

Herbert Morrison Primary School

Inspection report

Unique Reference Number	100604
Local Authority	Lambeth
Inspection number	354858
Inspection dates	25–26 January 2011
Reporting inspector	John Carnaghan

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	218
Appropriate authority	The governing body
Chair	Sara Benbow
Headteacher	Eileen Ross
Date of previous school inspection	21 May 2008
School address	Hartington Road Lambeth London SW8 2HP
Telephone number	02077203439
Fax number	02076278488
Email address	admin@herbertmorrison.lambeth.sch.uk

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M2 7LA

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Introduction

This inspection was carried out by three additional inspectors. They saw 16 lessons and 10 teachers and held meetings with parents and carers, staff, members of the governing body and pupils. The inspectors observed the school's work and looked at its policies, records and assessments as well as 114 parental and carer questionnaires.

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

- The extent to which the most recent assessment information provides evidence of good achievement.
- How consistently teaching promotes good progress across all year groups.
- How much the school's strengths in leadership and management lead to good outcomes for pupils.

Information about the school

Herbert Morrison Primary School is smaller than average and includes a part-time Nursery. Ninety per cent of pupils are from minority-ethnic heritages. The largest of these groups are Black or Black British from African and Caribbean backgrounds. The first language of over half of the pupils is not English. The proportion of pupils known to be eligible for free school meals is well above average. The proportion of pupils with special educational needs and/or disabilities is below average; the largest group of these pupils has speech and language difficulties. The school holds the Artsmark silver award.

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

This is a good and improving school. The headteacher and staff work well as a team to provide high-quality education and equal opportunities for all. This promotes a happy and harmonious environment where parents and carers, and their children, are equally confident in pupils' progress and development. Pupils make good progress, and leave school with attainment that is broadly average. Very good assessment means that those who need extra help are identified early and receive strong support. This means that all groups of pupils progress at the same rate and achievement for all is good.

Parents and carers are extremely satisfied with the school. One comment, typical of many, was, 'We are more than happy how welcoming and supportive the school is towards our child's needs. Staff are very proactive and creative to adapt the curriculum to his needs and we feel they go beyond the call of duty.'

Pupils' behaviour is good so there is minimal disruption to learning. The school's care and support are outstanding and provide a nurturing environment that promotes outstanding personal development in spiritual, moral, social and cultural areas. Pupils have an excellent understanding of how to stay safe and healthy. They make an outstanding contribution to the school and wider community. The school's outstanding promotion of community cohesion promotes pupils' excellent knowledge of the wider world. Positive engagement with parents and carers, and excellent partnerships with other groups play a significant part in the school's ongoing success.

Teaching has numerous strengths. Topics studied are engaging and link subjects together innovatively. Lessons are usually brisk, varied in content and purposeful. There is a good ethos for learning and pupils are closely engaged in their studies and know what is expected of them because teachers emphasise the purpose of their lessons. Most activities are challenging but, sometimes, teachers do not extend and develop pupils' understanding sufficiently.

The school is improving because the headteacher, other leaders, managers and staff work together well. Leaders and managers use self-evaluation accurately to understand the school's strengths and weaknesses. Actions taken to overcome concerns identified in the previous inspection, such as marking and target setting, have been effective. Planning for the future recognises the correct priorities but some checks on progress are imprecise in the way they are recorded. Previously good performance has been consolidated and, in the way the school cares for pupils, improved. Capacity for sustained improvement is therefore good.

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What does the school need to do to improve further?

- By September 2011, improve teaching so it is good or better in all lessons by ensuring that all elements of lessons are equally challenging to all pupils.
- By April 2011, formalise the recording of self-evaluation activities so that everyone is clear about the impact of the school's planning for the future.

Outcomes for individuals and groups of pupils

2

Children enter the Nursery with attainment well-below expectations for their age. In particular, many lack a basic understanding of English. Pupils enjoy their studies and work hard. The school's excellent inclusion ensures that all groups of pupils, including those with speech and language and other difficulties, make good progress. Pupils start Year 1 with attainment that is below average. They leave Year 6 with broadly average levels across all subjects. The school's thorough assessment correctly indicates that attainment is steadily improving. With consistent teaching promoting good learning and higher attainment, the achievement of all groups of pupils, including those whose first language is not English, is good.

Mostly good, well-organised teaching with a clear focus on learning means pupils make good progress in lessons. A good Year 6 personal, social and health education lesson on conception exemplified this. Carefully planned and precise teaching, with clear ground rules ensured pupils knew what was expected of them and they responded with maturity. They fed back confidently on what new information they had learned in the lesson. Where teaching was less effective, for example in a Year 3 religious education lesson, teachers' questioning lacked challenge and the pace of the lesson slowed so that some pupils lost interest.

Good behaviour, often excellent, helps ensure lessons are a rich and secure environment for learning. Bullying is very rare and dealt with strictly. Pupils report that racism is virtually unknown.

