

Malden Manor Primary and Nursery School

Inspection report

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| Unique Reference Number | 102581 |
| Local Authority | Kingston Upon Thames |
| Inspection number | 308056 |
| Inspection date | 13 February 2008 |
| Reporting inspector | Marianne Harris |

This inspection of the school was carried out under section 5 of the Education Act 2005.

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3-11 |
| Gender of pupils | Mixed |
| Number on roll | |
| School | 430 |
| Appropriate authority | The governing body |
| Chair | Mr Ron Gill |
| Headteacher | Mrs Margaret Matthews |
| Date of previous school inspection | 8 March 2004 |
| School address | Sheephouse Way New Malden KT3 5PF |
| Telephone number | 020 8337 9620 |
| Fax number | 020 8255 6613 |

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|--------------------------|------------------|
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Introduction

The inspection was carried out by an Additional Inspector who evaluated the overall effectiveness of the school. The inspector looked particularly at the provision for pupils with learning difficulties and disabilities and how much impact the senior leadership team has had on raising standards. The pupils' own views of their personal development were also discussed. The inspector met with staff, governors and pupils. Parts of some lessons were observed, parents' questionnaires and a sample of pupils' work were examined and school information, including self-evaluation, was scrutinised. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in the report.

Description of the school

This is a larger than average primary school with a Nursery and specialist enhanced provision for 12 places for pupils with emotional and social difficulties who are all integrated into the main school. Pupils come from a wide range of backgrounds, including those with an Asian heritage. Compared with national averages there is a large proportion of pupils who are at an early stage of learning English as an additional language and there is a significant number who are new to the country. The proportion of pupils with learning difficulties and disabilities is much higher than normally seen and they mainly have moderate learning difficulties or emotional and social needs. A large number of pupils either leave or join the school part way through their education. The school has been awarded the Basic Skills Quality Mark, Investors in People and Sport England Activemark.

Key for inspection grades

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| Grade 1 | Outstanding |
| Grade 2 | Good |
| Grade 3 | Satisfactory |
| Grade 4 | Inadequate |

Overall effectiveness of the school

Grade: 2

This is a good school that has some outstanding elements. Much successful emphasis is put on pupils' personal development and well-being and in providing an excellent curriculum, so that the school motto 'Putting Magic Into Learning' is fully realised.

Parents and pupils alike agree that learning is interesting and fun and that all pupils are included in the work of the school. Pupils are very respectful, work very well together and value the diversity reflected in the school community. Through very well planned opportunities for a wide variety of sporting activities coupled with the recent introduction of hot school dinners, pupils have a clear understanding of how to keep healthy. They make a very good contribution to the school and local community. Pupils know that their views are listened to and their ideas taken into consideration. Initiatives, such as the Suggestion Box and the Yellow Cards, help them feel safe and an adult is always on hand. Pupils note that any problems are resolved very quickly, either by themselves, or by adults when necessary. They are prepared well for the next stage of their education because basic skills of reading and writing are taught well, and pupils are very confident using information and communication technology. Behaviour around the school is exemplary and pupils with emotional difficulties know that there is somewhere they can go if they need a little time out to think about what they need to do. Consequently, pupils' personal development is excellent.

Pupils enjoy learning because the curriculum is outstanding. There are many opportunities for pupils to take part in clubs that cover a wide variety of interests. There is cookery and art, music and sport, as well as visits into the local community. The recent trip to the local museum made a great impact on the pupils and the art work that came from that visit is thoughtful and celebrates Hindu culture. Pupils are very enthusiastic about the residential trips that are provided in Years 4 to 6. Although some of them are a little nervous to begin with, they all said that they really enjoyed being away from home for a few nights. Pupils appreciate the opportunities that the staff gave them to meet a variety of people, especially authors who are always interesting to listen to.

Standards in the school have been rising steadily over the last few years. When they join the school, children's skills and knowledge are below those expected for their age. Many are learning English as an additional language, and some are new to the country or have experienced a trauma of some kind. The school takes great care of them, ensuring that they settle quickly. At the end of Year 2, results are broadly average and improving. By the time they leave the school in Year 6 standards are average in English, mathematics and science, representing good progress overall. The school's own data shows that predictions for the coming years will show even better progress, but the school faces the challenge of many pupils moving into or out of the school at various times, so accurate predictions of overall results are difficult.

Pupils are so positive about their school because teaching is good. Teachers make excellent use of interactive whiteboards so that all pupils can be involved in lessons. National programmes have been adopted so that early reading and writing skills can be promoted very effectively and the good use of 'Talk Partners' means that pupils can discuss their ideas before presenting them to the class. The purpose of each lesson is clearly stated in a simple way, so that pupils can begin to assess for themselves how well they are doing. Support for pupils with particular learning difficulties is very good. They achieve well because work is very well matched to their ability and skilled teaching assistants offer the right amount of support. Pupils who are at an

early stage of learning English as an additional language have their needs assessed accurately so that they have the right support to enable them to make good progress in their learning. Parents of pupils with additional learning needs commented very positively on the support their children received and had nothing but praise for the school. Whilst there are many activities for pupils who struggle with academic work, there are fewer for pupils who are more able. There are some science activities provided so that they can explore and investigate, but there are fewer opportunities for them to work together in English, for example, so that they can share ideas and reach higher standards.

