teaching so that it is consistently outstanding, especially in mathematics
 - providing more opportunities for pupils to practise their mathematical skills in other subjects
 - ensuring that pupils regularly make amendments and improvements to their work following feedback from teachers and other adults.

Inspection judgements

The leadership and management are good

- Strong and ambitious leadership has been established since the last inspection. New leadership appointments are driving forward improvement and establishing a higher quality of teaching. Well-informed governors take responsibility for key areas for development and offer appropriate challenge and support.
- The school has a relentless focus on working harmoniously together in an atmosphere of trust and mutual respect. This ensures that both adults and pupils take responsibility for their learning, work hard towards excellence and continually support each other in their endeavours. Good behaviour flourishes.
- Regular checks and discussions about pupils' progress are effective in helping pupils to learn more quickly.
- This, together with stronger leadership across the school, is central to the more rapid progress pupils make and demonstrates that the school has the capacity for further improvement.
- The headteacher has introduced rigorous procedures for managing teachers' performance. The process ensures that teachers are in no doubt as to the standard of teaching required. Where help is needed to improve skills, support is provided quickly. This has eliminated weaker teaching and rewards teachers where teaching skills have improved and pupils make good or better progress.
- Middle leaders have been particularly successful in raising the quality of pupils' writing. The school realises that the same successful approach is now required to help some teachers to develop their skills further in the teaching of mathematics.
- The school has received valuable support and advice from the local authority in order to raise standards in writing and more recently in mathematics.
- The positive relationship with the local authority and strong, reciprocal partnerships with other local schools play an important part in sharing expertise, for example, in governor training and behaviour management. The school's visits to outstanding schools in other areas, especially London, have been particularly helpful in developing an appropriate and lively curriculum.
- The curriculum is purposeful and meaningful, involving real-life experiences. It is broad and balanced, paying specific attention to the teaching of literacy. Pupils enjoy many visits and visitors that enrich their learning, including visits from authors and residential visits to London and Paris. Pupils' literacy skills are particularly well practised in other subjects through the exciting books they study. Opportunities for pupils to practise numeracy skills in other subjects are more limited.
- The wide range of nationalities within the school leads to a multilingual, multi-faith community in which cultural diversity is continually explored and celebrated. Good relations are fostered successfully. Provision for pupils' spiritual, moral, social and cultural development is very strong. The school does not tolerate any discrimination against race, culture or achievement and all pupils are treated equally.
- Pupils study different faiths, and visitors include the Imam, Rabbi and Christian ministers among others. During the inspection, a memorable experience took place for the whole of Year 4 who sat down together in the school dining room to take part in a Seder meal. This Passover feast generated much discussion, making a valuable contribution to pupils' understanding of what it is like to belong to the Jewish faith.
- The pupils' voice is well established. Pupils have many responsibilities in the school, such as being prefects and members of the school council, of which they are justly proud. Through these, and for example, visits to London to the Houses of Parliament and work on the general election, the school promotes democracy and British values exceptionally well. No opportunities are missed to prepare pupils for the cultural diversity of life in modern Britain.
- Extra sports funding is used well to provide professional development for teachers, taster sessions at local sports clubs for pupils and a wide range of in-school and after-school sports for pupils. Pupil participation in after-school sports has increased significantly and pupils enjoy taking part competitively, wearing the new school kit with pride. 'Fitathon' and 'Mini Marathon' days make a significant contribution to pupils' awareness of what it means to develop a healthy lifestyle.
- The school spends its additional pupil premium money effectively. Well-organised provision for disadvantaged pupils ensures that they make good progress. Additional skilled teachers and key workers help to deliver special programmes, supporting pupils in small groups in the classroom for reading, writing and mathematics. As a result, the gap between these pupils and others in the school is closing rapidly.
- Pupils for whom English is not their first language are particularly well supported. A teacher for new entrants to the school involves parents and carers in an early assessment of pupils' needs. Pupils who are at the very early stages of learning English receive good support through an intensive six-week course in English.
- Disabled pupils and those with special educational needs are identified early and interventions begin

quickly. Pupils are well known to staff and there is a consistent and successful approach to learning and behaviour throughout the school. Pupils learn in a quiet and calm environment because behaviour is particularly well managed.

- Both resource bases are very well led and managed. Pupils are integrated into the main school on a daily basis where and when appropriate. They are well supported by highly trained key adults who model sociable behaviour and early speaking and listening skills very well. There is a good range of resources that stimulate conversation and as a result, pupils make good progress.
- These examples of the provision for a wide variety of vulnerable pupils demonstrate well the school's commitment to offering equality of opportunity to all pupils.
- The school has well-developed systems for the immediate safeguarding of pupils that fulfil statutory requirements. Senior leaders also meet weekly to discuss vulnerable pupils, providing intervention and help for families where necessary and reducing risk. Robust systems of risk assessments ensure pupils remain safe both in school and when on visits.
- The school engages well with parents and carers. Important information on the school's website is written in many different languages, enabling parents and carers to access important information. Only a very small number of parents and carers responded to the online questionnaire during the inspection. However, inspectors talked to parents and carers before and after school. The vast majority were very happy with the work of the school and the progress their children were making.

