

Abbey Primary School

Glastonbury Road, Morden, SM4 6NZ

Inspection dates 12–13 June 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils' progress has improved rapidly, especially in writing and mathematics in Key Stage 1. Pupils now make good progress across the school.
- Pupils' results have improved, especially in writing and mathematics in Key Stage 2. Attainment across the school is above national expectations.
- Children in the Early Years Foundation Stage make good progress because they receive consistently strong teaching.
- Teaching is good across the school, with some aspects that are outstanding.
- Pupils say, and their parents and carers agree, that they feel safe in the school.
- The headteacher is passionate in her determination to make the school a safe place where all pupils learn well.
- The governing body has a detailed knowledge of the school's work and makes a good contribution to improving teaching and raising achievement.
- The care and welfare of pupils are central to the work of the school.
- The range of subjects and topics provides stimulating activities that encourage a love of learning.
- Pupils' good behaviour and positive attitudes to learning make a good contribution to their progress.

It is not yet an outstanding school because

- Attainment is not as high in writing as it is in reading and mathematics, particularly for the most able.
- Teaching assistants do not always provide support for pupils throughout each lesson.
- Some teachers are not confident enough in helping pupils to achieve their full potential in writing.

Information about this inspection

- Inspectors observed parts of 27 lessons in 15 classes. Nine of these were seen jointly with the headteacher and deputy headteacher. In addition, the inspectors listened to pupils read.
- Discussions were held with school staff; senior staff and leaders with responsibility for a specific subject; members of the governing body; parents; and a representative from the local authority.
- The inspectors observed the school's work and looked at a wide range of documentation including safeguarding documents, the school's procedures for gaining an accurate view of its own performance, its development plans, records of pupils' standards and progress, documents relating to attendance and behaviour, and pupils' work in their books.
- There were 48 responses to the on-line questionnaire, Parent View, which the inspectors took into account. One letter was received from a parent.
- Staff questionnaires were considered and pupils' opinions were gathered, especially about their learning over time.

Inspection team

David Harris, Lead inspector

Additional Inspector

Peter Stumpf

Additional Inspector

Maura Docherty

Additional Inspector

Full report

Information about this school

- This is an above-average-sized primary school, with a nursery on site which offers part-time provision for 50 children.
- Almost half of the pupils are from a range of minority ethnic groups. This is much higher than the national average.
- Over a third of pupils speak English as an additional language. This is much higher than found nationally.
- The proportion of disabled pupils and those with special educational needs supported through school action is below average. The proportion supported at school action plus or with a statement of special educational needs is below average.
- The proportion of pupils eligible for support through the pupil premium is above average.
- In 2013 the school met the current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school manages its own on-site breakfast and after-school clubs.

What does the school need to do to improve further?

- Improve the quality of teaching and thereby raise achievement, especially in writing, by making sure that:
 - all teachers have the confidence and skills to help pupils reach their full potential in writing
 - teaching assistants take every suitable opportunity to support pupils throughout each lesson
 - class teachers challenge pupils to think at a deeper level, especially the most able in writing.

Inspection judgements

The achievement of pupils is good

- As a result of improvements to teaching, pupils' achievement has improved well over the past 18 months.
- The success of these changes can be seen, for example, in the reading screening check carried out in Year 1. In 2013 the proportion of pupils achieving the required standard was above average. Current pupils are achieving similarly good levels in their use of phonics (the sounds that letters make).
- Children enter nursery with knowledge and skills below what is typical for their age. They have good attitudes to learning and make good progress across the Early Years Foundation Stage, entering Year 1 with average levels in personal development, reading and mathematics.
- In Key Stage 1, pupils' progress is good. Last year the proportion of pupils attaining higher levels in writing dipped because some of the more able pupils did not make as much progress as they should have done. Leaders and staff took decisive action to identify the reasons and to make sure it does not happen again. As a result of teaching that is highly focused on areas of weakness, such as extended writing, all groups, including the more able, make good progress.
- In Key Stage 2, progress is good. The proportion of pupils making expected progress is significantly above the national average for reading, writing and mathematics. The school has had a significant drive to improve marking and feedback and pupils do better than expected. This is now a strength of the school.
- Pupils from ethnic minority backgrounds make similar progress to everyone else because the school checks and assesses their progress regularly.
- Pupils who speak English as an additional language make good progress as a result of good support provided by support staff and through well-planned class activities.
- Current pupils who are eligible for support through additional funding make similar progress to other pupils in most classes. These pupils achieve well. In 2013 the number of pupils in Year 6 entitled to additional funding, who reached good standards in reading, writing and mathematics, was exactly the same as pupils not in this group.
- Good teaching and planning and use of the sport funding enable pupils to enjoy sporting activities both within daily lessons, playtimes and in after-school clubs. These help stretch pupils' physical levels.
- Disabled pupils and those who have special educational needs make similar or better progress to their peers in reading, writing and mathematics. This is because the school uses resources effectively to help them.

