

Malden Parochial CofE Primary School

Inspection report

Unique Reference Number	102587
Local Authority	Kingston Upon Thames
Inspection number	286435
Inspection dates	14 June 2007
Reporting inspector	Mrs Madeleine Gerard

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

Type of School	Primary
School category	Voluntary aided
Age range of pupils	3-11
Gender of pupils	Mixed
Number on roll	
School	236
Appropriate authority	The governing body
Chair	Mr J Isaac
Headteacher	Mrs C Grigg
Date of previous school inspection	26 November 2001
School address	The Manor Drive Worcester Park KT4 7LW
Telephone number	020 8337 4804
Fax number	020 8335 3098

Age group	3-11
Inspection Date(s)	14 June 2007
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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

This is an average size Church of England primary school with a Nursery. The large majority of pupils are White British, with a very small proportion of pupils of minority ethnic, Asian, White European, and mixed heritage. The percentage of pupils learning English as an additional language is above average.

Children's attainment on entry is above average, as are socio-economic conditions locally. Smaller numbers of pupils than are usual in a school of this size are identified as having learning difficulties and disabilities. The school has achieved a number of awards, including the Silver Artsmark, Basic Skills, Healthy Schools, Eco-School and Investors in People status. The headteacher has very recently been appointed permanently, following a two-year period as acting headteacher.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

This is an outstanding school with many excellent features where pupils thrive academically and personally. Pupils are safe, well cared for and enjoy their time in school as their excellent attendance shows. Children build very well on the good start made in the Foundation Stage. Their achievement throughout the school is outstanding so that by Year 6, standards are exceptionally high. Pupils' extremely good attitudes, together with their very good academic and social skills means that they are very well prepared for the next stage in their learning.

Consistently effective teaching together with excellent relationships and outstanding behaviour in and around the school helps pupils to learn extremely well. Underpinning this very good learning are thorough and specific curricular and lesson plans. These are translated into enjoyable but challenging activities for the pupils, based on a very good understanding of what the pupils need to do next to improve.

The curriculum is another strength of the school and there are well-attended clubs and many interesting enrichment activities. For example, Year 5 enjoy an annual residential field trip to Sussex and Year 6 spend a day in France practising their French. Creativity is very well emphasised throughout the school through art and music. Curriculum planning, based on topics and strong links between subjects, has a positive impact on the work of the school. In the Foundation Stage, planning ensures a good balance between activities directed by adults and opportunities for pupils to make choices and develop their independence. Due to the current arrangement of the outdoor area in the nursery opportunities to support children's physical development are more limited and the school has plans to improve this.

Central to the school's success are the staff, led very competently by the headteacher. As acting headteacher, she has worked hard to maintain the school's high standards and make the school even better, which the impressive collection of nationally recognised awards clearly shows. Improvement since the last inspection has been very good, demonstrated by the major developments in teachers' use of computers to enhance learning and in developing pupils' computing skills across a range of subjects. As a result the school shows it is very well placed to continue to make improvements. The school has the overwhelming support of the parents who are enthusiastic to assist the work of the school, for example by hearing pupils read, as well as raising substantial funds to maintain and develop the school's resources.

What the school should do to improve further

- Enhance the outdoor environment in the nursery so that children's physical development is better promoted.

Achievement and standards

Grade: 1

Achievement is outstanding. Pupils make extremely good progress and reach exceptionally high standards. From their above average starting points, children make good progress in the Foundation Stage and reach above average standards by the end of Reception. They build extremely well on this during Years 1 and 2 and reach well above average standards in reading, writing and mathematics. This rate of progress is sustained during Years 3 to 6 so that by the end of Year 6 standards are exceptionally high in English, mathematics and science. With very few exceptions, pupils with above average attainment at the end of Year 2 reach the higher levels expected of them in Year 6. Pupils with learning difficulties and disabilities make very good progress due to high quality support. Pupils who are at an early stage of learning English make rapid progress because of the strong support they receive.

Personal development and well-being

Grade: 1

Pupils' personal development and well-being is outstanding. Spiritual, moral, social and cultural development is also excellent, in keeping with the school's Christian mission statement. Pupils learn about the importance of taking care of each other and their environment, for example Year 6 pupils are 'buddies' to children in the Reception class at the start of the year and all pupils are involved in recycling. The school promotes healthy lifestyles through the curriculum and pupils have a very strong awareness of how to keep themselves healthy. Pupils welcome the opportunity to help others in the wider community through charitable collections, and are enthusiastic to take on responsibilities in the school. For example, trained peer mediators take an active part in the smooth running of playtimes, while others are pleased to be Light Bulb Monitors - in charge of switching off lights when they are not needed - or part of the Healthy School Task Force. Pupils participate in decision making through the school council. They are proud of the new toilets and changes to the playground as a result of their suggestions, although opportunities for them to have a real influence in developing the school are limited by being over reliant on the staff for direction.

