

# Inspection of Morden Mount Primary School

Lewisham Road, London SE13 7QP

---

Inspection dates: 18 and 19 October 2023

**Overall effectiveness** **Good**

---

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

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

The school has high ambitions for all pupils, who achieve well. Pupils are happy and proud of their school. Staff encourage pupils to work hard. They teach pupils to value and respect everyone in the school's community. Pupils demonstrate a mature understanding and appreciation of people's differences.

The school has high expectations of pupils' behaviour and learning. Pupils focus on their learning well. Exciting curriculum opportunities are provided to support the learning. For instance, Year 5 pupils take part in a Shakespeare production with a local theatre company. All pupils experience musical performances and have opportunities such as African drumming. Positive working relationships between adults and pupils are evident throughout the school. Pupils feel safe and trust adults to support them if they have any concerns.

The school provides a wealth of opportunities for pupils to take on responsibilities. For example, prefects support younger pupils in the dining hall and playground. Eco warriors help create a positive and sustainable school environment. Pupils have a voice in school decisions. The school council initiated and designed new playground markings.

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

The school has considered the key knowledge, skills and vocabulary that they want all pupils to learn. The learning is sequenced to ensure that pupils experience the full breadth of the curriculum. In most subjects, the smaller steps in learning are identified well. This helps pupils to remember key content and use their prior learning. For example, in mathematics, Year 3 pupils were using their understanding of place value in addition calculations. In some subjects, the school's curricular thinking does not identify the steps in learning as clearly. This limits pupils' deeper knowledge and understanding. Children receive a strong start to their education in early years. Staff help children to focus on their learning. For instance, children in Reception were painting pictures and writing key words linked to their class story.

Teachers use their strong subject knowledge to support pupils in learning. They use key vocabulary with pupils and ask questions to extend their thinking. In Year 4, pupils were using musical language to express their views on a classical piece. Typically, pupils with special educational needs and/or disabilities (SEND) learn successfully. Additional support from staff and adapted resources enable pupils to focus on their learning. For example, in mathematics, staff used resources effectively to support pupils' understanding. On occasion, the school does not share the individual targets of pupils with SEND routinely with all members of staff. This means that, sometimes, support for pupils with SEND is not as precisely tailored to their needs as it could be.

Language and communication and early reading are a high priority for the school. In the early years, children receive targeted support with language to ensure a strong

start. Phonics teaching begins in Reception where pupils learn the letter sounds and how to blend them effectively. Pupils practice reading at school and home with books matched to their phonics knowledge. Teachers provide bespoke help to any pupils who need extra help with reading. Leaders select ambitious texts to support reading and English development throughout the school.

Behaviour throughout the school is calm and positive. Playtimes are happy. Pupils play games and create activities together. Effective routines are established in the early years. Children learn to play well together and to take turns and share equipment. Leaders track attendance and, where necessary, work with families to improve attendance. Pupils enjoy school and attend regularly.

The school promotes pupils' personal development well. Through assemblies and the curriculum, pupils are taught about positive relationships and how to keep safe. Pupils have adults that they can talk with to help understand their feelings. Pupils value the contribution they can make to the school community. The school ensures pupils experience a wealth of wider opportunities. Pupils enjoy attending sports clubs and participating in sporting tournaments. The choir enjoys performing in local community venues.

Leaders and governors are reflective and show determination to provide the best outcomes for all pupils. Leaders look for opportunities to collaborate with their community of schools. Staff are proud to work at the school. They value the support they receive from leaders and their colleagues. They appreciate leaders having consideration for their well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- The school does not ensure that targets for pupils with SEND are shared with all staff clearly. This means that, sometimes, support for pupils with SEND is not closely matched to their needs. The school must ensure that there are clear systems in place so that all pupils with SEND receive support tailored to their specific needs.
- In some subjects, the school has not identified the small steps required in learning. As a result, pupils do not deepen their knowledge and understanding. The school should ensure that the curriculum identifies the small steps in learning to enable all pupils to know more and remember more.

## 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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	100114
<b>Local authority</b>	Greenwich
<b>Inspection number</b>	10293193
<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>	392
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Carol Ladbrooke
<b>Headteacher</b>	Stephen Harris (executive headteacher) Lesley Chapman (head of school)
<b>Website</b>	<a href="http://www.mordenmount.greenwich.sch.uk">www.mordenmount.greenwich.sch.uk</a>
<b>Date of previous inspection</b>	22 May 2018, under section 8 of the Education Act 2005

## Information about this school

- The school does not make use of any alternative provision.
- The executive head teacher works in collaboration with 2 other local schools.

## Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection that the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the executive headteacher, other leaders and a range of staff. They also met with the governors and a representative from the local authority.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, history, science and music. Activities included discussions with leaders and teachers about the curriculum, visiting lessons, speaking with groups of pupils about their learning and a scrutiny of pupils' work. Inspectors considered the curriculum in other subjects.
- Inspectors checked the school's policies and records, including those related to behaviour and pupils' wider development.
- Inspectors considered responses of parents and staff to Ofsted's online surveys.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors held meetings with staff and spoke with pupils during social times. They observed pupils' behaviour across the school, including as they arrived and left school.

### **Inspection team**

Sacha Husnu-Beresford, lead inspector	His Majesty's Inspector
Jacque Fairhurst	Ofsted Inspector
Seamus Gibbons	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