The school is a very positive place to learn because the headteacher, senior leadership team, governors and staff all work together very well to create a happy atmosphere. Parents agree that the school is well led and managed. Staff ensure that all pupils are extremely well cared for and that the progress they make is tracked accurately and targets set so that all can make good progress. Pupils report that their work is always well marked and that they know what to do to improve. Child protection procedures are robust and every step is taken to ensure that the school is safe and welcoming. There has been much refurbishment of late but this has not disrupted pupils' learning. There has been very good improvement since the time of the last inspection with standards rising. Provision for children in the Foundation Stage has also improved. Senior leaders play an active part in monitoring the work of the school and governance is good. There is excellent capacity to improve further as there are already plans to provide more opportunities for pupils to learn outside lessons and raise standards further.

Effectiveness of the Foundation Stage

Grade: 2

Children make good progress in the Foundation Stage because staff work together very well and provide a variety of tasks and activities that cover all areas of learning. Although children may not always reach the expected standards by the time they join Year 1, they have achieved well, making particularly good progress in their social skills. They are confident, friendly and concentrate well. They are extremely well behaved. Children with particular needs are quickly identified and appropriate support put in place so that they are fully involved in all activities. There is good balance of tasks that children choose for themselves and those that adults lead. This means that early reading, writing and mathematics skills are promoted effectively and children are ready for learning in Year 1.

What the school should do to improve further

- Provide more activities for more able pupils so that they can reach higher standards.

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Annex A

Inspection judgements

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| Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate | School Overall |
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Overall effectiveness

| | |
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| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 2 |
| Effective steps have been taken to promote improvement since the last inspection | Yes |
| How well does the school work in partnership with others to promote learners' well-being? | 1 |
| The effectiveness of the Foundation Stage | 2 |
| The capacity to make any necessary improvements | 1 |

Achievement and standards

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|--|---|
| How well do learners achieve? | 2 |
| The standards ¹ reached by learners | 3 |
| How well learners make progress, taking account of any significant variations between groups of learners | 2 |
| How well learners with learning difficulties and disabilities make progress | 2 |

Personal development and well-being

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|---|---|
| How good is the overall personal development and well-being of the learners? | 1 |
| The extent of learners' spiritual, moral, social and cultural development | 1 |
| The extent to which learners adopt healthy lifestyles | 1 |
| The extent to which learners adopt safe practices | 1 |
| How well learners enjoy their education | 1 |
| The attendance of learners | 3 |
| The behaviour of learners | 1 |
| The extent to which learners make a positive contribution to the community | 2 |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 2 |

The quality of provision

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|--|---|
| How effective are teaching and learning in meeting the full range of the learners' needs? | 2 |
| How well do the curriculum and other activities meet the range of needs and interests of learners? | 1 |
| How well are learners cared for, guided and supported? | 1 |

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

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| How effective are leadership and management in raising achievement and supporting all learners? | 2 |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 1 |
| How effectively leaders and managers use challenging targets to raise standards | 2 |
| The effectiveness of the school's self-evaluation | 1 |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can | 2 |
| How effectively and efficiently resources, including staff, are deployed to achieve value for money | 2 |
| The extent to which governors and other supervisory boards discharge their responsibilities | 2 |
| Do procedures for safeguarding learners meet current government requirements? | Yes |
| Does this school require special measures? | No |
| Does this school require a notice to improve? | No |

Text from letter to pupils explaining the findings of the inspection

03 March 2008

Dear Pupils

Inspection of Malden Manor Primary and Nursery School, New Malden, KT3 5PF

I very much enjoyed visiting your school. You were all really friendly and I liked the way you behaved politely and held doors open, not just for us, but also for one another.

You are rightly proud of your good school. It provides you with a good education and gives you many opportunities to learn new skills and visit very exciting places including your residential visit. Many of you told me about how healthy the school dinners are, and one of you said that it meant you now ate vegetables at home. I think you all understand how to keep healthy. I enjoyed talking to a group of you and especially liked hearing about the Suggestion Box where you can give in your ideas and the Yellow Cards that help you feel safe. I also like hearing about your visits and admired the art work that Year 4 carried out at the Kingston Museum.

Your teachers go to a great deal of trouble to make lessons interesting, and in return you behave well and learn enthusiastically. The headteacher and the other adults in charge work hard to make this a good school that takes excellent care of you all. I have asked them to provide more activities for those of you who would like additional challenges. They have agreed and already have some ideas of what they would like to do.

Thank you for being so friendly and welcoming to me. I wish you the very best for your future education.

Marianne Harris

Lead inspector