

# Morden Mount Primary School

Lewisham Road, Greenwich, London, SE13 7QP

**Inspection dates** 25–26 June 2014

<b>Overall effectiveness</b>	Previous inspection:	Inadequate	4
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is a good school.

- The achievement of pupils is good. By the end of Year 6, pupils make good progress in their reading, writing and mathematics.
- The quality of teaching is good and some is exemplary. Much is expected from pupils and their learning is always made interesting.
- Disabled pupils and those who have special educational needs make good, and sometimes even better, progress. This is because of the additional support they receive.
- Additional adults are especially skilled in enabling pupils who need extra help become successful in their learning.
- Pupils' spiritual, moral, social and cultural development is promoted very effectively. They enjoy a range of opportunities that enhance their respect of beliefs and cultures that are different to their own.
- Pupils are safe in school. Pupils' behaviour is outstanding. Their consistently positive attitudes toward learning are having a strong impact on their progress.
- This is a rapidly improving school. The executive headteacher has brought about marked improvements in both the quality of teaching and pupils' progress.
- The heads of school and subject leaders are very effective in ensuring pupils are successful across a range of subjects.
- Governors make an exceptional contribution to the school's development by the actions they take. They hold school leaders to account so that the school's performance has increased considerably since the previous inspection.

### It is not yet an outstanding school because

- Pupils' progress in mathematics is not as strong as it is in reading and writing. They do not have enough opportunities to apply their mathematical skills to solving problems.
- Pupils do not routinely ensure they accurately use grammar in all their subjects.

## Information about this inspection

- Inspectors observed learning in 22 lessons, of which 10 were jointly observed with senior leaders. Inspectors also observed assemblies, listened to pupils read and looked at pupils' work in their exercise books.
- Inspectors met with pupils and talked with them about their work. Meetings also took place with governors, subject leaders and a representative from the local authority.
- Inspectors reviewed documentation covering safeguarding, the management of performance of staff, behaviour and safety, attendance and checks on pupils' attainment and progress.
- Inspectors took account of 20 responses from parents to the online questionnaire, Parent View, and 29 questionnaires from staff. An inspector also talked to parents informally during the inspection

## Inspection team

Howard Jones, Lead inspector

Additional Inspector

Janet Tomkins

Additional Inspector

Janice Williams

Additional Inspector

## Full report

### Information about this school

- Morden Mount is larger than the average-sized primary school.
- There is a Nursery and two Reception classes in the Early Years Foundation Stage.
- When compared to national figures, the proportion of disabled pupils and those who have special educational needs supported at school action is low. The proportion at school action plus and who have a statement of educational needs is high.
- The proportion of pupils receiving support from the pupil premium funding is high. This is additional government funding to support those pupils who are known to be eligible for free school meals or those who are in care. In this school, it is applicable to pupils eligible for free school meals and those who are in care.
- The proportion of pupils from minority ethnic backgrounds is high compared to the national average.
- The proportion of pupils who speak English as an additional language is high.
- In 2013, the school met the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- The executive headteacher, who is a national leader in education, joined the school in February 2013, and a restructured senior leadership team, which includes the posts of two heads of school, was established.
- The school works closely with another school that is also overseen by the executive headteacher. The chair of governors for Morden Mount is also vice-chair of the executive governing body shared by both schools.

### What does the school need to do to improve further?

- Develop teaching, so that it is consistently outstanding, and further raise pupils' achievement by ensuring pupils:
  - use grammar more accurately in all their subjects
  - apply their mathematical skills in solving real-life problems.

## Inspection judgements

### The achievement of pupils is good

- Pupils' achievement is good. It has improved markedly since the last inspection because leaders' actions have improved the quality of teaching. Pupils are now making rapid and sustained progress from their individual starting points across the school.
- Attainment is above the national average. Most pupils reach the level expected in reading, writing and mathematics by the end of Year 6 in national tests. Pupils are especially successful in their reading and writing.
- The most-able pupils achieve well by the end of Key Stage 2. They are particularly proficient in mathematics and writing.
- The proportion of pupils achieving the expected standard in the Year 1 phonics check (linking letters and sounds) in 2013 was the same as the national average. The school's provisional evidence suggests that the proportion in 2014 is above the national average. Older pupils enjoy reading, for example work by Louis Sachar, and explore themes from Shakespeare's *The Tempest* in their writing.
- Children in the Early Years Foundation Stage make a positive start to school. A large proportion of children enter the Nursery or join the Reception class with skills below those expected for their age. Some children enter with skill levels that are well below. Even with this wide range of development, the effective work of adults ensures children make good progress and most enter Year 1 well prepared for the next stage in their learning.
- The achievement of pupils who speak English as an additional language is good. Pupils who are from different minority ethnic groups do better than their peers at school in mathematics, reading and writing. This is because of the effective teaching they receive.
- Disabled pupils and those who have special educational needs make good progress. They are very successful in their learning because of the effective support they receive during lessons and the individual help provided when needed.
- The gap between the attainment of pupils supported through the additional funding and that of their peers is narrowing. In 2013, by the end of Year 6, eligible pupils were behind their classmates by approximately 10 months in mathematics, writing and reading. When compared to national figures these pupils attain as well as pupils who do not receive this additional funding. The progress of pupils eligible for the additional funding is improving across the school.
- Pupils do not always use grammar accurately in all their subjects and this hinders the levels they reach in their writing.
- The progress pupils make in mathematics is not as strong as it is in reading and writing because they do not have enough opportunities to apply their mathematical skills to solving problems.