Parents and carers, and pupils are very confident in the safety in the school. Pupils have a thorough knowledge of the risks on busy local roads and show well-developed awareness of the potential dangers of the internet and cyberspace. They have an excellent knowledge of the factors that help young people grow up healthily and keenly put into practice their understanding of what constitutes a good diet, for example by taking the healthy school meals in increasing numbers. They appreciate the significance of exercise and many take part enthusiastically in dance and sport both during and after school.

The school council is respected by pupils because it provides excellent opportunities to air their views and see them acted on. The pupils' questionnaire that the council organised about the school toilets highlighted deficiencies and led to their complete refurbishment. All older pupils take on responsibilities about the school and most are trained to care for those younger than themselves by taking careful notes and reporting any concerns to adults. They also take a prominent role in the local community. Attendance is above average. Pupils apply basic skills of literacy, numeracy and computing satisfactorily and develop good personal qualities, such as independence, that stand them in good stead in the future.

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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	3
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	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	1

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

How effective is the provision?

The curriculum provides imaginative and interesting experiences. A strong focus on the arts, recognised by 'Artsmark', provides numerous opportunities for pupils to enjoy music, dance and art. For example, each pupil can learn a musical instrument without charge through the impressive 'In Harmony' initiative which involves nationally known musicians. The school uses its excellent understanding of its context to meet the needs of all pupils. Subjects are interestingly linked to engage pupils' interest. A wide range of trips and an appealing mixture of visitors introduce variety into daily routines. Many pupils speak warmly about the splendid after-school opportunities available. They particularly enjoy sport and the competitions that the school is involved in. The participation rates in clubs are high.

Effective monitoring has ensured more consistent teaching and most lessons are varied and have good pace that ensure that all pupils are on task. Teachers are enthusiastic and manage pupils with assurance. They are skilled at helping pupils whose first language is not English to overcome difficulties and develop well. This ensures generally good behaviour and pupils enjoy opportunities to work independently, in pairs and in teams. Many lessons are great fun, such as the Year 5 session where pupils in character acted out roles to prepare a script, inspired by having viewed a clip of a Robin Hood drama. Teachers use information and communication technology (ICT) effectively by using cameras, video clips and multi-media presentations to enliven lessons. Well-trained

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teaching assistants know pupils well and are intelligently deployed to ensure the success of intervention groups that support individuals and groups who might otherwise struggle, such as pupils who speak English as an additional language.

Teachers usually question pupils carefully and build other assessment opportunities into lessons to help them keep an eye on progress. Occasionally, they miss opportunities to extend and develop pupils' understanding by asking more probing questions and setting more demanding tasks and so do not challenge all abilities fully. Pupils have targets in literacy and numeracy that raise their awareness of what they need to do to improve. These are a little impersonal, but marking is usually precise and supportive. Regular assessments ensure progress is carefully tracked. Teachers and school managers are alert to pupils at risk of falling behind and, when necessary, quickly implement support to boost progress.

The school has strong links with outside agencies, such as speech and language therapy, to fully support all groups of pupils. A counsellor works closely to help pupils, and parents and carers who face challenging circumstances. The school can demonstrate numerous examples of how its interventions have enabled pupils to overcome barriers to learning. Its work to improve attendance has proved most effective against a background of absences for religious festivals and family holidays. Excellent transition arrangements help pupils to quickly settle as they move between phases of the school, such as into Year 1. The progress of Year 6 pupils into secondary education is eased by opportunities to meet their future classmates as they are grouped together to take part in activities. Older pupils are carefully inducted into their role of looking after younger children and take these responsibilities with great seriousness which has a very positive impact on the ethos of the school.

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	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The leadership team works very cohesively, and communicates an ambition to improve and sets high expectations of staff and pupils. Rigorous monitoring enables leaders and managers to check closely on pupils' progress and how well they are taught. This has boosted learning through promoting more consistent teaching. Almost all lessons seen during the inspection were good. Assessment information is carefully analysed to identify trends and leaders ensure that class teachers in particular know how well each pupil is progressing and act promptly to overcome any potential anomalies.

Mainly thorough self-evaluation provides the school with a clear picture of itself and informs plans for the future. The governing body and staff check up on the progress of

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these plans but the recording of these checks is inconsistent and sometimes informal, so that the steps made to meet the school's priorities are not always clear. The governing body is an effective friend to the school and shows clear awareness of its duties. It has good systems to check up on the school, such as each member being attached to a designated class. Members analyse information given to them but do not always monitor independently which reduces the governing body's capacity for challenge. It is rigorous in ensuring that all pupils are safe. Robust safeguarding means that all staff receive relevant training and all policies are in place. The curriculum ensures pupils' strong understanding of their safety. School checks and records are complete. There are some minor administrative anomalies but, overall, the school adopts recommended good practice across all of its work.

The great satisfaction shown by parents and carers is a result of the school's pro-active approach to engage them in many of its activities. For example, aware that some families cannot afford computers, the school has accessed a subsidy that enables more than 30 laptops to be provided for pupils to use at home. The school's sensitive approach to the wide range of cultures, for example when preparing Christmas celebrations, has eliminated potential barriers to integration most effectively and engages parents and carers from a wide range of faiths and backgrounds. Good information about pupils' progress and school events flows home regularly.

