

Morden Primary School

Inspection report

Unique Reference Number	102640
Local Authority	Merton
Inspection number	355225
Inspection dates	16–17 September 2010
Reporting inspector	Joy Considine

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	238
Appropriate authority	The governing body
Chair	Mr Mark Treherne
Headteacher	Wendy Veazey
Date of previous school inspection	28 April 2008
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Introduction

This inspection was carried out by three additional inspectors. They observed 15 lessons taught by eight teachers and held meetings with staff, pupils and the Chair of the Governing Body. They observed the school's work, and looked at school development plans, pupils' assessment records, minutes from governors' meetings and pupils' work. All safeguarding documents were scrutinised. Inspectors also analysed 53 questionnaires returned by parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- How well teaching meets the needs of all pupils.
- The impact of the actions that school leaders have put into place to raise attainment.
- How well the Early Years Foundation Stage meets the children's needs. What the school is doing to improve attendance

Information about the school

The school is an average-sized primary school. The proportion of pupils known to be eligible for free school meals is lower than usual. The proportion of pupils from minority ethnic groups and who speak English as an additional language is higher than usual. The proportion of pupils who have special educational needs and/or disabilities is broadly average. Their needs are mainly related to moderate learning needs, speech and language difficulties and specific learning difficulties. The school has received a number of awards including Healthy Schools, Artsmark and Eco Schools.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

The school has successfully addressed the issues for improvement since the last inspection and now provides a good quality of education for pupils. School leaders work together closely as a team and have created a delightful environment in which pupils thrive and flourish. One parent wrote, 'The school has a welcoming atmosphere and provides a safe, enabling environment to learn in.'

Pupils are mature and thoughtful. The diverse range of pupils' cultures and backgrounds is celebrated and this helps to foster pupils' good moral, social and cultural development. Pupils have an excellent understanding of the need to live a healthy lifestyle. They appreciate the wide range of physical activities available to them and they are fully aware of the need to make healthy choices at mealtimes. At the time of the inspection, pupils had harvested fruit and vegetables from the school garden and were deciding whether to sell the produce or to cook and eat it. The school has gained the award of Healthy Schools in recognition of its work.

All staff have high aspirations for pupils, who are expected to work hard. Because of this, attainment at the end of Year 6 is above average in English and mathematics and this reflects good progress made by pupils as they move through the school. Attainment in Year 2 is broadly average, although there are marked variations within year groups and subjects. There are good procedures in place to monitor pupils' progress so that teachers can provide additional support for pupils who find some lessons difficult. Teachers mark pupils' work constructively but they do not consistently provide them with enough information about what they need to learn next. At Key Stage, 1 teaching is not always based consistently on teachers' day-to-day records of what pupils have learnt and, in relation to writing and mathematics, does not always give due emphasis to helping pupils to understand what they need to learn next.

School leaders are ambitious and share a common sense of purpose which is to ensure that every pupil reaches the highest possible standards both academically as well as socially. Their aim that 'every child receives their entitlement to the best possible education' underpins the work of the school. This is reflected in the pursuit of excellent teaching and a curriculum that engages the interest of all pupils. The curriculum is well planned but there are not enough opportunities for pupils to apply their literacy and numeracy skills in other subjects, such as science and history. This slows the progress that some pupils make, particularly in writing.

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The headteacher leads by example and has created a culture in which all staff act as good role models for learning. They readily access support from local authority advisers to help them meet the needs of pupils who have additional needs and partnerships with parents are good. Staff are reflective and they are able to use a range of data to identify strengths and priorities for development. Self-evaluation is accurate and, together with improvements since the last inspection, the school demonstrates that it has a good capacity to improve further.

What does the school need to do to improve further?

- Achieve more consistency in attainment at the end of Key Stage 1 by ensuring that:
 - teaching is based on more consistent use of teachers' day-to-day records of what pupils have learnt
 - teaching of writing and mathematics gives more emphasis to helping pupils to understand what they need to learn next.
- Provide pupils with more opportunities to apply their literacy and numeracy skills in other subjects such as history and science to further improve the quality of their writing.

Outcomes for individuals and groups of pupils**2**

Children enter the Early Years Foundation Stage with skills well below those expected for their age, particularly in communication, language and literacy and numeracy. Pupils work hard and make good progress as they move through the school so that at the end of Year 6 their attainment is above average in English and mathematics. Pupils who speak English as an additional language and those who have special educational needs and/or disabilities make good progress because they receive well-targeted support to help them to overcome their difficulties. The school has developed meticulous systems for recording pupils' attainment so that they can track pupils' progress more accurately and put into place additional support for those who are at risk of falling behind. In lessons, teachers use assessment information well so that they can adjust their planning to meet pupils' needs. For example in one lesson the teacher noticed that some pupils had not fully grasped the meaning of adjectives so she provided some further examples with clear explanation so that pupils understood their purpose.

Pupils are friendly, polite and helpful and behave well in lessons and in and around the school. They get on well together and appreciate the rich cultural diversity within the school. Racial harmony is a strength of the school. Pupils take a full part in the school and the local community. They raise funds for various charities and they are particularly proud of the improvements to the school grounds following their suggestions. There are opportunities for pupils to develop their financial enterprise skills through projects such as Money Matters and this prepares them well for their future economic well-being.

