

# Morningside Primary School

## Inspection report

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<b>Unique Reference Number</b>	100232
<b>Local Authority</b>	Hackney
<b>Inspection number</b>	323248
<b>Inspection dates</b>	1–2 July 2009
<b>Reporting inspector</b>	Michael Merchant

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<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 (total)	460
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Jim Wight
<b>Headteacher</b>	Mrs Jean Millham
<b>Date of previous school inspection</b>	6 February 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Chatham Place Hackney London E9 6LL
<b>Telephone number</b>	020 8985 5382
<b>Fax number</b>	020 8986 6881

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<b>Age group</b>	3–11
<b>Inspection dates</b>	1–2 July 2009
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

The school is much larger than most other primary schools. More than half of all pupils are eligible for free school meals. Pupils come from a wide range of ethnic backgrounds. Within this, most pupils are from Black African heritages. A very high proportion of pupils speak English as an additional language. The proportion of pupils identified as having learning difficulties and/or disabilities is much higher than average although the proportion of pupils having a statement of special educational needs is low. Very high numbers of pupils join or leave the school other than at the usual times of year. There are two Nursery and two Reception classes in the Early Years Foundation Stage. The school provides a wide range of extended services including a breakfast and an after school club.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Morningside is a good school. It is moving forward under the clear direction of its motivational headteacher. She inspires and supports staff and pupils to get the best out of them. There is a very real sense of staff working together as a team. Pupils are right to be proud of their school. The overwhelming majority of parents have great confidence in the school and one summed up their views very well when saying, 'This is a brilliant school... it values children and encourages them to make good progress'.

Children do well in the Early Years Foundation Stage and pupils continue to make good progress as they move through the school. From children's very low starting points, standards rise substantially by the end of Year 6, although they remain below average overall. Many pupils find higher level mathematical skills very difficult. They need considerable time and support to find patterns in mathematics and explain orally how they calculate and deduce things from numbers. There is not yet enough investigation work in mathematics to help pupils overcome their difficulties, in order for them to reach higher levels in their work.

Teaching and learning are good. Teachers have very good subject knowledge and give clear explanations. They skilfully use questioning in lessons to promote learning, to analyse and improve pupils' performance, and to set challenging targets for individuals. Teachers and support staff work very effectively together to meet pupils' specific needs. All pupils, at whatever level of ability or need, are well cared for and guided watchfully throughout the school. Lessons are mostly well planned but, sometimes, learning is slowed when teachers do not plan well enough to meet the wide range of needs in their classes. Consequently, in a few lessons, pupils are not challenged as much as they should be.

Pupils achieve well not just because teaching and learning are good, but also because they are encouraged to see their potential and are given the self-confidence to work hard and aim high. As a result, pupils' personal development is good, especially their social, moral and cultural development. Very good relationships and effective care, guidance and support result in happy and successful learners. Pupils come to school ready to learn and are eager to contribute to lessons. They feel safe, take part in a good range of sports and are good at adopting healthy lifestyles. Despite their great enjoyment of school, pupils' attendance is average. This is because, against the very strong advice of the school, many parents take their children away for extended holidays in term time; this can hold back their learning. As a consequence of pupils' good and improving behaviour, there have been very few exclusions in the last two years.

A carefully planned, imaginative and varied curriculum inspires pupils to work hard and gain a wide range of skills. Teachers mark books and set targets for improvement carefully and regularly. Pupils' knowledge of different cultures in the diverse society in which they live is secure because the school ensures that all pupils have an appreciation and awareness of their place in their local and national communities. Staff have created a school in which all pupils get on well together.

Governors involve themselves well in the life of the school and are supportive as well as challenging when they need to be. The school has good capacity to improve further, as improvement since the previous inspection has been good and the school accurately assesses and evaluates its work.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

When children start in the Early Years Foundation Stage, their skills are exceptionally low. They make good progress because there is a very strong focus on developing children's social skills and their ability to communicate with each other. Teaching and learning are good throughout all classes. The newly appointed Early Years Foundation Stage manager provides good leadership. She has a very clear vision of how to improve outcomes for all children and fosters a common sense of purpose within the cohesive team.

