

Malden Manor Primary and Nursery School

Sheephouse Way, New Malden, Surrey, KT3 5PF

Inspection dates 15–16 November 2012

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

Summary of key findings for parents and pupils

This is school that requires improvement. It is not good because

- Pupils in general do not make fast enough progress in their time at the school.
- The quality of teaching is too variable, so that pupils in some classes make faster progress than in others.
- The new headteacher has started to focus on improving teaching but there has not yet been sufficient time to see the full impact of her work.
- Teachers do not always plan well enough for pupils' differing needs. Sometimes the work set is too difficult, so that some pupils cannot keep up and get left behind. On other occasions, it is too easy, so that more-able pupils make slower progress.
- Teachers sometimes keep the children sitting passively on the carpet instead of letting them tackle the work for themselves.
- Teachers do not always make sure that pupils have the right resources, such as dictionaries and number blocks, to help them learn new ideas in English and mathematics.
- Pupils do not get enough chances to use modern portable computer equipment in a range of subjects, and this slows their learning.

The school has the following strengths

- The new headteacher is already inspiring staff, pupils and governors with a new 'can-do' spirit.
- The headteacher, supported by the governing body, has quickly put in place systems to ensure pupils are making progress and to check on how well they are learning. This is beginning to raise everyone's expectations of what the school can accomplish.
- Pupils feel safe, behave well and their attendance is consistently above average. They get on very well with one another.
- Music and the arts are important in the school and help bring the community together.
- Children have inviting and exciting activities in the Nursery and Reception classes and they are given many chances to develop their language and number skills.

Information about this inspection

- Inspectors observed 30 lessons, taught by 16 class teachers, across a range of subjects, nearly all observed jointly with senior leaders.
- Inspectors listened to pupils read, looked at samples of work and attended assemblies.
- Meetings were held with senior and middle leaders, the Chair and Vice-Chair of the Governing Body, a representative from the local authority and groups of pupils. Inspectors took account of the views of staff in 35 questionnaires.
- There were 33 responses to the online Parent View questionnaire. Inspectors spoke to several parents and carers during the course of the inspection and took into account the responses to the school's own questionnaire to parents and carers collated in October 2012.
- Inspectors observed the school's work, and looked at a range of documents, including development plans, the self-evaluation report, monitoring files, the data on pupils' attainment and progress, safeguarding information, records relating to behaviour and safety, and the governing body minutes.

Inspection team

Natalia Power, Lead inspector	Additional inspector
Sandra Teacher	Additional inspector
Avtar Sherri	Additional inspector

Full report

Information about this school

- Malden Manor is much larger than the average primary school. It has a nursery, and there are two classes in each year from Reception to Year 6, with the exception of Year 2, which has three classes.
- The proportion of pupils known to be eligible for free school meals is in line with the national average. These pupils are entitled to additional funding called the pupil premium.
- Around two thirds of pupils come from a wide range of minority ethnic heritages.
- Around half of pupils speak English as an additional language, but few of these are at an early stage of learning English.
- The proportion of pupils supported at school action is average, as is the proportion supported at school action plus or with a statement of special educational needs.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The headteacher, having been appointed on an interim basis for the current term, has recently been appointed substantive headteacher.

What does the school need to do to improve further?

- Teachers should make sure for every lesson that:
 - they plan work for each group which is not so hard that pupils cannot cope, or so easy that the more-able pupils become bored, but which provides suitable challenge for all
 - they get the children actively involved as quickly as possible, so that pupils do not spend too long sitting passively on the carpet listening to the teacher
 - they provide pupils with the right equipment and resources to help them learn.
- School leaders should check the quality of teaching carefully, making sure that all pupils are learning successfully, and being careful to give teachers clear guidance when there are things that need to be improved.
- The school should make sure that pupils are given as many chances as possible to use portable computer equipment in a variety of topics, so that they can conduct their own research and record their findings as quickly as possible.

Inspection judgements

The achievement of pupils

requires improvement

- Children enter the Nursery and Reception classes with language and number skills which vary considerably, but are generally similar to those typical of children of their age and sometimes better. The teachers and other adults make sure that the children have interesting and inviting activities, with a strong focus on learning new skills and getting on with one another. This provides the children with a secure start to their education.
- Pupils' results in the national tests taken at the end of Year 2 and Year 6 are usually broadly average. There is little difference between their performance in English and in mathematics, and all groups of pupils usually do at least as well as their counterparts in the country as a whole.
- Pupils' overall progress from their different starting points is not strong enough to enable them to do better than expected, and this is why their achievement requires improvement. There are some variations between year groups in the rate of progress, reflecting some unevenness in the quality of teaching.
- Pupils are helped to develop a firm foundation in their reading skills because of an effective programme to teach pupils in Years 1 and 2 their sounds and letters in groups selected by ability rather than age. As a result, pupils' reading skills are secure by the time they leave school.
- Pupils who speak English as an additional language are helped by trained staff who quickly identify what support they need, and give them effective extra help, so that they quickly catch up with others.
- Disabled pupils and those with special educational needs make similar progress to others, because their needs are quickly identified and they receive effective support from teachers and from the dedicated team of teaching assistants.
- Those pupils who are supported by the pupil premium funding because they have barriers to their learning are given extra teaching and support so that they can keep up with others.

