

Inspection of Malmesbury School

Corn Gastons, Malmesbury, Wiltshire SN16 0DF

Inspection dates: 12 and 13 March 2024

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Sixth-form provision	Outstanding
Previous inspection grade	Outstanding

The headteacher of this school is Brett Jouny. The school is part of the Athelstan Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Tim Gilson, and overseen by a board of trustees, chaired by Richard Boggis-Rolfe.

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since May 2012. The school received an ungraded inspection under section 8 of the Act in June 2015.

What is it like to attend this school?

Malmesbury School believes that 'Happy + Caring = Excellent' and this underpins how the school supports pupils to achieve exceptionally well. Pupils, students in the sixth form and adults have warm relationships which reflect the respectful and aspirational culture. Everyone shares a pride in this school.

The school has very high expectations for pupils' behaviour. On the rare occasion it falls below expectation, this is swiftly dealt with by adults. They ensure that pupils understand why a behaviour was not acceptable so that it is not repeated. The school does not tolerate any form of bullying. Pupils are confident to report concerns, knowing that adults will act. Anti-bullying ambassadors and peer mentors help other pupils to understand the importance of tolerance. As a result, pupils feel safe in school and attend well.

Pupils are keen to take on leadership roles. For example, pupils are enthusiastic about hosting fundraising events for charities, organising remembrance events and campaigning on local issues. The sixth-form advocacy programme enables students to lead on key events, acting as role models for younger pupils. The school actively contributes to local festivals and celebrations. This develops pupils' cultural understanding and nurtures their talents and interests.

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

The school has planned a highly ambitious curriculum. Pupils' knowledge and understanding build so that they achieve exceptionally well, particularly in the sixth form. Pupils learn what is distinctive about each subject, including the vocabulary used within it. For example, pupils understand the principles of scientific enquiry and can use these in their own investigations. The school provides opportunities to extend pupils' understanding and celebrate their achievements. Local galleries display students' artwork, pupils perform music publicly and guest speakers regularly visit the school. Pupils are proud of their work and are keen to share it with others.

The school prioritises supporting disadvantaged pupils with their individual needs. Pupils with special educational needs and/or disabilities (SEND) are swiftly identified. They receive the support they need to learn the curriculum as well as their peers. While all students study a broad academic curriculum, some individuals also complete a non-examined vocational course, for example in construction or land-based skills. These help to prepare pupils for their next steps. 'The Bungalow' supports individual pupils with their attendance and engagement with school. This bespoke intervention helps pupils to complete their qualifications successfully.

Reading is a priority for Malmesbury School. Pupils and students in the sixth form read on a regular basis during tutor time. The texts have been carefully chosen for interest and cultural significance. Students particularly enjoy the opportunity to read widely around their subject areas. Teachers support them to engage with the subject texts and academic debate that they will encounter at university. The school

quickly identifies pupils who find reading challenging. Adults provide these pupils with the support they need to rapidly build their accuracy, fluency and confidence.

The 'iLearn' curriculum covers personal, social and health education. It has been well planned to prepare pupils for adult life. Pupils know how to keep themselves safe, including online. The school encourages pupils to look after their own physical and mental health. Relationships and sex education is age appropriate. It focuses on developing pupils' understanding of healthy, consenting relationships. Pupils learn about fundamental British values and consider their own role as active citizens in modern Britain. Pupils develop their own character through a range of opportunities both within the school day and in extra-curricular activities. A vibrant house system and student council give pupils the chance to share their views. They feel listened to and able to make the school even better.

Sixth-form students explore their wider interests through the 'excellence' programme. They can study qualifications such as Teaching English as a Foreign Language or the extended project qualification. Students take part in employer sponsored engineering projects, mentoring and work shadowing. Clubs such as those for Latin, art, music and sport all provide further enrichment.

The school has a comprehensive careers programme which is a model of excellence for the local careers hub. The school engages with local employers to provide all year groups with meaningful experiences of the world of work. The annual careers fair is a particular highlight remembered by pupils. Sixth-form students are exceptionally well supported to consider their future options. A personalised mentoring programme supports applications for employment, apprenticeships and higher education.

Leaders at all levels share the trust's vision for an outstanding education. The school is very well supported by the trust. Staff receive comprehensive training, networking opportunities and specialist guidance. They are supported with their workload so that they are highly effective in their roles. Governors, trustees and executive leaders challenge the school to be the very best that it can be. The needs of children are at the heart of this school.

Safeguarding

The arrangements for safeguarding are effective.

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	137308
Local authority	Wiltshire
Inspection number	10297995
Type of school	Secondary comprehensive
School category	Academy converter
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	1,469
Of which, number on roll in the sixth form	261
Appropriate authority	Board of trustees
Chair of trust	Richard Boggis-Rolfe
CEO of the trust	Tim Gilson
Headteacher	Brett Jouny
Website	http://www.malmesbury.wilts.sch.uk
Date of previous inspection	3 June 2015, under section 8 of the Education Act 2005

Information about this school

- This school is a part of the Athelstan Trust.
- This school uses seven unregistered alternative providers.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

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 has 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.
- Inspectors held discussions with school leaders at all levels. Inspectors also spoke with teaching and support staff, governors, trust executive leaders and trustees.
- Inspectors met with groups of pupils, including representatives from the student council and sixth form.
- Inspectors carried out deep dives in these subjects: mathematics, English, science history and art. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Sixth-form lessons were visited as part of the deep dives.
- Inspectors also visited additional lessons and tutor periods to consider the effectiveness of the wider curriculum.
- Inspectors met with leaders responsible for pupils with SEND and considered the support provided to meet their needs.
- Inspectors viewed a range of school documentation, including minutes of the local governing body meetings, the school's self-evaluation documents and improvement plans.
- To evaluate the effectiveness of safeguarding, 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 pupils' interests first.
- Inspectors considered responses to the online survey, Ofsted Parent View, as well as responses to the staff survey and pupil survey.

Inspection team

Sara Berry, lead inspector	His Majesty's Inspector
Joe Ambrose	Ofsted Inspector
Jerry Giles	Ofsted Inspector
Teresa Hill	Ofsted Inspector
Frances Bywater	His Majesty's Inspector

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