A profound understanding of its local context underpins the school's excellent community cohesion. The school is a cohesive unit and its actions have had a markedly beneficial effect on community cohesion locally by actively engaging ethnic and faith groups that may otherwise have become disaffected. Growing links with pupils in other environments in Scotland, Kenya and, especially, Spain, have broadened pupils' horizons and led to improved modern foreign language skills. This work links closely to the school's commitment to equality of opportunity expressed in its aim, 'To provide a safe, inclusive and stimulating learning environment where everyone is valued and children thrive'. The consistency of pupils' progress is further evidence of outstanding equality of opportunity and an absence of discrimination.

Numerous effective partnerships enable the school to improve the school's provision. The facilities of a local secondary school are used to deliver sport, art and science sessions. The 'In Harmony' music partnership provides good opportunities to learn instruments and links to the London music scene that include enabling pupils to perform at the Royal Festival Hall. Associations with an international bank have led to extensive improvements to outside areas in the Early Years Foundation Stage, and a link with a catering company promotes mathematics in the school.

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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	1
The effectiveness of partnerships in promoting learning and well-being	1
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	1
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

The Early Years Foundation Stage meets the needs of its children well. The environment is rich and stimulating and provides good-quality learning experiences both inside and outside. This harnesses children's natural curiosity and provides them with a good start to their education. Teachers and other staff promote children's learning well so that they make good progress across the Early Years Foundation Stage. When they join Year 1 children are well prepared for more formal education. They have developed important skills, such as independence and cooperation, and behave well. Nevertheless, their attainment remains below average and lowest in communication, language and literacy.

Teaching is good and strikes the right balance of adult-led and children's own-chosen activities that provide valuable opportunities for independence. Planning is effective with good variation of challenge and support staff deployed well to extend learning. Lessons cover the required areas of learning, with an appropriate emphasis on communication, language and literacy, problem solving, reasoning and numeracy, and personal, social and emotional development. However, some opportunities are missed to extend children's vocabulary and speaking skills because staff do not always model language or ask children to repeat words and sentences. Thorough assessment keeps a close track of children's development and analysis of data identifies priorities for improvement, such as the current emphasis on developing writing skills.

Leaders carefully monitor teaching, assessment and planning with the result that provision is consistent across all three classes, including the Nursery. Good settling-in procedures mean children quickly feel safe and leave their parents and carers happily. In turn, parents and carers are well supported by the school. The range of workshops provided to explain the curriculum helps each become a fuller partner in their child's education. Regular reports home provide clear information on each child's progress.

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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:	2
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

Over half of the parents and carers returned questionnaires and this is higher than average for primary schools. A very large majority were very favourable. Almost all thought the school was led and managed effectively and were happy with their child's experience at the school. A very small minority did not think the school met their child's particular needs. Inspection evidence indicates that the school is careful to support each pupil, although, occasionally, teaching can lack challenge.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Herbert Morrison 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 114 completed questionnaires by the end of the on-site inspection. In total, there are 218 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	58	51	55	48	0	0	1	1
The school keeps my child safe	67	59	46	40	1	1	0	0
My school informs me about my child's progress	60	53	52	46	1	1	0	0
My child is making enough progress at this school	62	54	44	39	5	4	0	0
The teaching is good at this school	60	53	51	45	2	2	0	0
The school helps me to support my child's learning	53	46	57	50	2	2	0	0
The school helps my child to have a healthy lifestyle	60	53	50	44	2	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)	43	38	56	49	3	3	0	0
The school meets my child's particular needs	39	34	60	53	7	6	1	1
The school deals effectively with unacceptable behaviour	50	44	55	48	4	4	0	0
The school takes account of my suggestions and concerns	36	32	69	61	4	4	1	1
The school is led and managed effectively	48	42	58	51	1	1	1	1
Overall, I am happy with my child's experience at this school	58	51	52	46	1	1	1	1

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 all 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



27 January 2011

Dear Pupils

Inspection of Herbert Morrison Primary School, London SW8 2HP

Thank you very much for the nice welcome that you gave to the inspectors when we visited the school recently. We were pleased that you are so happy at school and would like to congratulate you on your good behaviour. Herbert Morrison Primary is a good and improving school that gives you excellent care and works very well to provide everyone with an equal start in their education.

The good teaching makes learning enjoyable and, combined with your hard work, this means that you make good progress and your attainment when you leave is similar to the average for pupils at the end of Year 6. The mixture of subjects you study (the curriculum) is interesting and made even more fascinating by the visits and visitors you have.

The school is improving because the headteacher and staff work very well together. The excellent links with parents and carers, and outside organisations, such as other schools, help the school run so well. I have asked the school to make these improvements.

- To raise attainment the school should make sure that all parts of lessons stretch your abilities thoroughly.
- The school should make more careful checks to see how well its plans are working.

You can help by continuing your good behaviour and attitudes.

Once again, many thanks for all your help. It was a pleasure meeting you.

Yours sincerely

John Carnaghan

Lead inspector

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