

# Malmesbury Church of England Primary School

Tetbury Hill, Malmesbury, Wiltshire, SN16 9JR

**Inspection dates** 26–27 September 2012

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Outstanding</b>	<b>1</b>
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school.

- This is a school which fully lives up to its motto: 'Together taking every opportunity to make our best better'. Pupils make outstanding progress in their personal and academic development throughout the school. Their achievement has been well above average for several years. By Year 6, pupils' attainment is well above average in mathematics and English.
- Parents and carers are overwhelming in their praise for the school and the high quality of education their children receive. One parent's comment summed up the views of the vast majority: 'We feel like the luckiest parents ever. Our child has made fantastic progress and we would not change his school for the world.'
- Staff morale is high. The quality of teaching and learning is outstanding and caters for the needs and interests of all pupils exceedingly well.
- All aspects of the leadership and management are outstanding and this has been a key factor in improving the overall effectiveness of the school since the previous inspection. The headteacher, staff and governors are working very closely together to ensure that the school continues to provide the best education it can for pupils.
- Pupils' behaviour and attitudes to learning are excellent. Pupils say they feel very safe in school at all times. They get on very well together. They are courteous and polite and display a high level of respect for others.
- The school's curriculum is planned through cross curricular themes that prioritise key learning in different subjects and is based on the International Primary Curriculum. It provides pupils with a wealth of learning experiences. The performing arts and a wide range of sporting and leisure activities feature highly when pupils talk about aspects of school they most enjoy.

## Information about this inspection

- This inspection was carried out with half a day’s notice and took place over two days.
- The three inspectors spent a total of 11 hours 50 minutes observing 24 lessons taught by 17 teachers and one higher level teaching assistant. Four were joint observations with members of the school’s senior leadership team.
- The inspectors heard pupils from Year 2 and Year 6 read and made short observations of sessions on the teaching of phonics (pupils learning letter patterns and the sounds they represent).
- Discussions were held with the headteacher, members of the senior leadership team, parents and carers, members of the governing body and pupils.
- The inspectors observed pupils’ behaviour and scrutinised the school’s safeguarding procedures.
- The inspectors took account of the 62 responses to the online Parent View survey in planning and carrying out the inspection.
- The inspectors observed the work of the school and looked at documentation including the school’s self-evaluation, teachers’ planning, school development planning, tracking documentation of individual pupils’ progress, performance management documentation and school policy documents.

## Inspection team

Michael Barron, Lead inspector	Additional inspector
Colin Lee	Additional inspector
Christine Pollitt	Additional inspector

## Full report

### Information about this school

- This is a larger than average-sized primary school set in a small town.
- The school is housed in a very modern spacious building set in extensive grounds.
- Pupils are taught in two classes in each year group.
- A large majority of pupils attending the school come from White British backgrounds.
- A small number of pupils come from minority ethnic backgrounds and very few speak English as an additional language.
- The proportion of pupils known to be eligible for the pupil premium is well below the national average.
- The proportion of disabled pupils and those who have special educational needs supported at school action is below the national average, although the proportion supported at school action plus or with a statement of special educational needs is above the national average. These needs include speech, language and communication difficulties.
- The school meets the government's current floor standards, which set the minimum expectation for pupils' attainment and progress.
- The school has received several awards including the Eco-Schools Bronze and Healthy School awards plus the Sport England Active Mark Gold.
- There is a children's centre on the school site which is not managed by the governing body and was therefore not included as part of this inspection.

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

- Help to maintain the rise in pupils' attainment in mathematics by ensuring that pupils in all year groups are provided with frequent opportunities to apply and develop their mathematical skills and knowledge in other subject areas.
- Ensure that, as soon as possible, children have unrestricted access to a completed Early Years Foundation Stage outdoor area.

## Inspection judgements

### The achievement of pupils

is outstanding

- Children enjoy their time in the Reception Year. The Early Years Foundation Stage classrooms are colourful and spacious and provide children with stimulating, well-resourced environments in which to learn. However, children presently have limited opportunities to develop the skills associated with outdoor learning because the recent inclement weather has resulted in building work to complete the outdoor learning areas remaining unfinished.
- A strong focus on teaching phonics (sounds that letters make) and exciting activities, linked to outstanding teaching, enable children to make rapid progress in both their personal and academic development, especially regarding building up their numeracy and language skills.
- This strong start is built on very successfully in all other year groups. Outstanding teaching ensures that pupils continue to make rapid and sustained progress in both Key Stage 1 and Key Stage 2 and meet the challenging targets set for them throughout the school.
- By Year 6, pupils' attainment is well above average, including in English and mathematics, and this was evident from a scrutiny of pupils' work, from the records of their progress and from the school's systems to track the progress of individual pupils in a range of subjects.
- All pupils, including the more able, those entitled to the pupil premium, disabled pupils and those with special educational needs and the very small number of pupils from minority ethnic backgrounds, all make outstanding progress and consistently outperform their peer groups nationally. They are very well prepared for the next stage of their education.
- Pupils are able to discuss their work and their ideas clearly and confidently. They know their personal targets in mathematics and English very well. However, the school is aware that it needs to improve opportunities for pupils in all year groups to apply their mathematical and language skills and knowledge in other subject areas.

