



# Mornington Primary School

## Inspection Report

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**Unique Reference Number** 122738  
**Local Authority** NOTTINGHAMSHIRE  
**Inspection number** 292492  
**Inspection dates** 16–17 January 2007  
**Reporting inspector** Glynn Storer

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

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<b>Type of school</b>	Primary	<b>School address</b>	Mornington Crescent Nuthall, Nuthall Nottingham, Nottinghamshire NG16 1RF
<b>School category</b>	Community	<b>Telephone number</b>	0115 9757745
<b>Age range of pupils</b>	4–11	<b>Fax number</b>	0115 9752001
<b>Gender of pupils</b>	Mixed	<b>Chair</b>	Mrs Clare Colmore
<b>Number on roll (school)</b>	260	<b>Headteacher</b>	Mr Robert Carlyle
<b>Appropriate authority</b>	The governing body		
<b>Date of previous school inspection</b>	3 July 2002		

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<b>Age group</b> 4–11	<b>Inspection dates</b> 16–17 January 2007	<b>Inspection number</b> 292492
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This average sized school serves a residential area on the outskirts of Nottingham. The proportion of pupils known to be eligible for free school meals is low. Children's attainment on entry is broadly average. Most pupils are from White British families, although about a quarter have minority ethnic heritages. The proportion of pupils believed to speak languages other than English in the home is above average and one in five of these pupils is at an early stage of learning English. The number of pupils with learning difficulties or disabilities is similar to that in other schools of this size but no pupils have statements of special educational need. During 2005 and 2006, the school undertook a large building development project. This work resulted in, disruptions to the learning of some pupils.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Mornington Primary is a good school. It gives good value for money because all pupils, from the most needy to the gifted and talented, flourish in this very caring environment. They achieve well academically and reach exceptional standards of personal development. As one parent put it; 'You really feel that every child matters at Mornington...all schools should be like this.'

Standards have been consistently above average for several years and in most years, pupils' progress has been good. More recently, pupils' achievement has fluctuated somewhat because a few of the school's more able pupils have not reached their potential. The main reason for this slight downturn in achievement has been the disruption to teaching and learning caused by extensive building works on the school site. These had a negative impact on the performance of a small number of pupils in the 2005 and 2006 national tests. However, because this work resulted in improved facilities for pupils and teachers alike, levels of achievement have quickly been restored. Throughout school, the vast majority of pupils, including those with learning difficulties or disabilities and those from minority ethnic heritages, are once again making good progress and are firmly back on course to meet the very challenging targets that the school sets for them.

Pupils achieve well because much of the teaching is lively and engaging. Teachers strive to bring the best out of all pupils. Whatever the pupils' ability or background, teachers' expectations are equally high. Teachers give sound academic guidance, but systems for tracking pupils' progress and for setting individual targets are still developing. This, along with inconsistencies in their approach to marking, means that some pupils do not always know how to improve their performance or the progress that they make.

Pupils' extremely positive attitudes, behaviour and responses, are key factors in the above average standards that many achieve. Pupils thoroughly enjoy school because a well-planned curriculum promotes good standards and enjoyment in equal measure. Relationships between pupils and staff are excellent. This school has a real family atmosphere and highly effective pastoral care and personal guidance which build pupils' self-esteem and confidence. Consequently they are unafraid to try, and readily rise to the challenge to do their best. Staff promote spiritual, moral, social and cultural development to a really high standard. Procedures for safeguarding pupils meet current requirements and pupils get a good grounding in how to be safe and to lead healthy lifestyles. Positive attitudes and values, along with good levels of basic skills, prepare pupils well for their on-going education and for their lives as young adults.

Leadership, management and governance are good. The headteacher has extremely high aspirations. He has managed a succession of improvements very effectively as the school has grown and developed, almost continuously, since its opening. His vision and enthusiasm maintains good morale and motivates staff and governors to get involved and to make a difference. Central to his approach is building the management skills of senior staff and subject leaders. Whilst some initiatives have yet to impact

fully on pupils' achievements, this approach gives the school an enormous capacity for continued improvement.

### **What the school should do to improve further**

- Improve marking so that it shows clearly how pupils can improve their work.
- Ensure that all pupils understand their personal targets and how to reach them.

## **Achievement and standards**

### **Grade: 2**

Achievement and standards are good. Children get a good start to their education in the Foundation Stage. Attainment on entry is broadly average and, by the time that they transfer to Year 1, virtually all attain the standards normally expected by that stage.

In recent years, the school has established a strong track record in the national tests and assessments for seven- and eleven-year-olds. Standards in reading, writing, mathematics and science have been consistently above the national average and in 2004 were exceptionally high. Almost all pupils achieve well, although standards dipped to some extent in 2005 and 2006 because of the disruption caused by the extensive building project. However, current pupils, including those with the potential for above average attainment, are firmly on course to meet the very challenging targets that the school has set. It is also notable that pupils with learning difficulties or disabilities, and pupils with black and minority ethnic heritages, do as well in this school as all other pupils.

