

Bond Primary School

Bond Road, Mitcham, CR4 3HG

Inspection dates 26–27 February 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Since the last inspection, leaders have ensured that teaching and achievement have improved. As a result, pupils now make good progress in reading, writing and mathematics.
- Pupils are challenged well to make good progress in most lessons. The teaching of phonics (the linking of sounds and letters) is particularly effective.
- Children in the early years make good progress as a result of stimulating, well-taught activities.
- Pupils who speak English as an additional language achieve particularly well.
- Most pupils show positive attitudes to learning and behave well. Pupils feel safe.
- Across the school, disadvantaged pupils are making increasingly good progress. Gaps between their attainment and that of others, both in school and nationally, are closing.
- Sport funding has had a significant impact upon the involvement of pupils in sport.
- Leaders at all levels constantly seek to improve the education that the school provides. Monitoring is now much more rigorous. The analysis of data is particularly thorough.
- Governance has improved significantly. Governors are well informed about the quality of teaching and make a significant contribution to driving improvement.

It is not yet an outstanding school because

- Standards at the end of Year 2 have been relatively low in the past and are only recently rising to reach the national average.
- Subjects other than literacy and numeracy are not always covered in sufficient depth.
- Good practice in the marking of writing is not yet as evident in teachers' marking of other subjects.

Information about this inspection

- Inspectors observed learning in 26 lessons, nine of which were seen jointly with senior leaders.
- Inspectors looked closely at pupils’ written work for the current school year. They listened to some pupils read.
- Meetings were held with a group of pupils, the Chair of Governors and two other governors, the school’s senior and subject leaders, and a representative of the local authority.
- Inspectors took account of the 17 responses to the staff questionnaire and the 18 responses to the online parent questionnaire, Parent View. They also took account of a further 56 paper responses to the Parent View questionnaire.
- Inspectors observed the school’s work and looked at a range of school documents, including plans for improvement and records of the school’s checks on the quality of teaching. They also considered minutes of governors’ meetings and records relating to behaviour, attendance, safeguarding and the systems used to check pupils’ progress.

Inspection team

George Logan, Lead inspector	Additional inspector
Liz Kissane	Additional inspector
Maureen Okoye	Additional inspector

Full report

Information about this school

- Bond Primary School is much larger than the average-sized primary school.
- A wide range of minority ethnic groups are represented in the school, the largest groups being those of Asian or Black British heritage. Very few pupils are of White British heritage.
- Almost three quarters of pupils speak English as an additional language, with many at an early stage of learning English when they enter the school. Overall, pupils speak at least 40 different home languages.
- The proportion of disabled pupils and those who have special educational needs is close to the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics at the end of Year 6.
- The proportion of pupils supported through the pupil premium is well above the national average. This is additional funding for pupils known to be eligible for free school meals and those who are looked after.
- The early years unit provides for both Nursery and Reception children. Nursery children attend for one three-hour session each day, morning or afternoon. All the children in Reception attend full time.
- The school offers daily breakfast and after-school clubs. These were included in the current inspection.
- The school has experienced difficulties in recruiting permanent teachers. Consequently, several classes are being taught by temporary staff.

What does the school need to do to improve further?

- Ensure that current improvements in achievement in Years 1 and 2 are sustained, so that standards rise further.
- Ensure that current good practice in the marking of writing is applied to the marking of other subjects.
- Monitor the implementation of the new curriculum closely to ensure that pupils experience subjects other than literacy and numeracy in sufficient depth and detail.

