

Inspection of Muscliff Primary School

Broadway Lane, Throop, Bournemouth, Dorset BH8 0AB

Inspection dates: 21 to 22 May 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act

The headteacher of this school is Sarah Fenby. The school is a single academy trust, which means other people in the trust have responsibility for running the school. The trust is run by a board of trustees, chaired by Tracey Farwell.

What is it like to attend this school?

The five school values of aspiration, curiosity, kindness, resilience and responsibility inform the ethos of Muscliff Primary School. Pupils attend school regularly and are eager to learn. The focus the school places on attendance has resulted in a demonstrable improvement. By the time pupils leave the school in Year 6, they know how to be successful learners.

The school is committed to all aspects of pupils' personal development. Pupils learn new skills through their participation in a range of extra-curricular opportunities, such as choir and coding club. They enjoy representing their school in sporting competitions. Pupils make visits to places of interest. These are carefully planned to support and build on the curriculum. For example, pupils visit a beach as part of their learning in geography.

The relationships between staff and pupils are warm. Pupils are safe. They know that a trusted adult will help them if they have any worries. Pupils understand the school's expectations and behave well.

Pupils take on positions of responsibility and develop independence from a young age. For example, children in Reception Year learn how to recognise their own name and the names of others in their class during the morning register. Older pupils become play leaders for younger children.

What does the school do well and what does it need to do better?

Pupils learn a broad and ambitious curriculum. Staff support pupils to explain their thinking and express themselves fluently. Staff use the latest research to refine and improve the quality of the curriculum. In most subjects, the curriculum has been designed so that small components of knowledge build sequentially over time. Teachers make regular checks on pupils' understanding of the curriculum. Pupils demonstrate their understanding confidently. For example, in mathematics, pupils understand the properties of shapes and explain clearly to others how to calculate area and perimeter.

In a few foundation subjects, the school has not outlined the content of the curriculum or the sequence in which it is taught with precision. In addition, checks made on pupils' understanding do not always identify gaps in knowledge. As a result, pupils do not build confidently on what they already know. They are not always ready for what comes next.

Children in Reception Year settle into school life successfully. The curriculum supports children to develop in all areas of their learning. Staff consider carefully how to develop the skills and knowledge that children need. For example, children use hammers to nail together pieces of wood in construction. As well as developing design skills, this helps them to build muscle strength and coordination to prepare

them for writing. Children sustain high levels of concentration. They are motivated and eager to join in.

The teaching of reading is effective. Almost all pupils become accurate readers by the end of Year 1. Staff check pupils' understanding of phonics systematically. From Reception Year onwards, pupils read books that match the sounds they know. This helps them to develop fluency. The school has selected 'beautiful texts' to support pupils to develop an appreciation of literature and a love of reading. Often, these are linked to a school value or a complementary area of the curriculum to broaden pupils' understanding. For example, pupils read texts on environmental pollution to support what they learn in science.

Children with special educational needs and/or disabilities (SEND) are identified early. The planned support for pupils matches their specific needs and is supported by work from external agencies. Transition at each stage is carefully planned and enhanced for children with SEND and anxiety. Consequently, pupils with SEND progress through the curriculum successfully and participate fully in school life.

Pupils are polite and courteous. The school environment is calm and orderly. As a result, pupils concentrate on their learning. They understand learning routines and why it is important to do their best. Pupils appreciate the rewards they receive for their work. The school takes a restorative approach to any lapses in behaviour. This helps pupils to understand the impact of their actions on others.

Pupils know that everyone should be treated fairly. They learn how to keep themselves safe when online and in the wider environment. Pupils understand about personal safety and the vigilance required when crossing the roads, for example.

Pupils are interested and inquisitive about the lives of others. They learn about different faiths and cultures. They are knowledgeable about different traditions, practices and beliefs.

The trustees and governing body provide effective strategic direction to the school. They are passionate about continuing to strive to improve further and have a clear drive for improvement. There is no complacency. Leaders know what needs to happen. Staff appreciate the attention given to their workload and well-being. The school communicates with parents regularly about pupils' achievements, which parents value.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few foundation subjects, the school has not outlined precisely the content of the curriculum or the sequence in which it is taught. As a result, pupils do not build confidently on what they already know or prepare for what comes next. The school should identify exactly what is important for pupils to learn and the order in which they do so.
- In some subjects, the way in which teachers use assessment to identify what pupils know and remember is underdeveloped. This means staff do not identify if pupils have gaps in their understanding of the curriculum. The school needs to ensure that assessment accurately evaluates pupils' understanding over time.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	142436
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10322301
Type of school	Primary
School category	Academy converter
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	594
Appropriate authority	Board of trustees
Chair of trust	Tracey Farwell
Headteacher	Sarah Fenby
Website	http://www.muscliffprimary.co.uk
Date of previous inspection	2 October 2018, under section 8 of the Education Act 2005

Information about this school

- The school is a single academy trust.
- The school does not use alternative provision.
- The school runs a breakfast and an after-school club.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors carried out deep dives in early reading, mathematics, religious education and history. For each deep dive, the inspectors discussed the

curriculum with teachers, visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.

- The inspectors held discussions with the headteacher, other senior leaders, the special educational needs and disabilities coordinator, subject leaders, members of the governing body and the chair of the board of trustees.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors observed pupils' behaviour in lessons and around the school site.
- The inspectors gathered parents' views by considering the responses to Ofsted's online survey, Ofsted Parent View, and by talking to parents before and after school. The inspectors also evaluated responses to Ofsted's staff and pupil surveys.

Inspection team

Liz Geller, lead inspector	His Majesty's Inspector
Spencer Allen	Ofsted Inspector
Jo Randall	Ofsted Inspector

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