■ The governance of the school:

- Governors are very well informed about the school's strengths and areas for development. They have a deep and accurate understanding of the school's performance and of staff and pupils' skills and attributes. They play a very active part in checking pupils' achievement and the quality of teaching. They use the school's rigorous tracking systems and national data to keep abreast of how well pupils are performing in relation to national information. Governors have been fully involved in the introduction of new, robust performance management procedures. They receive comprehensive reports about the quality of teaching and its impact on pupils' progress. Consequently, they are very aware of how performance management is being used to tackle underperformance and to reward good teaching. Governors offer the school a high level of support and encouragement but they also regularly challenge senior leaders and hold them to account for all aspects of the school's performance.

The behaviour and safety of pupils

are good

Behaviour

- The behaviour of pupils is good. Positive strategies to deal with poor behaviour have been successful. School records show that there has been a substantial decrease in serious incidents, and rates of fixed-term exclusions are low. Pupils say that behaviour has improved.
- Pupils in the resource bases, including those with social communication disorders, behave very well because relationships between pupils and adults are strong. Adults model acceptable sociable behaviour for pupils to copy.
- Pupils are very clear about the school's reward system to promote good behaviour. They say learning is fun and almost always demonstrate good attitudes to their work in lessons. One pupil said, 'Every teacher wants you to be successful', expressing a view typically held by pupils.
- Low-level disengagement in lessons is rare because learning is interesting and well planned and all adults are highly skilled at managing behaviour. Pupils work well together and listen respectfully to adults. Just occasionally, a very small minority of pupils find concentrating in lessons difficult so they do not make as much progress as they could. This is why behaviour is not outstanding.
- Pupils' behaviour around the building and in assembly is impeccable. Pupils are unfailingly polite to visitors and a delight to talk to. They get on very well together in the playground. Pupils from different backgrounds and cultures show considerable respect for one another. They demonstrate caring attitudes and take their roles as playground buddies and peer mediators seriously.
- Rigorous procedures to tackle absence have been successful. Attendance is now above average.

Safety

- The school's work to keep pupils safe and secure is outstanding. Pupils, including those in the resource bases, are confident the adults will help them if they are in any kind of difficulty. They know they will be listened to or can use the online 'worry box' system. They told inspectors they feel very safe in school.

- Pupils are very clear about what constitutes all types of bullying. Pupils demonstrate a very good understanding of cyber bullying and e-safety (internet safety). Anti-bullying weeks place an emphasis on good behaviour. Pupils say bullying and racial remarks are extremely rare. The school records show that should any problems occur, however minor, they are taken very seriously, fully recorded and acted upon immediately.
- Pupils develop a strong sense of how to keep safe and secure. The school involves pupils in assessing risks, for example, when planning outings to the beach and residential visits. Pupils worked together with the local Police and Bournemouth University on a safety campaign because pupils were afraid to use the local subway.

The quality of teaching

is good

- Routines are excellent and support typically good and sometimes outstanding teaching very well. Teaching in the resource bases is of a similar high quality. Specialist therapists provide interventions that are taught by skilled adults.
- Pupils are punctual to lessons, settling quickly in the mornings and after breaks. No time is wasted.
- Classrooms are neat and tidy and resources are immediately to hand. Classroom walls display basic information. Pupils use these readily to help them with their tasks.
- Teachers have high expectations of behaviour. Pupils listen to instructions carefully. The same signal to gain pupils' attention in lessons is used throughout the school. This consistency of approach helps pupils to know what is expected of them and they respond immediately.
- Teachers have similar high expectations of pupils' work. This results in pupils taking an immense pride in the presentation of their work. Pupils' books, especially their writing and project work, are exemplary.
- Pupils are keen to learn because lessons are interesting and often practical.
- Teachers' subject knowledge is good so that basic skills in reading and writing are well taught. A good example of this was seen during a lesson when pupils were writing a recount about an activity the previous day. Pupils were successful with the task, producing interesting writing, because they were reminded about the importance of using adjectives, adverbs and time phrases.
- Pupils read and explore text regularly with adults in school. Phonics (the sounds that letters make) is taught well. All this contributes well to raising standards in reading.
- Teachers explain tasks clearly so pupils know what they are to learn. Work is usually carefully matched to pupils' ability so almost all pupils are challenged well, enabling them to make good progress.
- Most teachers demonstrate good questioning skills that probe pupils' understanding. This allows teachers to accurately assess pupils' progress and next steps in learning.
- Occasionally, in mathematics, tasks are either too hard or too easy for pupils so they do not make as much progress as they could.
- Teachers' marking of pupils' writing is exemplary. Pupils respond very well to clear instructions on how they can improve their work. This makes a significant contribution to pupils' good progress.
- Teachers' marking and feedback are not as well developed in mathematics. Not all teachers provide clear enough advice for pupils about how to further improve their work in mathematics and do not always make sure that pupils follow up this advice by applying it and showing that they have understood.

