

# Malpas Alport Endowed Primary School

URN: 111282 | Inspected: 25 November 2025

## Safeguarding

standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

## Achievement

Expected standard

Most pupils progress well through the curriculum. They generally produce work of an appropriate quality that demonstrates their learning. Many pupils secure firm foundations in the knowledge they need, including in early reading, mathematics, spelling and handwriting, to achieve well. Pupils, including disadvantaged pupils, generally achieve well in the writing and grammar, punctuation and spelling national tests. In key stage 1, most pupils develop a secure understanding of phonics which helps them to read well. An increased focus on supporting pupils to learn and understand multiplication tables helps them to develop fluency in mathematics. As a result, pupils in school are progressing better than they were previously in mathematics. The school welcomes pupils, including a number of pupils with special educational needs and/or disabilities, throughout the school year, and published outcomes do not reflect how well they progress through the curriculum in their time at the school.

## Curriculum and teaching

Expected standard

The ambitious, well-sequenced curriculum supports pupils to build on their prior learning. For example, the reading curriculum supports pupils to develop fluency in their word- reading, and build vocabulary and comprehension skills. Pupils who need extra help with reading get effective support to help them catch up. Leaders have an accurate understanding of the quality of teaching. They have set out how teachers should deliver lessons so that pupils learn well. This has improved how teachers deliver the curriculum. Teachers have secure subject knowledge. Most teachers explain new learning clearly and check for understanding well so that any gaps in learning are resolved. Generally, teachers know pupils' needs well and adapt the curriculum to help pupils overcome any learning barriers. However, some learning activities are not well adapted to pupils' individual learning needs. As a result, these pupils do not learn as well as they could. The curriculum is designed to ensure that pupils gain the essential knowledge they need in reading, writing and mathematics, so that they can access the wider curriculum. However, on occasion, teaching does not ensure that pupils form letters accurately or use correct punctuation. As a result, some pupils' writing is not as accurate as it could be.

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## Early years

### Strong standard

There is a well-designed curriculum in place in the early years that starts in the Nursery. Staff know the children well and provide high-quality activities that help children to develop skills and knowledge in all areas of learning. For example, they design well-thought-out activities to help children to develop the skills they need to form letters accurately. Leaders ensure that children in the early years get the help they need to develop their speech and language. For example, high-quality interactions between staff and children support language development and help children develop their communication skills. Children in Reception have regular phonics lessons delivered by well-trained staff. They quickly learn to blend sounds to read simple words and sentences. Staff use assessment well to identify any child who starts to fall behind in their phonics knowledge. These children then get the help they need to keep up. Children with special educational needs and/or disabilities are well supported so they can access learning fully. Staff ensure that parents and carers are well informed about their children's progress. Many parents speak highly of the care their children receive. Children learn in a safe and nurturing environment. They understand and follow clear routines. Children play and learn effectively together. They are very well prepared for key stage 1.

## Inclusion

### Expected standard

Leaders accurately identify any additional needs that pupils may have. For example, they have ensured that there are effective systems to assess pupils with special educational needs and/or disabilities (SEND). This means that staff are aware of any barriers to learning which these pupils face. Most staff use this information well to ensure that these pupils get the support they need. As a result, typically, these pupils can access the curriculum. However, at times, adaptations to the curriculum do not support pupils with SEND to achieve as well as they could. Leaders are addressing this by ensuring that staff have ongoing training in how they can support pupils with SEND. Leaders work well with families and other agencies to ensure that pupils get the support they need. They closely track the progress of pupils and ensure that support strategies help to address gaps in pupils' learning. Leaders identify and support pupils who are young carers so that they get well-thought-out support. Leaders consider carefully how they support pupils eligible for pupil premium funding. For example, they check that these pupils access the extra-curricular activities that the school offers. As a result, most disadvantaged pupils make good use of these opportunities.

## Leadership and governance

### Expected standard

The school is well led and managed. Since the previous inspection, the school has strengthened governance. Governors carry out their statutory duties effectively and support and challenge school leaders well. Leaders and governors have an accurate understanding of the school's strengths and

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areas for improvement

. They are committed to ensuring that pupils, including disadvantaged pupils, receive the best possible education and experiences. For example, they have ensured that all areas of the curriculum are well planned and sequenced.