Inspection judgements

The leadership and management are good

- School leaders have been responsive to the findings of the last inspection. Leadership is now more effective. Underlying weaknesses have been tackled systematically and the pace of change has accelerated.
- Capacity has increased through strengthening the senior leadership team and the strategic development of the role of key subject leaders. Senior leaders promote positive attitudes and strong values. The current leadership team is well placed to secure further improvement.
- Despite some difficulties in securing suitable teaching staff, more robust systems and consistently high expectations of all staff have helped to sustain the momentum of improvement. The analysis of data is thorough. School leaders have comprehensive information on pupils' performance.
- Some subject leaders are new to their role. However, all have an accurate overview of the strengths and weaknesses of their subjects and are closely involved in monitoring and supporting their colleagues. They understand their responsibility to drive improvement. For example, they compare their judgements of work in this school with that in other schools.
- The monitoring of teaching is effective. The school's actions have improved the quality of work in pupils' books. Teachers' feedback, particularly in writing, is generally thorough. Procedures for setting targets to improve teachers' practice are securely established.
- The school has prepared well for the implementation of the new National Curriculum. However, although the vibrant school displays indicate that pupils experience all subjects, the depth of coverage in subjects other than literacy and numeracy is not always extensive.
- The school has maintained its existing assessment system to provide detailed information about pupils' progress. All local schools are currently reviewing potential new systems to secure a standard approach to evaluating pupils' progress across the authority.
- School leaders evaluate the impact of pupil premium expenditure thoroughly. They recognise that, while some inconsistencies remain, eligible pupils are progressing increasingly rapidly across the school.
- The school's self-evaluation is accurate. School leaders are very clear as to where improvement is needed.
- The primary school sports funding is used well to improve staff training and to provide specialist sports clubs. The school has invested heavily in a full-time sports teacher. Significantly more pupils are now involved in sports clubs and competitions. Sport has a much higher profile than in the past.
- The local authority has provided good support to improve teaching and boost achievement. This has enabled the school to develop leadership skills and improve teachers' practice.
- Pupils' spiritual, moral, social and cultural development is well promoted. British values are emphasised effectively through, for example, teaching pupils about local history and about the British judicial system. As a result, pupils understand their rights and responsibilities as British citizens. The school constantly emphasises the importance of pupils having high aspirations for their future lives. A productive link has been established with a nearby secondary independent school.
- The school endeavours to ensure equality of opportunity for all. Discrimination in any form is not tolerated.
- The school works hard to establish productive links with parents. Links with other schools allow teachers to share good practice.
- Statutory safeguarding arrangements meet requirements. They are well established and effective. All staff are trained to the required levels.

■ The governance of the school:

- Governors have reorganised themselves since the last inspection. New members have joined who have specific, relevant skills. Governors are better informed about the school's work and the pace of improvement. They are more closely involved in school improvement and monitor progress carefully. They hold school leaders to account more fully.
- Governors evaluate the school's performance in relation to schools nationally and have a good understanding of the quality of teaching. They have a good understanding of data about the performance of all groups of pupils. The management of teachers' performance is effective. Governors ensure that pay increases are closely aligned to teachers' performance outcomes.
- Governors are committed to ensuring equality of opportunity, tackling discrimination and promoting good relationships. The governing body, together with senior leaders, ensures that statutory duties are met, including those for keeping pupils safe.

The behaviour and safety of pupils are good**Behaviour**

- The behaviour of pupils is good. Across the school, pupils demonstrate very positive attitudes to learning. They are motivated, work hard, persist with tasks in lessons and produce written work to a good standard. Occasionally, a few pupils find it difficult to sustain attention and this limits their learning.
- The school's records show that, while occasionally individual pupils demonstrate challenging behaviour, which can be upsetting for other pupils, serious behaviour incidents are rare. Exclusions have declined recently and pupils' behaviour is well managed. The playground is particularly calm and well managed.
- Pupils contribute well to the smooth running of the school through taking on responsibilities. Year 6 pupils have many duties, such as looking after younger children during wet playtimes, or performing Eco-duties.
- Attendance has improved and is broadly average. Pupils enjoy coming to school.

Safety

- The school's work to keep pupils safe is good. The site is secure and carefully monitored. Staff respond immediately if pupils feel threatened in any way. Pupils feel safe and can give examples of staff dealing promptly with their concerns. Risk assessments are thorough. Staff are fully checked prior to appointment.
- Pupils are well aware of the potential risks in an inner-city urban community. The school actively helps pupils to protect themselves from a range of risks, including internet abuse and cyber-bullying.
- Pupils know that bullying may arise in different forms. They feel that only isolated instances arise, and are confident that staff will respond promptly if there are any concerns.
- Early-arrivers at school, or those who stay late, receive good care in the breakfast and after-school clubs.

The quality of teaching is good

- Rising standards in Year 2 and increasingly rapid progress across the school reflect the improvements in teaching, particularly of reading, writing and mathematics. Teachers' expectations of the quality of pupils' written work are typically high.
- Pupils are responsive to imaginatively planned activities. They learn rapidly when work is challenging and engages their interest. For example, Year 6 pupils were observed using persuasive language in an advertisement, setting out the attractions of a flat they wished to rent out. Pupils were keen to volunteer their ideas and opinions. They thoughtfully modified their initial drafts in the light of discussion and the teacher's suggestions. They worked confidently and creatively for extended periods, without direct adult intervention.
- Disabled pupils and those who have special educational needs are taught well. They receive good help and guidance from learning support staff.
- The teaching of phonics (the sounds that letters make) is effective, with specialist input and additional support for pupils who are not making sufficient progress. The teaching of reading provides pupils with appropriate technical skills and systematically extends their understanding of language.
- The school uses effective systems to check and improve pupils' progress. Teachers' marking of writing is thorough and indicates clearly what pupils have to do next. However, these strengths in marking are not always as evident in other subjects. Targets are used well to guide pupils' progress. Older pupils respond well to teachers' comments.
- Homework contributes well to pupils' learning. Pupils produce comprehensive, elaborately decorated homework books, which are marked regularly.