The achievement of pupils

is good

- The good progress children make in the early years now continues in Years 1 and 2. As a result, pupils achieve well. Standards in Year 2 have risen rapidly since the last inspection and are now average in reading, writing and mathematics.
- A strong reading culture is supported by a well-taught programme of phonics so that pupils make good progress with their reading and writing. As pupils' confidence grows they read increasingly well with fluency and expression. They told inspectors that they enjoy reading, especially the books they share together in class.
- In the 2014 national tests, standards in Year 6 were below average in reading, writing and mathematics. Despite improvements in teaching, standards in this cohort of pupils were adversely affected by the influx of pupils joining the school during Years 5 and 6. For a third of pupils, English was not their first language and a high number of pupils with complex learning needs also affected results.
- School assessment information shows a rapid improvement in attainment in Year 6 and throughout Key Stage 2 this year. Initiatives to improve performance are now firmly embedded and attainment in reading, writing and mathematics is average in Year 6. In Year 4, attainment is above average. The gap is closing

for disadvantaged pupils, most of whom are now reaching similar standards to other pupils in the school.

- Disadvantaged pupils in 2014 accounted for almost half of those taking the tests. Results for these pupils compared with other pupils in the school show their attainment to be three terms behind in mathematics, two terms behind in reading, but of a similar standard in writing. Compared with other pupils nationally they were four terms behind in mathematics, three terms behind in reading and two terms behind in writing.
- The percentage of pupils making expected progress is the same as that nationally and the percentage making better than expected progress is the same as that expected in reading and writing but below that expected in mathematics. Disadvantaged pupils are making similar good progress, especially in writing.
- The most able pupils make good and increasingly better progress because of challenging teaching. This year, evidence from pupils' books and school data show that a higher proportion of the most able pupils are on track to reach Level 5 in reading, writing and mathematics.
- Disabled pupils and those with special educational needs make similar good progress to all other pupils from their starting points because they are well supported. Programmes tailored specifically to their needs are regularly reviewed and checked, ensuring that pupils make as much progress as they can.
- Pupils in the resource base for social communication difficulties make good progress. Whenever possible they are fully integrated into mainstream classes. They are well supported by highly skilled key adults on a one-to-one basis. Children in the early years resource base, 'Small Talk', make good progress because key adults are highly skilled at encouraging children to talk.

The early years provision

is good

- Children begin Nursery and Reception with considerably fewer skills and lower levels of knowledge than typical for their age in all areas of learning but especially in communication and language. Approximately 50% of children join Reception from Nursery. Many others join Reception without pre-school experience.
- Children, including those in the resource bases, make good progress and achieve well because teaching is good and sometimes outstanding in both Nursery and Reception. By the end of the Reception Year, the proportion of children reaching a good level of development is close to the national average. Children are well prepared for Year 1.
- Children learn in a safe and secure, warm and inviting environment. Well-established routines mean that children are confident in their surroundings. They behave well as they play together, cooperate and share resources, saying such things as, 'Let's try this, shall we?'
- Relationships are excellent and children are very well looked after. Children were observed exercising their independence and good self-help skills by, for example, fetching their water bottles unaided when needing a drink and putting on their coats to go outside.
- Adults use their knowledge of children's interests very well to engage them further in their learning. In the 'Small Talk' resource base, adults were observed inviting children to extend their sentences and experiences by saying, 'Yes. That was a good idea... tell me about...'. A wide range of exciting and well-planned activities supports learning during times when children are choosing their own tasks. The characteristics of effective learning across all areas of development are very well planned for. Children were observed thoroughly enjoying small climbing apparatus to strengthen their physical development. Children who are disabled or who have special educational needs, or those who are at a very early stage of learning English, were observed fully included and absorbed in a rainbow painting activity.
- Activities are well staffed by adults who join in children's play sensitively, extending children's learning by asking questions such as, 'Have you tried?', 'What happens if...?' A good example of this was seen when an adult extended children's learning through good questioning as they recalled the story of 'The Three Little Pigs'. The children were encouraged to recall the story and quickly developed their understanding of the various strengths of the little pigs' houses.
- The leadership and management of the early years are good. The recently introduced electronic record of children's learning is ensuring that adults are beginning to record children's achievement effectively. This helps adults to plan children's further learning and development accurately.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors. A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.

School details

Unique reference number	113725
Local authority	Bournemouth
Inspection number	453755

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 of pupils on the school roll	700
Appropriate authority	The governing body
Chair	Simon Adamson
Headteacher	Jackie Green
Date of previous school inspection	26–27 February 2013
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