

# Inspection of Liberty Primary

Western Road, Mitcham, Surrey CR4 3EB

---

Inspection dates: 20 and 21 June 2023

**Overall effectiveness** **Good**

---

The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Outstanding</b>
Previous inspection grade	Good

## **What is it like to attend this school?**

Pupils recognise and celebrate their rich and diverse community within an exceptionally strong culture of acceptance and respect. There are ample opportunities for pupils to develop their character, for example by taking on leadership responsibilities and raising money for charity. They regularly participate in community projects that bring pupils and their families together, such as the summer fair, and cultural and religious celebrations.

Pupils at Liberty are kept safe and happy. They enjoy very warm relationships with their teachers and one another. They say disputes of any kind are rare, but if they occur, teachers help them to resolve any differences quickly.

Leaders are ambitious for pupils and expect them to achieve highly. The curriculum is typically well designed and enables pupils to develop a depth of understanding in different subjects. Children in the early years get off to an exceptional start to their education. Across the school, pupils produce work of good quality and are well prepared for the next stage of their education.

## **What does the school do well and what does it need to do better?**

Leaders have constructed a broad and ambitious curriculum that matches what is expected nationally. For each subject, the building blocks of knowledge that pupils need have been identified. In most cases, this has been well sequenced so that pupils embed and build on their understanding over time, allowing them to tackle more complex ideas. For example, in computing, pupils are taught how to program basic instructions. This forms the foundation of more complex coding language as they progress through school. Similarly, in physical education, children in early years practise throwing and catching. This knowledge is further developed and refined when pupils practise different passes in a range of sports.

Teachers typically have secure subject knowledge and usually introduce and explain concepts clearly and precisely. Most staff set tasks that match the ambition of the planned curriculum and check pupils' understanding. However, this is not done consistently. In some classes, teachers' explanations are not fully accurate and errors and misconceptions are not identified or corrected. In these instances, pupils' understanding is more limited.

The curriculum in early years has been exceptionally well thought through. In all areas of learning, concepts are identified, introduced and developed in a coherent way. Staff are experts in early education. This ensures that children develop the knowledge, skills and understanding they require and are very well prepared for the next stage of their learning.

Leaders are ambitious for pupils' reading. Staff have regular training to deliver the agreed phonics programme. Teachers identify and correct misconceptions with precision. Careful and regular checking means pupils who fall behind are identified

quickly and given opportunities to practise and improve. Pupils, including those who struggle the most, are well supported to become accurate, fluent and confident readers.

Pupils with special educational needs and/or disabilities (SEND) are identified quickly. Staff have been well trained to provide specialist support for pupils who need this. They are well supported by a multi-agency team of health and educational specialists. Useful advice and guidance are shared with the relevant staff. This ensures that pupils with SEND are well supported to be successful in their learning.

Pupils behave well, display positive attitudes to learning and are kind to one another. Teachers use well-established routines to maintain a calm and orderly environment. Attendance rightly remains a key focus for leaders. Appropriate systems are in place to support families to ensure their children attend regularly and on time.

Pupils' broader personal development is exemplary. The curriculum is designed to help pupils learn about different cultures, faiths and relationships. Pupils regularly debate and discuss complex issues. They are taught how to keep themselves safe and healthy, physically, emotionally and when online. All pupils can access an array of additional activities such as karate, reading, sports, choir and music. The curriculum is enriched through a programme of visits to museums, theatres and art galleries.

Leaders at all levels, including those responsible for governance, work well together. They have an accurate overview of the school's effectiveness and have identified the right priorities for further improvement. Staff are proud to work at this school and feel leaders are considerate of their workload and well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have ensured all staff are trained to notice and report any concerns they may have. Records are meticulous and indicate leaders work closely with local safeguarding partners, so pupils and their families receive the help they need.

The curriculum has been designed to ensure pupils learn about appropriate, healthy and safe relationships. Pupils can access help for their emotional and physical health at school should they need it.

Those responsible for governance understand and perform their statutory duties effectively. For example, they ensure all pre-employment checks are carried out and recorded appropriately.

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

### (Information for the school and appropriate authority)

- In some subjects and year groups, teachers' explanations are not fully accurate and errors and misconceptions in pupils' learning are not identified or corrected. In these instances, pupils' understanding is more limited. Leaders should ensure that staff have sufficient training and support to consistently implement the curriculum in different subjects.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	102656
<b>Local authority</b>	Merton
<b>Inspection number</b>	10287198
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	410
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Stella Croissant
<b>Headteacher</b>	Rena Shahjahan
<b>Website</b>	<a href="http://www.liberty.merton.sch.uk">www.liberty.merton.sch.uk</a>
<b>Date of previous inspection</b>	20 and 21 June 2018, under section 5 of the Education Act 2005

## Information about this school

- There is a breakfast and after-school club managed by the school.
- The school does not currently use any alternative provisions.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspection team completed deep dives in these subjects: early reading, mathematics, science, computing and physical education. To do this, they met with subject leaders, visited lessons, had discussions with staff and pupils and looked at samples of pupils' work.
- Inspectors also considered the curriculum and pupils' work in other subjects.
- Inspectors scrutinised a range of documents, including leaders' evaluation of the

school and their priorities for improvement.

- Inspectors met with senior leaders, a selection of subject leaders, teachers and the safeguarding and attendance officers.
- Inspectors met with those responsible for governance, including the chair of the governing body. Inspectors also spoke with a representative from the local authority.
- The inspection team reviewed the arrangements for safeguarding by reviewing records and through discussions with leaders, staff and pupils.
- The views of pupils, parents and staff were considered through discussions and looking at information collected from Ofsted's online surveys.

### **Inspection team**

Una Buckley, lead inspector

His Majesty's Inspector

Dr Ogugua Okolo-Angus

Ofsted Inspector

Jonathan Roddick

Ofsted Inspector

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023