### The quality of teaching is good

- The quality of teaching has improved markedly since the previous inspection. It is now consistently good and some is outstanding. Leaders have addressed gaps in pupils' knowledge and skills so that pupils' progress is consistently strong for all groups of pupils.
- Learning is always made interesting for pupils. Activities involve them effectively. Displays of pupils' work highlight their success and are used to develop pupils' understanding effectively. Children within the Early Years Foundation Stage share in a variety of tasks which develop their basic literacy and numeracy skills well.
- Pupils are clear on what they need to do to improve their work. For example, Year 2 pupils in a literacy session were able to be very successful in writing about the work of Florence Nightingale. Extremely effective checks were made on pupils' learning.
- Support staff engage pupils effectively, both within the classroom and in additional group work. They skilfully talk with pupils in ways that enable them to overcome any barriers to their

learning.

- Teachers use questioning to extend pupils' learning. For example, Year 5 pupils took part in a discussion which was very skilfully directed by the teacher's highly effective and probing questions. As a result, pupils' use of rhetorical questions and key vocabulary increased substantially.
- Pupils always respond positively, even when much is expected from them. For example, the exemplary learning seen in Year 6 numeracy sessions where pupils worked together successfully to complete their tasks. However, pupils' progress in mathematics is not always as strong in reading and writing because they do not have enough occasions to use their mathematical skills to solve problems.
- Pupils' learning is hindered when teachers do not clearly expect the accurate use of grammar,.

### **The behaviour and safety of pupils are outstanding**

- The behaviour of pupils is outstanding. Pupils show exceptionally positive attitudes toward their learning and this is having a very strong effect on the progress they make. They concentrate in all their tasks and are eager to do well. Pupils show respect for each other and their teachers, and have a mature approach in everything they do or talk about.
- The Early Years Foundation Stage is calm and purposeful. Children in the Nursery happily play and learn well together. They sing enthusiastically to reinforce their learning. Within Reception, children listen carefully to what adults say. They are eager to show how they can use words to form sentences about their topic work.
- Pupils move sensibly around their school and the dining hall is calm. Pupils are exceptionally polite. They respond appropriately during assemblies and take pride in celebrating their achievements. Outside, during break times, pupils of all ages get on well together. Older pupils take their responsibilities seriously and value acting as 'mentors' for younger pupils.
- The school's work to keep pupils safe and secure is outstanding. Pupils value having friends from differing cultural backgrounds. They are emphatic that they feel safe at all time and say that all forms of bullying and racist attitudes are very rare, and that name calling is not tolerated. This is confirmed by the school records.
- Pupils understand how to keep themselves safe using the internet.
- The attendance of pupils is above average. Pupils say their school is very friendly and teachers are always there to help them should they need this. The very large majority of parents who responded to the online questionnaire confirm their child is both happy and safe.

### **The leadership and management are outstanding**

- The executive headteacher has tackled weaknesses identified by the previous inspection very effectively. This has led to rapid improvements in the quality of teaching and pupils' achievement. The heads of school and staff are highly motivated and support her endeavours. The school is well placed to improve further.
- Leaders of all subjects competently check the quality of learning. They look closely at the impact their actions are bringing. This ensures they can demonstrate a marked improvement in the quality of teaching and pupils' progress in their areas of responsibility.
- Routines to check teachers' classroom practice are thorough. Teachers' performance is compared to how well pupils are doing. Tailored training is in place to enable teachers to meet their individual targets. Their success is rewarded by career and salary scale progression.
- The local authority now views this to be a school that requires a light touch approach because of its success in raising pupils' achievement.
- Disabled pupils and those who have special educational needs make good, and sometimes even better, progress. Support for pupils' learning or language needs is making sure these pupils have equal chance to be as successful as their peers.

- The provision for sport is particularly strong. The additional government funding for primary schools is bringing key benefits. Teachers' skills are extended so teachers plan activities that enable pupils to enhance their skills in different areas of sport. For example, the funding has helped pupils develop their gymnastic skills and become more successful in team sports such as rounders.
- Subjects are very well organised so that pupils' skills and understanding are developed well as the pupils move through the school. Themes are used to enable pupils study an area in depth, whether this is Greek mythology or during science field visits. Pupils use information and communication technology to create their own digital animations. Leaders have identified pupils' use of grammar and application of their mathematical skills as an area for further development.
- Provision for pupils' spiritual, moral, social and cultural experience is exemplary. Pupils take pride in their achievements and learn how to develop their self-esteem and confidence. They explore life in concentration camps during the Second World War. Pupils apply three-dimensional art skills in their rainforest topic. Pupils in Year 3 and 4 enjoy regular music workshops run by members of the London Philharmonic Orchestra with a view to performing to their parents. Younger pupils investigate other cultures, as seen in their writing on Jamina the Hunter.
- The school's work on safeguarding is very effective. Risk assessments cover the work of the school, including educational visits made by pupils.
- **The governance of the school:**
  - Governors' work in supporting the school is highly effective. The governors take actions which have improved the school's performance exceptionally. They have raised expectations and staff morale through a period of transition. Changes in school leadership have brought a depth of expertise that has accelerated pupils' achievement. Training has enhanced governors' expertise so the governors question and challenge senior leaders. They ensure improvements are being sustained in all aspects of the school's work. Governors oversee procedures which reward good teaching through salary progression and promotion. They ensure discrimination is effectively addressed. As a result, the allocation of the additional funding is bringing improvements for eligible pupils so that gaps in their attainment are closing. Governors' management of the school's finances is secure. The governors have appropriately allocated the primary sport funding so that it is increasing teachers' capacity to improve pupils' physical well-being.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	100114
<b>Local authority</b>	Greenwich
<b>Inspection number</b>	425446

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	375
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Bob Love
<b>Executive Headteacher</b>	Briony Brammer
<b>Date of previous school inspection</b>	27–28 November 2012
<b>Telephone number</b>	020 8692 2920
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