### The quality of teaching

is outstanding

- Teaching is outstanding over time and this is reflected in the continued rise in pupils' achievement since the previous inspection. It is also reflected in the results of both internal and external monitoring of teaching. Much of the teaching observed during the inspection was outstanding and never less than good.
- All teaching staff fully meet the standards set for teachers. Lesson planning is imaginative and teachers ensure work is very well matched to pupils' abilities and previous understanding. When teaching in the school is at its best it is truly stunning and pupils are completely absorbed in their work.
- One example of this was observed in a very enjoyable afternoon lesson to a Year 3 class studying healthy eating. The lesson was moved along at a brisk pace and the teacher used a blend of humour, praise and excellent subject knowledge to thoroughly involve the pupils in their learning. As a result, pupils sat with smiles on their faces as they all made excellent progress in developing their understanding of the importance of a balanced diet.
- Teachers have high expectations of what pupils are capable of achieving and plan lessons which not only stimulate pupils' interests but also provide work which offers pupils of different abilities and experiences the correct level of challenge. Pupils comment that the work they are given to complete in lessons is usually, quote, 'not too hard or too easy'.
- Lessons are usually briskly paced and pupils gain a real sense of achievement when they complete their work successfully. Very effective teaching assistants are used well to ensure that those pupils requiring extra help with learning, including disabled pupils and those who have special educational needs or who are supported by the pupil premium, are very well supported and so make the same outstanding progress as all other pupils.
- Teachers display very good classroom and pupil management skills and all of them have developed excellent relationships with pupils, who say that teachers are friendly and always help them with their work if they have a problem.
- The quality of teachers' marking is of a very high standard and their written and spoken

comments show pupils exactly how to improve their work. Pupils appreciate the effort teachers put into ensuring they understand their next steps in learning and this was very evident during discussions with older pupils.

### **The behaviour and safety of pupils** are outstanding

- The school places the interests of pupils, regardless of their ages or abilities, at the centre of all it does and has high expectations of how well pupils conduct themselves, both in and out of lessons. Pupils respond to this very well and pupils of all ages get on exceedingly well together and show a high level of regard and respect for others. Incidents of misbehaviour are rare and there have been no pupil exclusions from school for at least two years.
- Pupils have a very good awareness of the need to stay safe and say that they feel very safe in school. The overwhelming majority of the parents and carers who talked to the inspectors totally agreed that pupils are very well looked after in school and feel very safe. They also believe that behaviour in the school is typically outstanding.
- Pupils have a very good understanding of the different forms of bullying, including physical bullying, cyber bullying and emotional bullying. However, during discussions with inspectors, it quickly became evident that pupils believe that no bullying of any kind occurs in the school. They are also confident that, should bullying of any sort ever happen, adults would deal with it quickly and very firmly.
- Pupils say that they really enjoy all aspects of school and this is reflected in their consistently above average rates of attendance. Punctuality is very good and there are no instances of persistent absence by pupils. Their attitudes to learning are exemplary in all year groups and contribute to an exceptionally positive atmosphere in lessons.

### **The leadership and management** are outstanding

- The headteacher is an inspirational leader who displays the vision and ability to ensure that the school continuously provides the very best education it can for all pupils. He receives a very effective level of support from the school's senior management team and governing body and this has been a key factor in improving the school's overall effectiveness since the previous inspection.
- The school receives light touch support from the local authority that rightly considers the school to be outstanding.
- The school has developed very effective systems to monitor the progress of individual pupils and uses these very efficiently to ensure that all pupils make the progress they are capable of. As a result, any pupils identified as being in need of help with their work are quickly provided with the support they need to improve their progress and close the learning gap with other pupils.
- Outstanding leadership and management at all levels ensure that the school continuously monitors its performance and this enables staff to quickly identify any aspects of provision in need of improvement and take the appropriate action. This has helped to improve pupils' attainment in mathematics which, until recently, lagged slightly behind their well above average attainment in English.
- A scrutiny of pupils' work confirmed that the school has developed a rich and relevant curriculum which has an excellent impact on children's spiritual, moral, social and cultural development and combines subjects together very well through a cross-curricular approach to learning. Pupils say that this approach makes lessons interesting and enjoyable and provides them with a range of structured opportunities to develop new skills. The school chaplain also plays a role in helping pupils to cope with the physical and emotional challenges of growing up.
- Pupils say they enjoy the wide range of visitors to school and visits to interesting places, including, for example, the school's annual residential visits to Braeside in Wiltshire and

Normandy in France, which help broaden pupils' understanding of the wider world in which they live.

- The school enjoys very good relationships with the local community and has developed especially close links with Malmesbury Abbey. In addition, several local businesses support the school with donations to school funds.

■ **The governance of the school:**

- supports the school very effectively and is rigorous in offering a high level of well-focused, in-depth challenge to the school
  - is sharply focused on ensuring that the school provides value for money and ensuring that the school's finances are managed effectively
  - ensures that all pupils have equal opportunities to succeed and that discrimination of any kind is not tolerated
  - contributes significantly to the regular monitoring of the school's performance and progress towards objectives in the school development plan
  - ensures that all statutory requirements are met and that arrangements for safeguarding pupils are implemented robustly
  - ensures that performance management is linked well to improving the quality of pupils' learning through challenging staff to improve their skills in not only teaching but also leadership and management through well-focused professional development.
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## 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 pupil's 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 pupil's 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

<b>Unique reference number</b>	126338
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	403599

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	420
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Chris Wilton
<b>Headteacher</b>	Jeff Staton
<b>Date of previous school inspection</b>	15–16 January 2008
<b>Telephone number</b>	01666 823514
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