Teachers plan activities well and use notes from their skilled observation and assessments to plan future work and also to effectively evaluate the overall quality of provision for children. Skilful questioning and good modelling of longer sentences by adults, encourages children's good listening and development of their speaking skills. Staff have a very clear understanding of how young children learn and this expertise is used to provide activities that are well matched to the full range of children's needs. Classrooms are attractive and stimulating. Effective use is made of the well-appointed outside learning area in the Nursery, but it is not well enough developed in the Reception classes. As well as enabling children to use their imagination, the extensive use of role play enables children to practise their writing and language skills. Children's personal development and welfare are good, which enables them to be active, inquisitive and independent learners. Children play together in harmony. The school is working hard to forge stronger links with parents so that they become true partners in their children's learning. Parents are safe in the knowledge that their children's welfare is given a very high priority and is of a high quality.

### What the school should do to improve further

- Build on current planning to raise standards and achievement in mathematics by providing more challenge and investigation work.
- Ensure that lessons are consistently well planned so that the work given to pupils meets their wide-ranging abilities and their specific needs.
- Work with families to improve pupils' attendance rate by reducing the number of term-time holidays.

## Achievement and standards

### Grade: 2

From their exceptionally low starting points pupils achieve well and reach standards that are below average by the end of Year 6. Standards in Key Stage 1 are above average and have been rising, which in the long term puts the school in a strong position for higher standards by the end of Year 6 in the future. Inspectors' scrutiny of pupils' work and classroom observations, as well as the school's tracking of pupils' progress, confirm that this improvement is being sustained. Standards at the end of Key Stage 2 fluctuate from year to year, reflecting variations in the very high numbers of pupils who join the school in Years 3 to 6, many of whom have very low prior attainment, particularly in their understanding and application of number. This is one reason why standards attained in mathematics have not been as high as those in English or science. The school did not meet its challenging targets in mathematics in 2008, which interrupted the school's overall steady improvement in standards over recent years. Pupils make good progress because procedures are securely in place to enable leaders to rigorously monitor all areas of the school's work. Pupils who have learning difficulties and/or disabilities are

supported well and they also make good progress. In Years 1 and 2, where very few pupils join the school midway through the year, pupils are now making outstanding progress.

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

### **Grade: 2**

Pupils enjoy school, grow in confidence and develop positive attitudes to learning. They have a well-developed understanding of right and wrong and learn to appreciate and enjoy the wonders of life around them. Pupils have a good understanding for their age of how to be safe in the community and they engage readily with local agencies over community issues, for example on contributing ideas for the building and grounds of a new school nearby. They relish responsibility, as shown through the mature attitude of the school council, and pupils' eager participation in musical productions, such as 'Confucius Says', which they presented at a local theatre recently. Pupils enthusiastically explain the value of adopting healthy lifestyles. They talk knowledgeably about the need for exercise and the attendance at the very popular after school clubs shows their commitment. Pupils take good advantage of the many opportunities to participate in the community and are well informed about other people's needs. Pupils are developing into caring citizens who respect the views of others and show a concerned interest in their own and the wider community. By the end of Year 6, pupils' good progress in literacy and numeracy and their well-developed personal skills mean they are equipped well for the next phase of their education and beyond. Attendance has improved as a result of the school's persistent attempts to resist requests for term-time leave. Nevertheless, too many pupils miss school for holidays during term time and this interrupts their learning.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Pupils are inspired to learn and they do so with confidence and pride. Lessons are characterised by excellent relationships, underpinned by mutual respect, humour and warmth. Teachers have very good subject knowledge so that tasks and new knowledge are clearly explained and activities are carefully designed to challenge the pupils to learn at a brisk pace. Praise is used extensively to motivate pupils and full use is made of any teaching assistants present. Pupils respond well to group and pair work and collaborate well with each other to solve problems and 'find out'. In the majority of lessons, teachers plan effectively, setting clear objectives and a good pace, and provide a range of interesting activities. In a minority of lessons, teachers do not plan adequately for the full range of abilities in the class or build on pupils' prior knowledge. As a result, a small minority of pupils are either not challenged enough or struggle to comprehend new ideas or knowledge. Teachers plan their lessons in mathematics well in many respects but do not always provide sufficient opportunities for pupils to develop higher-level skills. The school monitors and evaluates lessons rigorously and is beginning to link this to training so that good practice is increasingly being shared and celebrated.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum is well thought-out so that pupils from all backgrounds can enjoy learning, achieve well and gain many skills for their wider personal development. Independence is nurtured through extensive use of group work. Much emphasis is given to the needs of pupils who have

