

# Herbert Morrison Primary School

## Inspection report

---

<b>Unique Reference Number</b>	100604
<b>Local Authority</b>	Lambeth
<b>Inspection number</b>	307421
<b>Inspection dates</b>	21–22 May 2008
<b>Reporting inspector</b>	Sarah McDermott

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	203
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ms Sarah Benbow
<b>Headteacher</b>	Mrs Eileen Ross
<b>Date of previous school inspection</b>	15 September 2003
<b>School address</b>	Hartington Road London SW8 2HP
<b>Telephone number</b>	020 7720 3439
<b>Fax number</b>	020 7627 8488

---

<b>Age group</b>	3–11
<b>Inspection dates</b>	21–22 May 2008
<b>Inspection number</b>	307421

---

© Crown copyright 2008

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This is a smaller than average school with a high proportion of pupils who are eligible for free school meals. The school caters for pupils from a rich diversity of ethnic backgrounds. The majority of pupils are of Black African or Caribbean origin. More pupils than average do not speak English at home. The percentage of pupils who need extra help with their learning, because they have speech and language problems or find concentrating difficult, is similar to most other primary schools.

The school has gained the Basic Skills Quality Mark, Silver Artsmark Award, Healthy Schools Award and Leading Aspect Award (African Achievement).

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Herbert Morrison is a good school. From the attractive gardens to the inspiring artwork, it is a place where pupils can appreciate culture and creativity. Pupils make good progress in English and science and leave with standards broadly in line with national averages. This represents good achievement from generally below average starting points. However, pupils do not make as good progress in mathematics, where standards are below national levels. Work is not always matched well enough to individual need in mathematics, particularly for more able pupils. There are signs of improvement as teachers start to allow pupils to find out answers through independent investigation. The school is building up a strong partnership with parents, so that they can play a better part in their children's education. The comment of one mother echoes the appreciation of many parents, 'I give Herbert Morrison 110%!'

The outstanding curriculum and pastoral care are major contributors to the pupils' excellent personal development. Pupils lead very healthy lives and know how to keep themselves safe in inner city London. Members of the public frequently send unsolicited letters to comment on the pupils' very good behaviour. Teachers and their assistants give very sensitive support to pupils and ensure they are extremely well looked after. Walking around the school just shows the fabulous opportunities for pupils to experience art from around the world, exciting design projects, opera and Spanish. Boys, who did not achieve as well as girls in 2007, are now progressing at a faster rate because of the introduction of activities to catch their imagination better.

Leaders and managers ensure pupils make good progress, because they use tracking data well to pinpoint where extra support is needed. Consequently, there is now no significant difference between the progress of different groups of pupils. Strategic direction is good, although there is an insufficiently clear and detailed focus on academic success built into the development plan. Teaching and learning are good. Teachers plan lessons carefully and include a good variety of activities to keep the pupils on their toes. However, sometimes the more able pupils waste time doing work that is too easy, when they could have more challenging tasks straight away. Academic guidance is good, although teachers do not use marking and pupil targets consistently enough to enable pupils to take a better lead in their learning. The school has good capacity to improve further, as evidenced by the successful way it has already ensured pupils from different ethnic backgrounds improve their progress.

## Effectiveness of the Foundation Stage

### Grade: 2

A good range of interesting activities channels children's natural curiosity and instils in them a love of learning. Children start school with skills and abilities well below those normally expected for their age with many joining the Nursery with little English. Teachers rightly focus on developing children's personal and social skills and their proficiency in language. Children make good progress in the Foundation Stage, but still fall short of the goals expected for their age when they enter Year 1, because their capabilities at entry are so low. They have plenty of chances to find out things on their own, but adults are always on hand to give useful direction too. Nursery children use the outdoor area freely, but the independence of the Reception children is sometimes hampered because they can only go outside as a whole class. Staff check progress meticulously and make sure all children are helped to achieve well. They keep parents

up to date on how their children are doing and successfully encourage them to take a close interest in their children's development.

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

- Ensure that teaching consistently challenges more able pupils to achieve as well as they can, particularly in mathematics.
- Ensure that marking and target setting involves pupils and helps them to improve.

## **Achievement and standards**

### **Grade: 2**

In 2007, Year 6 pupils achieved satisfactorily from their starting points. They reached standards that were just below the national average in English and mathematics. However, they did well in science. African pupils reached high standards, but pupils from other ethnic groups did not fare so well. Boys achieved less well than their national counterparts because teachers did not set work which matched their learning need.

Pupils' progress has accelerated in 2008. Science has been a strong subject for several years. Although the school's data indicate that pupils are achieving well in English and science, they are not doing as well in mathematics. Tracking information shows that boys and girls and pupils from different ethnic groups are now making similarly good progress across the school. However, not enough of the more able pupils are working at the higher levels. Pupils who find it hard to concentrate or who have speech and language difficulties and those who do not speak English at home also make good progress.