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Attendance is average.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The quality of teaching and learning has improved since the last inspection and is now good. Teaching assistants are highly skilled and provide good support for those pupils who have additional learning needs. In one lesson, a pupil was totally absorbed as a teaching assistant carefully explained how to solve a multiplication problem and she was then able to complete the given task successfully. Teaching is lively and enthusiastic and engages the interest of pupils and this makes a significant contribution to their good progress. Relationships between adults and pupils are good. Pupils know their targets, which help them to learn because they know what they need to do next.

The curriculum is well planned and is supported by a wide variety of visits to local places of interest such as a local church, the Polka Theatre and the London Eye. Pupils in Years 5 and 6 have the opportunity to take part in a residential visit to places such as the Isle of Wight. Visitors to school such as the police, school nurse and the fire and rescue

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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services help the pupils to have a good understanding of how to stay safe. There is a wide range of extra-curricular activities available for pupils including art, information and communication technology, board games and a variety of sporting activities.

The school provides a safe, secure and welcoming learning environment in which pupils are well cared for. Procedures for checking staff and visitors are thorough and health and safety assessments are carried out regularly. There are good arrangements for child protection in place. The school makes good use of external partners such as the education welfare officer, speech and language therapists and education psychologists to provide extra support for those pupils who have additional learning needs. There are good partnerships with parents although the school recognises that more could be done to get a wider range of parents involved in the school. There are good transition arrangements in place for pupils entering the school and for those leaving the school at the end of Year 6.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

How effective are leadership and management?

School leaders have introduced systematic arrangements to monitor the quality of teaching and this has resulted in improvements in pupils' learning which is now good. Ambitious targets have been set for all pupils and procedures are in place to monitor the progress of pupils to ensure they keep on track to meet them. The school development plan has been revised in full consultation with all staff and governors and targets are linked closely to performance management and professional development. Governors are provided with good quality information to help them to monitor the work of the school and to provide the right level of professional challenge. They know the school well and have a good understanding of the strengths and weaknesses of the school.

Leaders at all levels are committed to ensuring that all pupils have equal access to what the school provides and have worked hard to close the gap in achievement between different groups of pupils which has been largely successful. However, there remain some gaps in attainment between boys and girls, particularly at the end of Year 2. The school promotes community cohesion well through links with a school in Lahore in Pakistan, and through teaching French at Key Stage 2. They acknowledge that more

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could be done to establish links with a school from a different part of the United Kingdom to develop this work further.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children thoroughly enjoy learning and playing in the delightful environment that staff have created. There is a very well-resourced outdoor area which provides plenty of space for children to explore and to develop their physical and social skills. Children are safe, secure and happy and most are developing confidence and independence. Many enter the Nursery with skills that are well below those expected for their age but they make good progress because staff are skilled at using assessment information to plan activities that are well matched to their needs. Teachers provide challenging activities for children and they adjust their lessons accordingly. Children behave well and get on well together. They are able to share, take turns and to cooperate with one another. Adults provide good support so that those who have special educational needs and/or disabilities make good progress. Leadership of the Early Years Foundation Stage is good. The leader knows the strengths as well as the areas for further development and has appropriate plans in action to further improve provision.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Most parents are supportive of the school and say their child is happy at school. Most parents agree that teaching is good and that their child is making enough progress. A small minority of parents do not feel that the school deals well enough with unacceptable behaviour. During the inspection behaviour in lessons and in and around the school was good. Pupils reported that on the rare occasion when an incident arises, it is dealt with promptly and fairly. School behaviour incident records show few incidents of poor behaviour.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Morden Primary School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 53 completed questionnaires by the end of the on-site inspection. In total, there are 238 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	32	60	20	38	1	2	0	0
The school keeps my child safe	37	70	9	17	6	11	1	2
The school informs me about my child's progress	20	38	30	57	1	2	0	0
My child is making enough progress at this school	19	36	27	51	6	11	0	0
The teaching is good at this school	26	49	25	47	1	2	0	0
The school helps me to support my child's learning	23	43	28	53	1	2	0	0
The school helps my child to have a healthy lifestyle	27	51	22	42	1	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	23	43	25	47	1	2	0	0
The school meets my child's particular needs	22	42	28	53	1	2	0	0
The school deals effectively with unacceptable behaviour	16	31	22	42	7	13	6	11
The school takes account of my suggestions and concerns	11	21	26	49	2	4	8	15
The school is led and managed effectively	20	38	24	45	7	13	0	0
Overall, I am happy with my child's experience at this school	27	53	18	34	6	11	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



20 September 2010

Dear Pupils

Inspection of Morden Primary School, Morden, SM4 5PX

Thank you for making me and my colleagues so welcome when we visited your school. We enjoyed meeting you all and listening to what you had to say about your school.

We agree that your school is good. It has improved since the last inspection. This is because teaching has improved and you are now making good progress and reaching standards that are above average in English and mathematics. You have an excellent understanding of how to stay fit and healthy and you enjoy taking part in community events and collecting money for charities to help those who are less well off than yourselves. We also found that you behave well in your lessons and in the playground. Although your school is good, there are two things that we have asked your school leaders to do:

- ensure teachers help those of you in Key Stage 1 to reach higher standards in writing and mathematics and help you to see what you need to learn next
- provide you all with more opportunities to practise your mathematics and English, especially writing skills, in other subjects such as history and science.

I am sure you will all do everything you can to make Morden Primary School even better in the future. I wish you all every success.

Yours sincerely

Joy Considine
Lead Inspector

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