learning difficulties and those who are new to learning English as an additional language, by providing appropriate work so these pupils access the curriculum at their level. There is good provision for the core skills of numeracy, literacy, and information and communication technology, although there is a need for more investigation work in mathematics. Well-supported creative and educational activities and visits, together with the effectively led after school club, make a valuable contribution to pupils' learning, levels of enjoyment and their personal and emotional development. The school has worked hard to offer a curriculum that is highly relevant to the needs of its pupils and is not afraid to try out new curriculum ideas, especially ones that foster personal development. The school recognises that the successes of such initiatives are not always well evaluated.

## **Care, guidance and support**

### **Grade: 2**

This is a caring school with a strong community ethos. As a result of this, all adults know their pupils very well, understand their needs and listen to their concerns. Staff are trusted, respected and approachable. These relationships are an important factor in developing pupils' confidence and well-being. All procedures for ensuring pupils' welfare and safety are secure. Pupils who have social or emotional difficulties are supported well. Pupils from all ethnic groups are cared for equally well, and there is very good provision for new arrivals and those pupils new to speaking English. There are good links with other agencies to promote pupils' learning and welfare. Academic guidance is good, although there is some variability in the comments teachers write on how pupils may improve their work. Pupils' progress is tracked carefully and where necessary teachers intervene to offer well-planned, targeted advice and support.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good and steadily improving. Many members of the school community speak with delight and admiration of how the school continues to improve over the years under the strong leadership of the headteacher. Her calm and thoughtful leadership has given the school a clear direction. Staff are eager to take responsibility for their respective areas and respond with enthusiasm and initiative. The headteacher works tenaciously to improve pupils' educational opportunities. She communicates her high expectations persuasively to staff so that all have a shared sense of direction and feel part of a successful team. Leaders have a true understanding of the school's strengths and weaknesses and a clear strategy for bringing about future improvement. They are quick to recognise and praise the good work of staff and pupils and are alert to situations where people need more advice and guidance. As a result, a climate has been created where everyone is trying hard to make the school even better. Staff morale is high and pupils' progress accelerating. Recent initiatives to track pupils' progress and set targets is doing much to move standards forward but these systems have yet to embed themselves fully in the routine of the school. The governors are committed and astute and fulfil their roles well. For instance, they have recently formed a scrutiny committee which enables them to hold the school more fully to account on a regular and informed basis. Leaders have ensured that community cohesion is fostered effectively so that pupils are developing into caring citizens who respect and value the views of others.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### 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 capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	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/or disabilities make progress	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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
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

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

## 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 eliminated	2
How well does the school contribute to community cohesion?	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

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

14 July 2009

Dear Pupils

Inspection of Morningside Primary School, London, E9 6LL

Thank you all for the warm welcome you gave us when we visited your school recently. We enjoyed meeting and talking to you. I would like to say a special 'thank you' to the school council and those of you from Years 5 and 6 who gave up part of your lunchtime in order to meet us. Morningside a good school and is getting even better. You told us many interesting things about your school and you are proud of your school.

Here are some of the really good things we found out about your school.

- You make good progress as you move through the school because your teachers teach you well and you also work very hard.
- You get on well with the other pupils and with the many adults who help you.
- Your behaviour is good and you look after each other and show respect.
- You enjoy working in groups and you like to help your classmates when they find things difficult.
- Members of the school council work hard to find out what you think and, as a result, have made your school even better.
- You enjoy learning and know a lot about the importance of staying healthy and keeping safe. You know there are people to whom you can turn with worries or concerns.
- Your teachers and teaching assistants take good care of you. They make sure that everyone feels safe and secure. Your headteacher and other senior leaders are working hard to make it an even better school for you.

To help make your school even better, we have asked your headteacher, teachers and governors to work with you on the following things.

- Help more of you to do better in mathematics.
- Make sure that all of your lessons are as good as possible so that work is not too easy or too hard, but just right.
- Do as much as it can to ensure you come to school every day. Especially by helping you and your parents to understand that you miss a great deal by having holidays in term time.

Thank you once again for making such a helpful contribution to the inspection. We enjoyed watching you learn.

Yours faithfully

Michael Merchant

Lead Inspector