The quality of teaching

requires improvement

- Teaching is inconsistent across the school. Where teaching is good, teachers give pupils good opportunities to undertake their own research, either alone or with others of the same ability. For example, in one energetic Year 3 mathematics lesson, activities were carefully planned to take account of the range of abilities and pupils were encouraged to approach the task of counting in fives and tens in different ways. When the class came together at the end of the lesson, the pupils were so confident in their learning that they were able to correct the teacher's deliberate 'mistakes' with gusto and enjoyment.
- However, pupils are not always given enough chances to find things out for themselves. All too often, they sit listening to the teacher for lengthy periods, and this means they make slower progress than they should.
- Teachers do not always plan sufficiently well for pupils' differing abilities. Sometimes there is too little challenge in the tasks set, and this means that some pupils, particularly the more able, are not stimulated sufficiently to do their best work. On other occasions, teachers set work which is too difficult for the pupils, and in these cases, they become daunted and do not learn enough.
- Teachers do not always make sure that pupils have all the basic equipment they need, such as dictionaries to help them learn new words and small blocks to help them add and subtract.
- Children develop secure skills in the Nursery and Reception classes, because the adults begin with what interests the children, and encourage them to use language in sophisticated ways. In one lesson, for example, the teacher built on the children's love of music by encouraging them to describe their different feelings in listening to contrasting excerpts from Prokofiev's Peter and the Wolf. The children enjoyed this task and went on to talk about the different instruments used in the music.

- Pupils are eager to learn and ready to celebrate one another's learning. It was clear from a 'learning' assembly seen by inspectors that they listen carefully to one another and are generous and enthusiastic in their response. This shows that the school is cohesive, and that its provision for pupils' spiritual, moral, social and cultural development is strong.

The behaviour and safety of pupils are good

- Pupils told inspectors that the good behaviour seen in lessons and in the large attractive play spaces was typical. They have good attitudes to learning, and understand the school's reward systems.
- They report that pupils are generally kind to one another, and that there is no bullying of any kind, including racist behaviour. The rare instances where there is a little name-calling are quickly dealt with. Parents and carers, too, report that the school is swift in contacting them, and that it works in partnership with them to ensure that pupils are happy and eager to come to school.
- Pupils from a wide variety of backgrounds and heritages get on well with one another. Older pupils are proud of the contribution they make to helping younger ones, for example sorting out any minor disputes they might have.
- Pupils respond to the calm atmosphere of the school. The new headteacher has considerably reduced the use of the intrusive school bell. Pupils often write to a soothing background of classical music.
- Pupils feel safe in school and have a good understanding of how to keep themselves safe. They understand the need to protect themselves from strangers and from various hazards. However, they have not all built up enough understanding of bullying on the internet through social messaging services.

The leadership and management require improvement

- The headteacher is inspiring a new ambition among staff and the governing body to improve the school and to accept no excuses for less than high-quality work. As a result, the staff are behind her, as indicated in their questionnaires. Governors, too, report that there is a new positive ethos in the school, focused on improvement.
- School leaders have put new procedures in place which address the right areas but which have not yet had time to make a full impact. For example, there are new systems for checking how much progress pupils are making, but not all teachers are using them rigorously enough to make sure that the pupils in their class are doing as well as they should.
- When observing pupils' learning jointly with the inspectors, school leaders showed they have a clear understanding of the strengths of the teaching and of areas requiring improvement. Some of their earlier evaluations of the quality of teaching, however, tended to be on the generous side, and to focus more on teaching styles than on how well pupils were learning.
- The school's planning is at an early stage, but it is already clear that the right priorities are being addressed.
- The school has met some of the recommendations from the previous inspection. For example, pupils have a clear understanding of what they are aiming to improve in their day-to-day work. However, pupils' attainment remains broadly average and the progress they make is not as strong as it could be because teaching is not yet as consistently good as it needs to be.
- The school keeps pupils safe and ensures that those who work with them have been properly checked.
- The curriculum prepares pupils adequately for the next stage of schooling, and pupils gain a

solid grounding in reading, writing and mathematics. School leaders ensure that pupils have many chances to learn about music and the arts, and these help to make the school cohesive and bring the community together.

- The school does not use portable technological devices enough. Relying mainly on a somewhat outdated computer suite means that pupils do not have enough chances to use computers flexibly across a range of subjects and topics to speed up their learning and research.
- The local authority provides extensive and helpful support for the school.

■ **The governance of the school:**

The governing body has a clear understanding of the strengths of the school and what it needs to do to improve. Governors have full confidence in the capacity of the new headteacher to improve the school, and based their decision to appoint her both on her commitment towards inclusion, and on her track record in school improvement. Governors visit the school to observe lessons and meet staff, and understand what is being done to recognise and reward good teachers as well as to make sure that underperformance is challenged. They have a good grip on the school's budget, making sure that what is spent provides value for money. Governors are clear about how the pupil premium funding is being spent to ensure that no group falls behind. They have a broad understanding of statistics about how pupils are doing relative to others in the country as a whole, but readily accept that more training in interpreting data would help them to contribute more to improving the school.

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	<p>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.</p> <p>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.</p>

School details

Unique reference number	102581
Local authority	Kingston upon Thames
Inspection number	404827

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	466
Appropriate authority	The governing body
Chair	Heather McDonald
Headteacher	Merryl Roberson
Date of previous school inspection	15 September 2010
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