Leaders engage and communicate well with parents and carers. Parents have very positive views of how well the school is run and how caring the staff are. Many comment on how happy their children are to attend the school. Staff are well supported with their workload and wellbeing because leaders take their views on these issues into account. They are proud to work at the school. Staff generally deliver the curriculum effectively and manage behaviour well. However, leaders are aware that they need to do more to ensure that all teachers deliver the curriculum consistently well. Leaders are addressing this by ensuring that staff receive professional learning to build their expertise in how they teach the curriculum.

What it's like to be a pupil at this school

Pupils enjoy learning at this caring school. They are safe and happy. Pupils attend school well. There are positive relationships between staff and pupils. Pupils know that they have a trusted adult they can talk to if they have any worries. The school is calm and orderly. Pupils behave well in lessons and at social times. They know to be respectful to others and have no concerns about bullying. A number of pupils join the school at different times throughout the year. They are warmly welcomed and settle into the school well. Children in the early years learn in a supportive and nurturing environment. They quickly develop the knowledge and skills they need to be ready for key stage 1. Leaders understand the additional needs that pupils may have. This helps them to ensure that pupils generally get the support they need to learn well. Pupils appreciate the support that teachers provide in lessons to help them learn. Typically, pupils achieve as expected by the end of key stage 2. As a result, this prepares them well for the

next steps

. Pupils are proud to contribute to the school. For example, they enjoy being school councillors, 'happiness heroes' and taking part in the school choir. Pupils have many opportunities to engage with the local community, for example visiting the local care home and taking part in Remembrance Day activities. These opportunities help to prepare pupils for life in modern Britain. Pupils enjoy attending different clubs, such as those for chess and sporting activities. They take part in a range of trips, including residential stays and visits to different places of worship. These opportunities help to broaden pupils' experiences.

Next steps

- Leaders should ensure that teachers consistently adapt the delivery of the curriculum to support pupils to overcome barriers to learning so that they achieve highly.
- Leaders should ensure that staff consistently support pupils to develop the skills and knowledge they need to write with accuracy and fluency, including spelling, punctuation and handwriting.

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## Personal development and wellbeing

### Strong standard

Leaders ensure that there is a well-designed programme to support pupils' personal development. Pupils learn how to stay safe online and in the community. They have an age- appropriate understanding of the fundamental British values. Pupils know to treat others, however different, respectfully. Experiences, such as visiting various places of worship and cities, broaden pupils' knowledge and understanding of different cultures and religions. They respect and value diversity. Pupils have many well-thought-out opportunities to contribute to the local community. For example, pupils take part in an intergenerational project involving activities with residents in the local care home. Leaders ensure that pupils get the pastoral support they need. Some pupils go to the 'caring club' at lunchtime if they feel they need support. Pupils learn about mental health and the importance of healthy relationships. Pupils can talk about 'my healthy mind' and breathing exercises that help them to manage their emotions. Leaders carefully consider how pupils develop a sense of responsibility. For example, younger pupils help out in the classroom and other pupils are on the eco and school councils. Leaders ensure that pupils have many opportunities to develop their talents and interests. They ensure that all pupils, including disadvantaged pupils, can access these opportunities. For example, the school funds some activities for disadvantaged pupils so they experience a broad range of activities. Leaders also identify pupils who would most benefit from these opportunities, for example pupils who need to develop their confidence. Pupils take part in creative experiences, such as performing in bands and plays, which help them develop their self-esteem. Pupils are very well prepared for their

next steps

. Expected standard

## Attendance and behaviour

### Expected standard

Leaders have high expectations for pupils' attendance. They are tenacious in ensuring that every pupil has high attendance. For example, for those pupils who do not attend as well as they could, leaders have a comprehensive understanding of the barriers that they face. Consequently, leaders provide highly effective support to these pupils and their families so that any issues are dealt with. As a result, pupils attend school very well. Leaders have high expectations of how pupils should behave. They have established clear routines that most pupils understand and follow. Pupils understand that they should be 'ready, respectful and safe'. Most staff use the school's approach to dealing with behaviour effectively. They treat pupils with kindness and care. Pupils, including pupils with special educational needs and/or disabilities, who may struggle to meet the school's expectations get well-thought-out support that helps them to improve their behaviour. Most pupils have positive attitudes to learning and enjoy getting 'monster' points for meeting the school's expectations. Leaders quickly deal with any possible bullying issues. Pupils know to, and do, treat others respectfully.

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For detailed performance data including disadvantage gap analysis, historical trends, and comparison tables, visit the school's profile on WhatSchool:

<https://whatschool.ai/en/school/malpas-alport-endowed-primary-school-malpas>