The achievement of pupils is good

- Children in Nursery and Reception achieve well. Good teaching and well-planned activities ensure that the many children who enter school with little prior knowledge of English are increasingly well placed to access the Year 1 curriculum.
- Typically, pupils' attainment by the end of Year 2 has been below average, reflecting low entry points to Year 1. However, pupils have achieved increasingly well in Years 1 and 2 in the last year, as a result of better teaching. School data and pupils' work indicate that standards are rising, with current Year 2 pupils on track to attain broadly average standards. This represents a significant improvement.
- An above-average proportion of pupils attained the expected standard in the Year 1 phonics screening

check in 2014. This reflects the success of the school's strategy for improving pupils' knowledge of phonics and the positive impact of a specialist phonics teacher.

- Standards by the end of Year 6 have, overall, been broadly average in the last three years, although standards in 2014 dipped a little, particularly in reading. Standards in reading are now rising across the school because of effective teaching of phonics and early reading skills.
- School data show that, in 2013/14, Year 6 pupils made good progress. Improvements in progress are evident in other year groups. The proportion of pupils exceeding nationally expected progress has increased considerably, especially in writing and mathematics.
- The most able pupils achieve consistently well. They successfully tackle the very challenging Level 6 work, particularly in mathematics and writing.
- Pupils who learn English as an additional language attain at higher levels than the few pupils for whom English is their first or only language. They make consistently good progress.
- School data show that disadvantaged pupils are currently making good progress and that the gaps in attainment between them and other pupils are narrowing. In 2014, disadvantaged Year 6 pupils attained around five terms behind others in the school in mathematics. The gaps in reading and writing were much narrower, with disadvantaged pupils a term behind others in reading and two terms behind in writing.
- The gap between disadvantaged pupils and other pupils nationally was around three terms in reading, writing and mathematics. These gaps are now reducing because the school evaluates the impact of additional support more rigorously than in the past and quickly modifies ineffective support.
- The needs of disabled pupils and those who have special educational needs are accurately identified. Some of these pupils have very complex needs. In general, they make good progress in line with that of other pupils.

The early years provision

is good

- Early years practice is good and routines are sufficiently well established to ensure that the quality of provision has not been affected by recent staff changes. Close monitoring by senior leaders ensures that children continue to benefit from high-quality experiences.
- Most children enter Nursery with skill levels well below those typical for their age. In addition, a high proportion of children are at an early stage of learning English. Nursery provision focuses primarily on children's personal and social development and on building their understanding of English so that they can access the wider curriculum more effectively.
- Many Nursery children do not continue to Reception, so that further work is needed to meet the needs of new children entering school in Reception with limited English. In Reception, staff continue to focus on key basic skills, particularly in communication and language development. Staff effectively promote children's knowledge of sounds and letters and an initial love of reading.
- Children, including those who have special educational needs, are constantly challenged to achieve well. Consistently good teaching in both Nursery and Reception ensures that they make good progress so that, on leaving Reception, they are well prepared for Year 1. The proportion of children reaching levels that are typical for their age was below average in 2014. It is improving steadily and is on track to be close to the national average in 2015.
- The learning environment, both indoors and outside, is stimulating and attractive. Children have positive attitudes to learning. They select resources with confidence and most sustain concentration well.
- Children have regular access to the outdoor learning area, where the wide range of activities contributes to their growing knowledge of the world and promotes their personal development well.
- Staff ensure that children behave well. They are safe and well looked after. The school makes determined efforts to engage with parents prior to their children joining the school, and encourages continued involvement in their children's learning.
- Staff know individual children well. Detailed checks and carefully recorded observations provide accurate information about children's progress.

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	102626
Local authority	Merton
Inspection number	453596

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	465
Appropriate authority	The governing body
Chair	Sandra Peddy
Headteacher	Despo Stevens
Date of previous school inspection	28 February 2013
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