Quality of provision

Teaching and learning

Grade: 1

The quality of teaching is always good and often excellent. Pupils concentrate well on the interesting tasks that teachers give them. One pupil said, 'We have a lot of fun and we do a lot of learning.' Collaborative work is very well promoted so that they are very good at working in teams, for example through opportunities to discuss their learning in pairs. Teachers are skilled in using resources such as interactive whiteboards to engage pupils' attention and to make learning an involving, active process. Teaching assistants make an important contribution, especially to the learning of pupils who have learning difficulties and disabilities. A key strength is the success with which the school has involved parents in their children's learning by providing excellent guidance and some high quality resources for use at home.

Curriculum and other activities

Grade: 1

The school provides an outstanding curriculum. There is a strong focus on personal development and learning core skills in reading, writing and mathematics. The wider curriculum is also rich and varied, with learning carefully planned in topics to help pupils connect their developing ideas through history, music, art and design and other subjects. For example, Year 2 pupils used historical understanding to thoughtfully decide the purpose of a number of Edwardian artefacts. Laptop computers are effectively used to enable pupils to develop their computing skills in a range of subjects which genuinely enhances their learning. Further highlights include opportunities for pupils in Year 4 to play the flute, French for older pupils as well as instrumental lessons. The school's good facilities include a heated swimming pool. This allows pupils in Reception to Year 6 to gain great benefit from swimming lessons during the summer. There are many popular extra-curricular clubs including athletics, cookery and first aid. Pupils learning musical instruments practise their ensemble skills in the school orchestra, which also accompanies the weekly singing practice.

Care, guidance and support

Grade: 1

Outstanding care and support contribute significantly to pupils' personal development and their enjoyment of school. Vulnerable pupils, including those with learning difficulties and disabilities are very quickly identified and effectively supported. Pupils learning English as an additional language are well supported to make good progress. Indeed, a member of the support staff has had recent extra training to equip her to help these pupils further. Teachers are conscientious in keeping track of how well their pupils make progress over time, which determines the specific support offered to them. Targeted pupils receive additional help based on a very good knowledge of their needs and what support is most effective. Workshops and additional resources for use at home support parents in helping their children further, for example with reading and spelling. As a result of accurate and helpful target setting, pupils know what to do to improve their work which contributes to their very high standards.

Leadership and management

Grade: 1

Leadership and management are outstanding. Monitoring is regular and systematic, ensuring senior leaders have an accurate view of the school's strengths and priorities. Staff, governors and parents are kept well informed, setting high standards for everyone's work. The excellent atmosphere for learning generated by the staff is recognised by the good governing body, which is well informed about the school's work and developing its skills to hold the school to account. The headteacher encourages good links with outside agencies to meet the needs of individual pupils. Provision for pupils with learning difficulties and disabilities is very well managed so these pupils are fully included in all activities, make very good progress and achieve well.

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Annex A

Inspection judgements

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

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

Achievement and standards

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

Personal development and well-being

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 behaviour of learners	1
The attendance of learners	1
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	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.

All white boxes must be completed. The grey boxes are used wherever the inspection team has sufficient evidence to come to a secure judgement.

The quality of provision

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
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 performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
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

Annex B

Letter to pupils explaining the findings of the inspection.

25 June 2007

Dear Pupils

Inspection of Malden Parochial CofE Primary School, Worcester Park, KT4 7LW

I am writing to let you know how much I enjoyed my recent visit to your school. Thank you for making me feel so welcome and for telling me about your work and what you like about your school.

Malden Parochial Church of England Primary is an outstanding school. You do very well indeed in your learning. The headteacher and staff work hard to look after you and give you the support and help that you need. Your lessons are planned very well by your teachers so that they are lively and interesting. You are very well behaved and take very little time off school. You are thoughtful about other people's needs and are good at carrying out responsibilities. You are very lucky to have a swimming pool at school and good equipment in the playground, although I have asked the school to develop the outside area in the Nursery so that the youngest children have a better place to play.

Thank you again for your warm welcome to Malden Parochial Church of England Primary School. Keep on working hard and being happy at school.

Yours sincerely,

Mrs Madeleine Gerard
(Lead inspector)

