

Morningside Primary School

Inspection report

Unique Reference Number	100232
Local Authority	Hackney
Inspection number	276273
Inspection dates	6–7 February 2006
Reporting inspector	Nicholas (Nick) Butt

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 on roll	
School	
Appropriate authority	The governing body
Chair	Mr Jim Wight Mrs Jean Millham
Date of previous school inspection	Not previously inspected
School address	Chatham Place Hackney London E9 6LL
Telephone number	020 8985 5382
Fax number	020 8986 6881

Age group	3–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This large primary school serves a severely disadvantaged inner city area. Well over half the pupils receive free school meals and a third have learning difficulties. Almost two thirds of pupils speak English as an additional language, and their most common mother tongues are Turkish, Yoruba and French. The largest minority ethnic groups are Black African and Caribbean. Many pupils arrive as refugees. The school hosts a Primary Learning Support Unit. It has a breakfast club and after school clubs. It links into a Primary Learning Network, a mini Education Action Zone and an Excellence in Cities cluster. It trains Graduate Teachers. The school's awards include Artsmark (silver) and Activemark.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade:

What the school should do to improve further

* Raise standards further in English and mathematics; * Ensure that work in the Foundation Stage meets the needs of all pupils whatever their level of ability; * Improve teaching so that the majority is good or better.

Achievement and standards

Grade:

Personal development and well-being

Grade:

Quality of provision

Teaching and learning

Grade:

The quality of teaching and learning is satisfactory. In some lessons the pace is slow and teachers do too much talking. As a consequence pupils lose interest and do not have enough time to get their work done. Questioning is used to check pupils' understanding but not to deepen their thinking by requiring them to give extended answers. Teaching is often good during literacy lessons because of the way the teaching programme is designed. This teaching is clearly focused, with work well matched to pupils' abilities. Activities encourage the development of good team-working skills. Teaching in the Foundation Stage is satisfactory but activities are not always planned to suit pupils' interests or abilities. Although interactive white-boards are now a feature of most classrooms, teachers do not make enough use of them to enliven their lessons. Teachers make effective use of assessment data to set targets for improvement. This helps them to be clear about the next steps in learning, especially in literacy. They make good use of teaching assistants to support pupils with learning difficulties. Pupils at the early stages of learning English are taught well and helped to participate fully in lessons.

Curriculum and other activities

Grade:

The curriculum is broad and fully balanced. This is a great improvement since the last inspection. Rich experiences in the arts and sport extend pupils' learning and contribute well to their cultural development. The curriculum is well planned and reviewed regularly. Pupils are given many opportunities to develop and practise their literacy skills in other subjects. The innovative programme for teaching literacy has made a real difference to pupils' enjoyment and progress. The curriculum is adapted well to meet the needs of pupils with learning difficulties. Those speaking little English are fully included with imaginative visual aids devised to support their learning. The curriculum is greatly enriched by visits, visitors and a wide range of after-school clubs. Pupils participate eagerly. Gifted and talented pupils benefit from an extended curriculum, such as making plaster sculptures of animals and birds to exhibit locally. The curriculum in the Foundation Stage is satisfactory but not so well geared to developing pupils' interests.

Care, guidance and support

Grade:

This is an outstanding feature of the school's provision. Pupils are nurtured and cared for extremely well, with each individual made to feel special and unique. The headteacher and her senior staff set a very good example; they are always accessible to pupils and have put excellent systems in place. There are very good procedures for the induction of the many new pupils who arrive during term time, often speaking little English. Parents mentioned their great confidence in the high quality care provided. Procedures for child protection and health and safety are very robust and regularly updated. Pupils with learning difficulties or disabilities are well supported by highly skilled teaching assistants. Improved systems ensure that teaching assistants spend more time with groups and individuals, and their work is closely monitored by the assistant heads. Links with outside agencies are very strong, which benefits the school's most vulnerable pupils. Pupils are given very good guidance in how to improve, including regular one-to-one tutorials for Year 6. This is helping to raise standards.

Leadership and management

Grade:

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Annex B**Text from letter to pupils explaining the findings of the inspection**

Thank you very much for making us so welcome at your school. We enjoyed meeting you all and talking to you about your work and the things you enjoy doing. We agree that your school is a very happy place to attend, with everybody so friendly and all the different clubs you can take part in.

There are lots of things we like about your school and here are some of them: * The way you look after one another in the playground and in the dining hall; * The way you work hard in lessons and try your best even when the work is difficult; * The way your reading and writing is getting better because of the groups you have for literacy; * The way the adults look after you and are always there for you if you have a problem; * The way Mrs. Millham and the other adults work so hard to make your school a fun and happy place and organise so many good things for you to do.

We think there are things your teachers can do to make your lessons even better than they are now. We think it would be helpful for the children in the reception classes to have work that is just right for them. We are pleased with the progress you are making in English and mathematics and expect that you will do even better in the future. We know your teachers are showing you how to improve and will value your own thoughts about how well you are doing. Thank you once again for such a warm welcome. We did enjoy visiting your school and we will have very fond memories of our time with you.