

# Inspection of Malvin's Close Academy

Malvin's Close Academy, Albion Way, Blyth, Northumberland NE24 5BL

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Inspection dates: 24 and 25 January 2023

## **Overall effectiveness**

**Outstanding**

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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Early years provision

**Outstanding**

Previous inspection grade

Not previously inspected under section 5  
of the Education Act 2005

## **What is it like to attend this school?**

When you step through the doors of this school, the positive environment wraps its arms around you. Adults and pupils smile, laugh and chat together. Caring, genuine relationships underpin all that this school does well. Adults set the highest expectations of pupils. For six hours a day, pupils receive a high-quality education and much, much more.

Pupils who attend this school are kind, considerate and respectful. The school environment is calm. Pupils move around sensibly, maturely and without the need for constant adult supervision. Pupils display independence and resilience. Some pupils face significant challenges, but the support they receive from adults helps them to deal with the difficulties in their lives.

If pupils have a worry, they know whom to talk to. In classes and at breaktimes, pupils are supportive and caring of each other. They like to see their classmates doing well, and celebrate their successes. Behaviour is exemplary. Pupils learn in positive, purposeful classes, where they display a tingle of excitement and curiosity. Pupils love to ask questions, and are enthusiastic to find out more.

Pupils are happy and safe. They say bullying at school is not a problem. They know that if any bullying did happen, everyone would be quickly supported by staff.

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

Outstanding leadership has transformed this school. Leaders have created more than a school: it is a pivotal part of the community. The impact of change through leaders' actions now means that pupils are prepared for the next stages in their lives. The curriculum has been revamped. Each curriculum subject is broken down into small chunks of learning and, as a result, pupils do not get confused by too much information. They are now able to remember what they have been taught and apply it confidently to more complex concepts. From Nursery to Year 6, teachers teach a successful curriculum, with exciting activities planned to enhance pupils' experience. Curriculum subjects are organised so that content successfully builds year on year. As a result, over time, pupils achieve well.

Teachers have a clear picture of what pupils understand. They check daily in lessons to see how pupils are doing and also use mini tests to find out what gaps pupils may have in their understanding. This information is then used to plan what to teach next. These systems are successful and prevent pupils from falling behind. Pupils with special educational needs and/or disabilities (SEND), or those who may need extra help, are supported exceptionally well. The special educational needs coordinator (SENCo) works closely with teachers. Pupils with education, health and care plans receive targeted support that meets their needs. Other pupils with SEND have well-thought-out and effective adaptations in place. These may include additional resources, adult support or access to the nurture room, where a bespoke

pastoral curriculum helps pupils to regulate their emotions. As a result, pupils with SEND achieve well.

Leaders have identified that many children start school with low levels of literacy and speech and language challenges. The work that adults do in early years is invaluable. Their skill and determination to accelerate children's speaking and listening is first class. The curriculum prioritises communication and language. Consequently, children who arrive in Nursery with no spoken language are often talking weeks later. Leaders in early years have created an exciting, purposeful environment that engages children in meaningful activities. Children benefit from high-quality group work led by adults. They are also able to independently paint, write, build models, access role play and read their favourite books. Children in early years get off to a wonderful start in school. Adults not only deliver an effective curriculum but also teach children how to take turns, listen, share and be responsible for themselves.

Teaching pupils to read is a priority for leaders. Pupils are assessed, then put into groups so adults can deliver reading sessions that match their phonic knowledge. These daily sessions help pupils to embed, practise and learn new sounds. Pupils are then given books to read that include the sounds they are learning. The process of 'learn, practise and read' is supporting pupils to become fluent, confident readers.

The school's curriculum, ethos and vision enable pupils to learn about diversity, healthy relationships and the world of work. Leaders have created a curriculum so that pupils can learn about a range of careers. Leaders aspire for pupils to know about their local area, and use local business and industry links to enhance the curriculum.

Trustees, governors and senior leaders have created a high-performing team. Everyone's opinion is valued, and staff feel comfortable to challenge and make suggestions. Leaders' own determination to do what is right for pupils and the community is shared by staff. The cultural change across the school is tangible. Adults model the highest expectations for behaviour, attitudes and aspirations. Consequently, pupils thrive in a 'can-do' environment. Pupils believe in themselves and in each other, as a result. Their future life chances are improved by the dedication and commitment of all staff.

## **Safeguarding**

The arrangements for safeguarding are effective.

The pastoral and safeguarding team provides outstanding guidance, care and support. Highly skilled staff regularly deal with complex, challenging situations. They are unflinching in their rigorous approach to tackle these issues and will fight for what is right for the pupils and families. Staff recognise their important role in keeping pupils safe. They are vigilant, sensitive and will always put the needs of pupils first. They are confident in how to report concerns and communicate effectively with the large safeguarding team. This team meets weekly to discuss

vulnerable pupils and track attendance. Leaders are proactive in providing early help for pupils and families. They are always on the front foot, and leave nothing to chance.

## **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](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	146544
<b>Local authority</b>	Northumberland
<b>Inspection number</b>	10255556
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	439
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Margaret Stephenson
<b>Headteacher</b>	Deb Ward
<b>Website</b>	<a href="http://malvinclose.wiseacademies.co.uk">malvinclose.wiseacademies.co.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school uses one alternative provision.
- The school joined the WISE multi-academy trust in September 2018.

## Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors did deep dives in the following subjects: early reading, mathematics, art, science, and design and technology. Inspectors spoke to leaders about the curriculum and met with teachers from the lessons visited. Inspectors looked at pupils' work and spoke to pupils about the curriculum, behaviour and what it is like to attend this school.
- Inspectors looked at curriculum documents from a range of subjects.

- Inspectors listened to a range of pupils from different year groups read.
- Inspectors met with the SENCo, members of the governing body, the chief executive officer and trustees.
- Inspectors looked at the single central record and spoke to leaders, teachers, governors and pupils about safeguarding.
- Inspectors spoke to early career teachers and their mentors.
- Inspectors spoke to parents and observed pupils at breaktime and lunchtime.
- Inspectors considered the responses made by parents to Ofsted Parent View, Ofsted's online questionnaire, including any free-text responses. Inspectors also considered the responses to Ofsted's online staff questionnaire.

### **Inspection team**

David Milligan, lead inspector	His Majesty's Inspector
Dom Brown	Ofsted Inspector
Deborah Ashcroft	Ofsted Inspector

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