

# Malorees Junior School

## Inspection report

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<b>Unique Reference Number</b>	101554
<b>Local Authority</b>	Brent
<b>Inspection number</b>	335747
<b>Inspection dates</b>	11–12 November 2010
<b>Reporting inspector</b>	Jo Curd

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>	Foundation
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	240
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Pat Harrison
<b>Headteacher</b>	Pam Thomas
<b>Date of previous school inspection</b>	15 May 2007
<b>School address</b>	Christchurch Avenue London NW6 7PB
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<b>Email address</b>	head@maloreesjnr.brent.sch.uk

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## Introduction

This inspection was carried out by three additional inspectors. Seventeen lessons were observed taught by twelve teachers. Meetings were held with parents, pupils, governors and staff. Inspectors observed the school's work, and looked at local authority reports, assessment records, policies relating to safeguarding pupils' health and safety, pupils' books, planning and 227 questionnaires from pupils, 20 from staff and 152 from parents or carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- To what extent evidence confirms the school's view that attainment on entry is in line with the national average and how much progress all groups make across the school.
- How well all groups attend and to what extent evidence supports the school's view of behaviour as outstanding.
- Whether evidence supports the school's view of teaching as outstanding and how well this tallies with their view of assessment to support learning as good.
- How effective the school's impact on community cohesion is locally, nationally and internationally and how well the school plans for and evaluates this.

## Information about the school

This school is extremely socially and culturally diverse, with no majority ethnic group. Sixty per cent of pupils are from minority ethnic backgrounds; less than a third are of White British background. Nearly half the pupils have English as an additional language, and over a quarter are at early stages of learning this. Thirty-two different languages are spoken, the most prevalent being English and Arabic. The proportion of pupils who have special educational needs and/or disabilities is higher than in most other schools. Their difficulties include moderate learning difficulties, hearing impairment, autistic spectrum disorders and challenges in behaviour, emotional and social skills. Eight pupils have a statement of special educational needs. A higher proportion of pupils starts or leaves the school after the beginning of Year 3 or before the end of Year 6. A very small proportion of pupils are from families who are seeking refugee or asylum status. The school has been awarded many nationally recognised awards including Artsmark Gold and the Healthy Schools Charter.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

This is an outstanding school. All groups of pupils achieve excellently and make exceedingly good progress in their learning and personal development. The school is highly inclusive and pupils benefit greatly from an extremely stable staff. All groups enjoy a highly diverse enriched curriculum, are supported very effectively and taught well. The vast majority of parents and carers who responded to questions during the inspection were extremely positive about the school. Many said how much they and their children would miss it when they left Year 6. One voiced the feelings of most when they said, 'The school provides a very friendly, calm, safe environment with an underlying ethos addressing discipline and promoting respect for pupils, staff and parents, celebrating achievement in all areas.' Another said, 'I am happy at this school and I will be sad when I leave'. Outstanding leaders and managers at all levels have taken the school from strength to strength. The school is highly cohesive and contributes extremely well to community cohesion locally, nationally and internationally. Tracking of pupil progress has developed hugely since the last inspection. Information gleaned from this each term is used highly successfully to ensure that support is targeted very well. Attainment of pupils at the beginning of Year 3 is in line with the national average. By the end of Year 6 almost all pupils have made far more progress than the national average in a wide range of subjects and are extremely well prepared for later life and learning. A very few pupils occasionally make slightly less progress for short periods of time because activities are not always sufficiently finely adapted to meet individual learning needs and marking does not always clearly show them all how to develop their learning further. Good practice in marking has successfully been shared across the school but some teachers do not always implement this consistently. Although very effective monitoring and evaluation have led to outstanding provision and outcomes for all, they are not always sufficiently finely tuned to ensure that policies are always implemented consistently, that information is always easy to access or that all parents are consistently kept informed. For example, while procedures for safeguarding pupils' health and safety have a very high priority and are thorough and robust, information it is not always easy to analyse in fine detail

The vast majority of pupils behave well and often excellently, especially in lessons and assemblies. Consistent and extremely effective behaviour management and support mean that life at the school is generally very happy and smooth. Pupils enjoy school and attendance is above the national average. A very small minority of pupils have significantly challenging emotional and behavioural needs which, over the past year, have very occasionally led to exclusions. This behaviour is being addressed and, in very strong partnership with outside agencies, supported well. Pupils' demeanour and comments indicate how very safe the majority feel.

