

# Mornington Primary School

## Inspection report

---

<b>Unique Reference Number</b>	122738
<b>Local Authority</b>	Nottinghamshire
<b>Inspection number</b>	380524
<b>Inspection dates</b>	15–16 September 2011
<b>Reporting inspector</b>	Richard Marsden

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	273
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Clare Colmore
<b>Headteacher</b>	Linda Azemia
<b>Date of previous school inspection</b>	16 January 2007
<b>School address</b>	Mornington Crescent Nuthall Nottingham NG16 1RF
<b>Telephone number</b>	0115 9757745
<b>Fax number</b>	0115 9752001
<b>Email address</b>	office@mornington.notts.sch.uk

---

<b>Age group</b>	4-11
<b>Inspection date(s)</b>	15–16 September 2011
<b>Inspection number</b>	380524

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011



## Introduction

This inspection was carried out by three additional inspectors. They observed 19 lessons taught by 11 different teachers. They spoke with parents and carers and held meetings with staff, pupils and members of the governing body. They observed the school's work, and looked at safeguarding documentation, attendance records, information on pupils' attainment and progress, the curriculum, the school's self-evaluation and planning, as well as responses to questionnaires from 113 parents and carers, 12 staff and 100 pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How effectively has the school tackled the fact that attainment in recent years has been lower in mathematics than in English?
- Why has pupils' progress been more rapid in Key Stage 1 than in Key Stage 2?
- Are teachers making better use of marking to show pupils clearly what they need to do to improve their work, as recommended at the last inspection?

## Information about the school

The school is larger than average. The majority of pupils are of White British heritage, although the proportion from minority ethnic backgrounds is well above the national average. It is around 50 per cent in some year groups. The proportion of pupils who speak English as an additional language is well above average. The percentage of pupils with special educational needs and/or disabilities is around half the national average, although there are no pupils with a statement of special educational needs. The proportion of pupils who are known to be eligible for free school meals is below the national figure.

The governing body provides a breakfast club and an after-school club for pupils. The school has attained the Eco-Schools Gold Award, and holds National Healthy Schools Gold status.

At the time of the inspection the headteacher had been in post for one week. Her predecessor had retired at the end of the previous term after almost 20 years in post.

**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 school which provides a good standard of education for all its pupils. Children join the school with attainment which is in line with expectations for their age. They make good progress so that by the end of Year 6, their attainment is above the national average. Pupils' personal development is excellent so that their outcomes overall are outstanding. Their progress is outstanding in Key Stage 1, but it is not as rapid in Key Stage 2. This is because the level of challenge for some of the most able pupils has not been high enough. The school has developed strategies to address this and early indications show that these are successful. Boys' attainment in writing in Key Stage 2 does not match the high attainment of girls. The school has put strategies in place to rectify this, although these have yet to show any results.

The promotion of the pupils' self-worth and confidence is at the heart of the school's work and pupils are very well known as individuals. The school promotes community cohesion exceptionally well. In this culturally diverse community different groups get on extremely well together. Parents and carers, and the pupils themselves, speak very highly of the care and support which the school provides. Pupils show high levels of thoughtfulness and consideration, and their excellent behaviour makes a major contribution to their learning. They are curious about the world, and show sensitivity and respect towards people whose values or beliefs are different from their own. They speak very readily about how safe they feel at school, and they show clear insight into what it means to keep themselves fit and healthy. They take part in a wide variety of opportunities to make a significant contribution to their school and the wider community.

The Early Years Foundation Stage is outstanding. It is very well led and managed and provides exceptionally well for all areas of children's learning and personal development.

The school's engagement with parents and carers is outstanding. It takes care to ensure that all groups are esteemed and supported as they, in turn, support their children's learning. The school makes excellent use of partnerships to extend its provision.

The school has very effectively addressed the issues for improvement raised at the last inspection. Teachers' marking has improved so that it now show pupils clearly the next steps they need to take to improve their work, and pupils now have a clearer idea of what their personal targets for improvement are. All aspects of the

**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

school are kept under rigorous review and swift action taken when areas for improvement are found. Pupils' attainment in mathematics, for example, was not as high as in English, but the school's strategies to address this have been successful. The school has good capacity to improve further.

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

- Accelerate pupils' rates of progress in English and mathematics in Key Stage 2 so that they match those in Key Stage 1 by:
  - providing greater challenge for high attaining pupils so that more of them reach National Curriculum level 5 in English and mathematics by the end of Year 6
  - developing strategies to increase the motivation of boys so that their attainment in writing matches the high attainment of girls.

**Outcomes for individuals and groups of pupils****1**

Children's attainment in reading, writing and mathematics, when they join the school, is broadly in line with that expected for their age. They make good progress so that by the end of Year 6, attainment is above the national average. The school is aware of a gap in the levels of attainment in writing between boys and girls and has developed strategies to address this with current pupils. Otherwise, boys and girls make equally good progress, as do pupils from minority ethnic backgrounds, and pupils known to be eligible for free school meals. Pupils with special educational needs and/or disabilities and pupils who are learning to speak English as an additional language also make good progress because they are well supported by classroom assistants both within lessons and in small groups or in one-to-one sessions with an adult.