## **Personal development and well-being**

### **Grade: 1**

Pupils' personal development and well-being are outstanding. Pupils thoroughly enjoy school because the curriculum is both challenging and appealing. They relate extremely well to staff and fellow pupils and their behaviour in lessons and around school is impeccable. By the time that they leave, most are mature and confident. They show this in conscientious working habits and by striving to succeed. As a result, they are well-prepared for secondary education and have many of the skills needed for the world of work. They make positive choices, which reflect in a very high uptake of the school's superb healthy lunches and sporting activities. Levels of spiritual, moral, social and cultural development are excellent. Pupils are sensitive to music and to other things of beauty. They have good insights into human emotions and act on an understanding of what is right. The school values and celebrates the cultural diversity of its pupils. This builds community cohesion and prepares them really well for life in a multi-cultural society. Attendance rates are above average.

## Quality of provision

### Teaching and learning

#### Grade: 2

Teaching and learning are good. Teachers throughout school have equally high expectations for all pupils. Teachers have good subject knowledge and use their skills well to match work effectively to pupils' prior attainments. They use a range of teaching styles to good effect to engage, challenge and motivate pupils to learn. These are key factors in ensuring that pupils of all abilities and from all backgrounds make good progress and develop extremely positive attitudes to learning. Teaching assistants make a good contribution to the achievement of all pupils, be they higher attainers, pupils who find learning difficult, or those who speak English as an additional language. As a result, all pupils are fully included and are able to succeed in lessons. Teachers have improved their use of assessment information in the planning of lessons and in the setting of pupils' targets for raising attainment. However, their marking of pupils work is inconsistent. It is not linked closely enough to pupils' personal targets and so does not always give adequate guidance to pupils on how to improve.

### Curriculum and other activities

#### Grade: 2

The school provides a good curriculum. It is carefully planned so there is good provision for the development of skills, particularly in literacy, numeracy and information and communication technology (ICT). The school modifies the curriculum effectively to meet the learning needs of all pupils, especially those in mixed age classes. Provision for personal, social and health education is strong and ensures that pupils participate fully in the life of the school and wider community. A good range of educational visits and visitors, special events, such as the Diwali celebrations, and out-of-school activities, particularly in music and sport, enrich the curriculum, engender enthusiasm and enable pupils with special interests or talents to develop them. The school collaborates successfully with others to improve its curriculum, for example in ICT, but there is scope to extend pupils' involvement in local enterprise schemes and thereby strengthen provision for their future economic well-being.

### Care, guidance and support

#### Grade: 2

The school provides outstanding pastoral care. It has a strong family ethos where each pupil feels valued. All staff have a thorough knowledge of pupils, and their relationships with pupils are outstanding. Pupils say they can turn to anyone for help. Procedures for safeguarding the welfare of pupils are good and meet requirements. As a result, pupils are safe and secure in school. Staff provide good support for pupils with learning difficulties and disabilities to ensure they make good progress. The school has strengthened support for minority ethnic pupils and their families; the provision of a bi-lingual teaching assistant is particularly effective in this respect. This arrangement

also works well in settling new children, so that they and their parents quickly learn school routines and expectations. Consequently, parents feel fully involved in their children's learning. Academic guidance is satisfactory. Even though there are good systems tracking their progress, pupils' understanding of their personal targets is patchy.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The headteacher is a visionary leader. He is enthusiastic about the school and determined to do his very best for staff, pupils and their families. He accepts new challenges willingly, seeing benefits for the school and encouraging others to 'get on board'. He empowers senior staff and other leaders by investing in their professional development and giving them a real role in school improvement. This approach promotes strong commitment and high levels of staff morale. The deputy headteacher is a good manager. She has taken the lead in improving the monitoring of standards and of tracking pupils' progress. These procedures underpin effective school self-evaluation and have strengthened planning for school improvement. They have been central to restoring good patterns of achievement following a period of fluctuating standards. Governors discharge their duties conscientiously. They provide a good balance of support and challenge, although their gathering of first-hand information is somewhat limited.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## Text from letter to pupils explaining the findings of the inspection

18 January 2007

Dear Children

Mornington Primary School, Mornington Crescent, Nuthall, Nottingham, Nottinghamshire, NG16 1RF

You may remember that the inspectors visited your school a little while ago. Thank you for making our visit so enjoyable and for taking time to talk to us and to answer our questions. We were particularly impressed by how friendly, polite and helpful you were with your visitors. I thought that you would like to hear what we found out about your school.

Some of my personal highlights were the super rapping in Year 6 and everybody's joyful singing in assembly.....not to mention the band and the pianist.

But there are many good things happening in your school:

- Almost all of you make good progress in English, mathematics and science, and overall standards are above average. It was particularly good to see pupils who often find learning difficult doing just as well as everybody else.
- You enjoy school because teachers, educational visits and special events make learning interesting.
- You get on extremely well with one another and older pupils are mature, sensible and enjoy work that really makes them think.
- Your teachers and other adults help you when you have problems and make sure that you are safe.
- Mr Carlyle, the staff, governors and pupils work hard to make the school a better place.

There are one or things that could be even better. We have asked your teachers to make sure that you all understand your personal targets and how to achieve them. We have also asked them to make sure that, whenever they mark your work, they tell you exactly what you need to do to make it even better next time.

I hope that you will all continue to work hard and do well.

Yours sincerely

Glynn Storer

Lead Inspector