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## What does the school need to do to improve further?

- Improve the consistency of teaching by ensuring that activities are always sufficiently varied to meet all pupils' needs and that marking clearly shows them all how they can improve further.
- Increase the fine details of monitoring and evaluation to ensure that policies are always implemented consistently so that the school sustains and develops its outstanding provision and outcomes and parents are consistently kept informed.

## Outcomes for individuals and groups of pupils

**1**

All groups of pupils achieve extremely well over their time at the school. There are no significant pockets of underachievement or differences in the achievement of different groups. Tracking data, which have been moderated by the local authority and other schools, clearly show that attainment on entry to Year 3 is in line with the national average. The attainment of pupils who join the school after this is often lower owing to a very limited use of English and occasional unsuccessful starts elsewhere. Over the past three years, attainment at the end of Year 6 has consistently been significantly above the national average. This represents outstanding progress of all groups. Pupils with learning difficulties and disabilities make excellent progress as a result of highly effective individual and small group support. Those who learn more quickly or easily benefit from open-ended and highly stimulating activities and opportunities in extra-curricular clubs. Pupils who have English as an additional language are supported very well in smaller groups and by very caring and considerate peers. Progress of all groups is very occasionally slowed because the quality of teaching occasionally varies. During the inspection, pupils made excellent progress making bird boxes in an art class because they were all supported extremely well. They had used literacy and information and communication technology skills very well to research a range of bird habitats to camouflage their boxes, used an extremely wide range of materials highly imaginatively and contributed their ideas confidently and articulately to extend the learning of others. Progress was slightly slower in another lesson because the introduction was too long and activities were insufficiently varied.

Nearly all pupils feel very safe because they know that they are well looked after and learn skills to keep themselves safe such as using equipment and information and communication technology well. A small minority are slightly wary when behaviour is not at its best. They develop an excellent understanding of health, including awareness of what not to have in their lunch boxes, the importance of minimising salt and sugar intake and the importance of exercise and relaxation. They contribute extremely well to their school and wider community through helping peers with their work, acting as 'buddies' to new arrivals, initiating ideas for school development, raising large amounts of money for charity and visiting residents in local sheltered accommodation. They are extremely well prepared for later life and learning as a result of very high achievement and developing extensive leisure interests and skills.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account: Pupils' attainment <sup>1</sup>	1
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>1</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

The curriculum is extremely broad and balanced. Pupils' safe, confident and proficient use of information and communication technology adds to their great enjoyment and preparation for later life. Excellent provision for music, art and sport, including the use of some extremely high quality musical instruments, Annual Arts week and exhibition and opportunities in a huge variety of exercise including street dance, martial arts and running adds to pupils' outstanding achievement. All groups of pupils participate in the school's 50-piece orchestra, wind band, string ensemble and rock band, highly successful competitive sports teams, production of films and theatre performances. One parent commented that this is 'a diverse school which uses the universal language of music to help every child thrive'. The curriculum is enriched even further through a very wide range of visits and visitors, including residential trips in Years 5 and 6.

Excellent support successfully contributes to outstanding progress, very high levels of attainment and good behaviour. Very high levels of pastoral support for pupils, families and staff successfully contribute to the stability and extremely high cohesion within the school. Pupils and families who join the school after the beginning of Year 3 are welcomed warmly. One parent said, 'I love the school's friendly ethos. As a foreigner I appreciate the school's social activities that helped me ease into the culture, language and community over the years', while another said, 'Our daughter joined the school in Year 4. She has thrived here due to a high standard of teaching and care which has inspired confidence

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and enthusiasm for learning.' Most teaching is good. All is at least satisfactory and some is outstanding. Staff are highly committed and prepare lessons well. They use imaginative methods and are ambitious for all their pupils. Teamwork is strong and relationships are very positive and supportive. Teachers do not always use their assessments and knowledge of pupils sufficiently well. Occasionally activities are slightly too easy or difficult for some pupils, introductions are occasionally slightly too long and marking doesn't always show all pupils how to develop their learning further.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