In lessons, pupils make good progress because tasks are generally well matched to their needs, and keep them busy. Teachers use visual aids and 'hands-on' activities to clarify and enliven their explanations, and pupils enjoy opportunities to explore ideas in pairs or groups before starting to write. Links between different subjects and with the wider world are strong, and this increases pupils' interest and motivation. In one outstanding mathematics lesson pupils were awestruck as the teacher showed photographs to illustrate how the principles of mathematics are woven into the fabric of the natural world and the universe. In another English lesson pupils explored very thoughtfully and sensitively the feelings and emotions of the characters in an animated film. This engaged their interest very well as they prepared for a writing task. Both boys and girls were equally well engaged.

Pupils' excellent behaviour makes a major contribution to the effectiveness of their learning. They respond well to the warmth and encouragement of adults, and show great courtesy to each other and to visitors. Older pupils show high levels of consideration towards younger ones. Pupils are confident that any bullying or racism would be decisively handled by teachers if it occurred. They have an excellent

**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

understanding of such things as road safety, and internet safety, and can explain readily how taking exercise and eating the right kinds of food can lead a healthy lifestyle. Older pupils understand the dangers of smoking, alcohol and drug abuse. Pupils enjoy making a difference to their school through the school council, or taking on a huge variety of different responsibilities within school as well as in the local community through the eco-committee, for example.

Pupils’ attainment means that they are being well prepared for the workplace. They often work in teams and groups and have opportunities to apply their basic skills, including information and communication technology, to ‘real-life’ situations. Pupils respond well to opportunities for thought and reflection. They are inquisitive about the world around them and the lives of people whose values and beliefs are different from their own. The cultures of ethnic groups represented in the school are celebrated enthusiastically. This raises the self esteem of pupils and informs pupils very well about the cultural diversity of the modern world.

*These are the grades for pupils’ outcomes*

<b>Pupils’ achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils’ attainment <sup>1</sup>	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
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils’ behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils’ attendance <sup>1</sup>	2
<b>The extent of pupils’ spiritual, moral, social and cultural development</b>	<b>1</b>

**How effective is the provision?**

There is a good working atmosphere in classrooms. Relationships are cordial and respectful. Pupils apply themselves well and engage conscientiously with their work. Lessons move at a good pace and teachers plan well to ensure that work is correctly matched to pupils’ needs. Tasks are varied so that they engage pupils' interest. Teachers and pupils use information and communication technology competently to promote learning. Teaching assistants are well organised and are proactive in

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

**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

offering support. Their contribution ensures that pupils with special educational needs and/or disabilities progress well. The school has developed systems which identify promptly any pupils whose progress is not on track, so that they can receive support to help them catch up. Teachers provide good ongoing feedback in lessons. They are particularly skilful in asking questions which make pupils think hard about their work. They mark work conscientiously, and show pupils clearly what they need to do next to improve.

The curriculum is broad and balanced. Provision for the development of core skills is good and there are effective links between subjects. Although pupils' personal development is promoted outstandingly well, the curriculum is good overall because the level of challenge for some high attaining pupils is not high enough. All pupils in Key Stage 2 learn French and there are regular theme days, often with special visitors. Participation in out-of-school activities, including music and a variety of sports, is high. Pupils enjoy regular visits and in Key Stage 2, all have the opportunity to take part in a residential visit where they enjoy adventurous, confidence-building activities. The school ensures that all pupils, including those with special educational needs and/or disabilities and those known to be eligible for free school meals, and those who are learning to speak English as an additional language, have the opportunity to take part. The before- and after-school club is very well attended and provides a purposeful start and end to the day.

Care, guidance and support make an outstanding contribution to pupils' development. Pupils are known and valued as individuals and the school's emphasis on raising self-esteem and fostering self-belief allows pupils from all backgrounds to thrive. Teachers ensure that children settle in extremely well when they first join the school, and older pupils are proud to play their part in this process. Older pupils are very well prepared to transfer to secondary school. The school can give detailed evidence of the excellent support it provides for pupils and families who face challenging circumstances.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## **How effective are leadership and management?**

The headteacher had only been in post one week at the time of the inspection but had already undertaken a thorough review of the school's strengths and areas for development. There has been significant improvement in areas highlighted at the last inspection, as well as in priorities identified by the school's self-review. Leaders

**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

monitor the quality of teaching rigorously. This is done in a supportive atmosphere which gives staff high expectations of themselves and strengthens their ambition to improve outcomes for pupils. The governing body is very well informed and well organised. Members have a high profile among parents and carers and in the local community. They can give telling examples of how they have offered challenge to the headteacher in order to secure the best for pupils. Safeguarding and the safety of pupils are given high priority. They are kept under constant review and whenever any possible areas for improvement are spotted, swift and decisive action is taken.

Parents and carers were very quick to tell inspectors how approachable the school is if they have concerns. The school communicates well with them through a variety of means and welcomes them in to explain modern teaching methods. The work of the parent support worker has been particularly effective in drawing in parents from groups who might traditionally find it difficult to engage with the school.