The quality of teaching is good

- Teaching is good, with some aspects that are outstanding. Pupils respond well to teachers' high expectations and the interesting activities planned for them. Pupils talk about their enjoyment of learning. The rich variety of topic work and well-structured activities interest pupils and help them to see the development of their skills, particularly in English and mathematics.
- Teachers are continually improving their teaching as a result of a wide range of good-quality training combined with the constructive feedback they receive from school leaders.
- Staff know their pupils' abilities well. Teachers check progress and revise pupils' targets at regular intervals. Work in progress is checked and corrected or improved by adults. English books are marked well so pupils always know how well they have achieved and what to do next so that improvement can often be seen.
- Teaching in the Early Years Foundation Stage is consistently strong. Children engage in their activities with much care and attention to detail. This is because they are successfully encouraged to take pride in their learning and activities.
- Relationships between pupils and with adults are very strong. As a result, little or no time is lost

during lessons in order to correct poor behaviour.

- In a small number of lessons, pupils' progress is not as rapid as it could be because teachers do not probe their understanding deeply enough. This limits the achievement of the most able pupils, in writing in particular. Some teachers are not as confident as others in helping pupils to reach their full potential.
- Some teaching assistants provide very effective support for pupils. They explain carefully and are patient with pupils who need more time to understand new ideas. However, sometimes they miss opportunities to help pupils to make as much progress as possible.
- Teachers provide a wide range of good opportunities for pupils to develop spiritually, morally, socially and culturally in lessons and through visits.

The behaviour and safety of pupils are good

- The behaviour of pupils is good, resulting in a school which is a caring and orderly community. This is a view supported by parents. One parent said, 'Abbey is a great and positive place for our children to learn.'
- All staff have good working relationships with the pupils and offer them plenty of praise and encouragement. Pupils are keen to learn and enjoy learning with the adults that support them. They say that there is very little poor behaviour around the school. School records and discussions with parents, staff, governors and pupils show that behaviour is typically good.
- Pupils have an enthusiasm for learning and appreciate the range of opportunities the school provides. For example, in Nursery the children enjoyed the visit from police officers. This enabled them to develop their questioning skills while deepening their understanding of safety.
- The school's work to keep pupils safe and secure is good. Pupils feel safe and say there is very little bullying. They feel well supported at school and are confident that problems get sorted out quickly and that the adults are 'warm, friendly and really care for us'. This view is supported by all the parents who completed Parent View.
- Pupils have a clear understanding of fire, e-safety and road safety, and have a clear love of school.
- Attendance is below average, but is improving as a result of the school's efforts.

The leadership and management are good

- The headteacher leads by example and school leaders at all levels have a clear ambition and drive for the school to do the very best for the pupils. Leadership was described by governors as 'genuine, focused and ambitious for every child'.
- Leaders have led significant improvements to the quality of teaching. Joint observations with school leaders showed that their judgements are accurate and feedback to teachers is focused on ways in which they can improve. Subject leaders are playing their part in improving teaching and learning. However, initiatives in English to improve progress for the most able pupils in writing have not yet resulted in a greater proportion of pupils reaching higher levels.
- Staff are extremely mindful of the school's vision and are very committed to improving the pupils' achievement. A typical comment from staff was, 'I am proud to be part of such a positive school community that is challenging yet supportive.'
- Teachers check pupils' progress regularly and any who are not performing to their potential are given effective extra support.
- The school's self-evaluation shows that leaders have accurately identified the areas requiring development. Staff are overwhelmingly supportive of the drive for improvement.
- Pupils experience a varied range of subjects and topics, enriched by educational visits and visitors to the school. This is based on what pupils already know and helps develop enquiring minds.
- The spending of additional government funding has been well planned and used to target the

progress of eligible pupils. The additional primary school sport funding is well used to offer a range of clubs and staff training, which benefits pupils' well-being.

- Safeguarding arrangements meet requirements. All members of staff are well trained and have been suitably checked for working in the school.
- The local authority has provided helpful support for school leaders to ensure the school continues to develop. For example, consultants have been used to help teachers develop the quality of marking and feedback for all pupils.

■ **The governance of the school:**

- Governors support the school well and are actively involved in guiding long-term development, aided by attending wide-ranging training. Governors know about the quality of teaching because they are kept well informed by the headteacher and deputy headteacher. They have a good knowledge about the school's performance data. Governors hold the school to account robustly and meet their statutory obligations well. They know how salary progression is used to reward and support teachers' practice and use the information about the quality of teaching to validate their decisions well. Systems for monitoring the school's budget are very strong, including finding out how additional funding is being spent and whether it is making enough of a difference to pupils' achievement.

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

Unique reference number	102967
Local authority	Sutton
Inspection number	439505

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

Type of school	Primary
School category	Maintained
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	467
Appropriate authority	The governing body
Chair	Nigel Griffiths
Headteacher	Louise Tunstall
Date of previous school inspection	4–5 March 2009
Telephone number	020 8770 6770
Fax number	020 8770 6767
Email address	abbeyprimary@suttonlea.org

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