Vigilant, highly committed and extremely ambitious leaders and managers have successfully taken the school from strength to strength. They have successfully extended the curriculum, improved the use of tracking data and improved school facilities since the last inspection. Staff work extremely well with parents and carers, successfully enabling a high proportion to help in school providing further support and enriching the curriculum. Highly effective links with other professionals such as staff in other schools, ten peripatetic music teachers, an artist in residence, local theatre companies, art and drama therapists and sports coaches also enrich the curriculum greatly and contribute excellently to highly effective care and support. Governors are very experienced and astute. They are extremely involved in the school, supporting and challenging it very well and ensuring good procedures for safeguarding pupils. Leaders and managers at all levels have used their very good overall understanding of the school's strengths and weaknesses to drive improvement, embed ambition and ensure excellent equality for all. In their zeal to improve provision and outcomes for all they do not always monitor or evaluate very fine details or ensure that policies are always implemented completely consistently. For example, their view of teaching is slightly over positive because they have not looked carefully enough at the fine consistency with which practices are implemented. The school's excellent contribution to community cohesion includes helping other schools develop their provision for music, taking part in conferences and events and donating resources to schools in Africa. Leaders successfully use substantial feedback from each of these to develop their contribution further and ensure there is no evidence of any discrimination. The school uses all its resources extremely well to provide excellent value for money and ensure exceedingly good outcomes for all.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>1</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Views of parents and carers

The majority of parents and carers responded to the inspection questionnaire and were positive about all aspects investigated. Additionally, all those spoken to were extremely positive about the school and grateful for all it offers. They are particularly appreciative of how long staff, including senior managers, have been at the school. A few had some concerns. These included behaviour, progress, the way they are kept informed and health. Inspectors found that the vast majority of pupils behave very well in and out of lessons but that there are occasional instances of unacceptable behaviour largely because of individual needs and difficulties. They found that progress overall is outstanding, although there are very occasional temporary pockets where this is slightly slower because of some slight inconsistencies in teaching. They found that occasionally leaders do not implement their policies, including keeping parents informed, quite as consistently as they might. They did not find any evidence to support the few less positive views about health. Instead they found vast, highly diverse opportunities for exercise and pupils' excellent understanding of diet.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Malorees Junior School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 152 completed questionnaires by the end of the on-site inspection. In total, there are 240 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	97	64	53	35	2	1	0	0
The school keeps my child safe	94	62	56	37	0	0	0	0
My school informs me about my child's progress	76	50	71	47	4	3	0	0
My child is making enough progress at this school	61	40	82	54	8	5	0	0
The teaching is good at this school	67	44	77	51	5	3	0	0
The school helps me to support my child's learning	66	43	74	49	6	4	2	1
The school helps my child to have a healthy lifestyle	73	48	71	47	8	5	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	65	43	73	48	8	5	0	0
The school meets my child's particular needs	62	41	77	51	8	5	0	0
The school deals effectively with unacceptable behaviour	65	43	70	46	15	10	1	1
The school takes account of my suggestions and concerns	59	39	7	51	12	8	1	1
The school is led and managed effectively	77	51	67	44	1	1	2	1
Overall, I am happy with my child's experience at this school	86	57	61	40	3	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



14 November 2010

Dear Pupils

**Inspection of Malorees Junior School, Brent NW6 7PB**

Thank you for being so friendly and helpful when we visited your school recently. We were pleased to receive so many questionnaires from you and even some letters telling us how good you think your school is.

We think that your school is excellent because you all achieve so much in your learning and personal development. We saw that the vast majority of you behave extremely well, especially in lessons and assembly. We were sorry to hear that a very few of you find this more difficult, which occasionally leads to some poorer behaviour. We think that you are supported very well and are pleased to hear that staff are always there to help you.

By the end of Year 6, progress is excellent. It is occasionally slightly slower than this in some classes because activities are not always sufficiently well matched to your individual learning needs and marking does not always clearly show you all how to improve. We have asked staff to improve both of these.

Leaders and managers have a very good understanding of the school. They have used this extremely well to improve what it offers and ensure that you all achieve extremely well. However, to help your school get even better we have asked them to make sure that they look carefully at small details so that the school's very high levels of effectiveness are sustained and developed even further.

You can help by telling teachers when marking or activities really help you in your learning and by continuing to tell leaders your experiences of the school.

Yours sincerely

Jo Curd

Lead inspector

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