The school draws on a wide range of partners to enhance its provision. Teachers work with colleagues from other schools and the local authority to ensure that they have a common understanding of national standards. They have sporting and musical links with local schools, as well as links with schools in other parts of the world. Partners from groups within the local community contribute towards pupils' outstanding personal development. The school draws on a range of other agencies to support families in challenging circumstances.

In promoting equality of opportunity and tackling discrimination, leaders monitor the school's work rigorously to ensure that no pupils miss out on what it has to offer. The headteacher and staff have a very well informed understanding of the school's context and the contribution it can make to the cohesion of the diverse community which it serves. Pupils' two-way visits to a contrasting school in another part of Nottinghamshire play a major part in promoting harmony between pupils from different community groups, and links with overseas schools ensure that pupils' horizons extend well beyond their local community.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>



**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

<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children's personal development, when they join the Early Years Foundation Stage, is broadly in line with expectations for their age although their standards in reading, writing and mathematics are variable. Children from different backgrounds and cultures, including those with special education needs and/or disabilities, and those who are learning to speak English as an additional language make good progress so that, by the end of the Reception Year, all are in line with age-related expectations in communication, language and literacy and mathematics. Children confidently leave their parents and carers and clearly enjoy coming to school. They learn to keep themselves healthy and safe, and their behaviour is excellent. They play very well together and learn to take turns. They respond very well to the warmth and encouragement shown by adults, and very readily take on jobs such as tidying up. Teachers make their expectations extremely clear and place a strong emphasis on fostering confidence and self-esteem. This promotes children's personal and social development exceptionally well.

The accommodation is spacious and stimulating. It is very imaginatively resourced and used effectively to develop all areas of learning. The outdoor area is particularly well used. Children use computers confidently and develop their physical skills well. There is a good balance between teacher-led activities and those chosen by children. This contributes significantly to the development of their independence and growth in confidence.

The Early Years Foundation Stage leader has a very clear insight into the strengths and areas for improvement. There is exceptionally good teamwork between the staff. Teachers and other adults regularly observe and record children's learning, both formally and informally, so that they have a very clear view of what children know, understand and can do and can track their progress accurately. They plan exceptionally well to ensure that all children's make good progress.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

**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

## Views of parents and carers

Responses to the questionnaire show very high levels of parental satisfaction with all aspects of the school, particularly the quality of teaching, the leadership and management, and the way in which the school keeps children safe and promotes healthy lifestyles. All say that their child enjoys school. A very small minority of parents and carers expressed concern about their child's progress. After close investigation, inspectors found that the school was aware of these issues and had already put strategies in place to address them. Several parents praised the way in which the school has helped and supported their children and helped them to overcome barriers to progress. Other comments praised the school and the staff very highly. The following were typical: 'The teachers and support staff are very friendly and helpful. My child loves the school.' and 'Mornington is an excellent school at the heart of the local community. We love it!'

### Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Mornington 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 113 completed questionnaires by the end of the on-site inspection. In total, there are 273 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	77	68	35	31	0	0	0	0
The school keeps my child safe	80	71	32	28	0	0	1	1
The school informs me about my child’s progress	54	48	52	46	3	3	2	2
My child is making enough progress at this school	59	52	43	38	9	8	0	0
The teaching is good at this school	63	56	47	42	1	1	0	0
The school helps me to support my child’s learning	61	54	44	39	5	4	1	1
The school helps my child to have a healthy lifestyle	73	65	37	33	1	1	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)	51	45	49	43	3	3	2	2
The school meets my child’s particular needs	54	48	49	43	4	4	0	0
The school deals effectively with unacceptable behaviour	59	52	45	40	5	4	1	1
The school takes account of my suggestions and concerns	43	38	54	48	8	7	1	1
The school is led and managed effectively	59	52	43	38	1	1	1	1
Overall, I am happy with my child’s experience at this school	69	61	38	34	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



19 September 2011

Dear Pupils

### **Inspection of Mornington Primary School, Nottingham NG16 1RF**

A big 'thank you' to everyone for the lovely warm welcome you gave to us when we visited your school. We came to find out what your school does well and how it might be improved. This is what we found.

- You go to a good school. You make good progress and by the end of Year 6, the standard of your work in English and mathematics is higher than is found in most schools in England.
- Your behaviour is excellent. It plays an important part in helping people from different backgrounds get along together and learn effectively.
- Your teachers plan interesting and fun lessons which keep you busy and help you to make good progress.
- Your teachers look after you exceptionally well. You told us that you feel very safe in school. You also know how to keep yourselves fit and healthy.
- You say you enjoy going on trips and receiving visitors, and you like having the opportunity to take on responsibilities in your school.
- You leave school as highly confident individuals who show great courtesy to one another and to adults.
- Your parents and carers are very pleased with your school.

Key Stage 1 pupils make outstanding progress and we have asked your teachers to make sure that Key Stage 2 pupils do the same, so that your school becomes truly outstanding. We want the boys to reach the same standards in writing as the girls, and we want more of you to reach level 5 in English and mathematics by the end of Year 6.

I hope you will play your part by continuing to behave well and work hard.

Yours sincerely

Richard Marsden  
Lead inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234**, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**