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

### **Grade: 1**

Pupils' spiritual, moral, social and cultural development is outstanding. Pupils greet adults cheerily and show great respect for each other. Friendships across racial and cultural groups are very strong. Pupils thoroughly enjoy finding out about their friends' different faiths. Pupils behave impeccably, so they feel safe and learning is not spoilt by thoughtless behaviour. They have a strong sense of right and wrong and are very quick to sort out their own squabbles. Their energetic participation in sporting activities and the popular take up of healthy school dinners shows that they have an excellent understanding of healthy living. Pupils commented that they like school 'because of the exciting activities that make learning fun' such as bringing their duvets for World Book Day. It is not surprising that attendance is good. Councillors are very proud of their role in helping to improve the school. Good links with the neighbourhood are helping to develop the pupils' sense of community belonging. Pupils leave the school with the expected basic skills and a zest for learning that equips them particularly well for secondary school.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teachers' own enthusiasm for their job rubs off well on the pupils. They have good subject knowledge and always make sure the pupils know exactly what they should be learning. Sometimes this slows the pace and is at the expense of letting the more able pupils get on with challenging tasks sooner. Teachers plan stimulating tasks and include pupils well in using the

interactive whiteboard. Mostly teachers match work well to the needs of pupils, but when this does not include sufficient challenge for the more able, these pupils become bored.

Teachers provide pupils plenty of opportunities to become confident. For example, in a good Year 6 lesson pupils used 'hot seating' well to perfect their questioning techniques. Teaching assistants, provide good support for pupils who find learning difficult or are new to English, particularly when they are standing up and able to monitor the whole room effectively. Pupils commented that, 'teachers and helpers explain work well and never put you down'. Teachers are not only quick to notice if a pupil is not making sufficient effort, they also make sure all pupils have a fair chance to show and share their work or offer answers.

## **Curriculum and other activities**

### **Grade: 1**

Teachers plan inspirational experiences for the pupils that many may not otherwise have. A very wide range of visits enthuses pupils' learning and helps them to progress well. Strong links with the English National Opera and superb opportunities in art promote the pupils' cultural experiences very positively. The school ensures pupils appreciate the festivals of different religions and cultures. Most importantly in a busy city, pupils know how to keep safe because they participate keenly in the Junior Road Safety Scheme. Plenty of chances to experiment from an early age leads to successful science achievement and is a key to better progress for boys overall. Mathematics is starting to improve as teachers introduce more 'hands on' learning. Teachers link subjects together well and this helps to bring learning to life.

## **Care, guidance and support**

### **Grade: 2**

Teachers make effective use of data to track pupils' progress and provide them with good academic guidance. Work is well marked in some classes because it gives pupils extra tasks to strengthen learning. Most pupils are clear about what they need to do to improve their learning, although not all. Pastoral care is outstanding. School staff work very closely with parents to ensure they understand their circumstances and help their children to thrive. They make very good use of agencies, such as the autistic outreach service, to provide additional support to pupils who have difficulties with their learning. Good specialist support for pupils new to learning English means these pupils achieve well. Procedures for child protection are very effective. Pupils confirm that they feel very happy and safe at school.

## **Leadership and management**

### **Grade: 2**

The headteacher and her deputy work very well as a complementary team to provide a good education for pupils. Their accurate analysis of data helped them to deduce that boys and some ethnic groups were not progressing adequately. Consequently, they successfully revised the teaching and support of targeted groups and these pupils are now making similar progress to their peers. Leaders of subjects are clear about what is going well and what needs further development. The school is beginning to use challenging targets well to act as a spur to even better achievement. All leaders work extremely well to tackle discrimination. Both male and female staff and those from different ethnic backgrounds act as valuable role models to minimise bullying or racism. Governors keep themselves well informed about the school's effectiveness.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

### Overall effectiveness

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

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	3
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

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

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	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.

## Annex A

**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	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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

09 June 2008

Dear Pupils

Inspection of Herbert Morrison Primary School, London, SW8 2HP

Thank you very much for helping us on the inspection by talking to us and showing us what you can do. We certainly enjoyed meeting you all. Your parents are pleased with your school because they believe you are very well looked after and happy. We agree.

Your headteacher and her team of teachers lead the school well so that you make good progress in your learning. Teaching is good because teachers give you plenty of interesting activities and always make sure you know what you are doing. Sometimes work is too easy and some of you do not learn as much as you should. Some teachers mark your books extremely well, set clear targets and train you to check your own work. We would like to see all your teachers follow this very good practice. We think you are very lucky to have such fantastic opportunities to try out different arts and crafts, to learn so much about other cultures and to visit different parts of London.

You certainly gave us the impression that you like coming to school. We are particularly impressed with your behaviour and the way you get on so well with each other. You lead very healthy and safe lives. Not surprisingly, you are very proud of your school and take on jobs and responsibilities with great maturity.

To make your learning even better, we have asked your school to do two things:

- make sure teachers give you work that is not too easy so you can always achieve well and standards improve, especially in mathematics
- make sure you understand how to make use of targets to help you with your work, and that teachers' marking explains clearly how you can improve.

We thoroughly enjoyed our visit to your school. We know that your teachers make your school a special place for you. You can do your bit by continuing to be very positive and by making the most of your time at Herbert Morrison Primary School.

Yours sincerely

Mrs McDermott

Lead Inspector