

Bond Primary School

Inspection report

Unique Reference Number	102626
Local Authority	Merton
Inspection number	335936
Inspection dates	7–8 October 2009
Reporting inspector	Jane Chesterfield

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 of pupils on the school roll	389
Appropriate authority	The governing body
Chair	Mrs C Munn
Headteacher	Mrs D Stevens
Date of previous school inspection	6 November 2006
School address	Bond Road Mitcham Surrey CR4 3HG
Telephone number	020 8648 8757
Fax number	020 8646 7343
Email address	headteacher@bond.merton.sch.uk

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Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 18 lessons or part lessons, and held meetings with staff, governors and pupils. They observed the school's work, and looked at school policies and documentation, safeguarding records, pupils' work, assessment data, monitoring records, strategic planning and minutes of governors' meetings. Questionnaires from staff, Y6 pupils and more than 100 parents were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the success of the school in raising pupils' achievement in English, mathematics and science
- how well particular groups of pupils, including White British and those with special educational needs and/or disabilities, are supported
- the impact of teaching on pupils' progress
- how well leaders and managers are monitoring the work of the school.

Information about the school

Bond Primary is larger than most primary schools and serves an ethnically diverse area of South London. More than three-quarters of pupils come from minority ethnic backgrounds, many of them having an Asian heritage. An increasing proportion are from Eastern Europe. More than half are learning English as an additional language and many come to the school new to the language. The proportion of pupils who leave or join the school other than at the usual times is much higher than average. About a third of pupils are eligible for free school meals, which is above average. The proportion with special educational needs and/or disabilities is average. The headteacher and deputy headteacher both took up their posts in the last two years. There have been a number of staff absences in recent years due to maternity leave. The school offers Early Years Foundation Stage provision in its Nursery and Reception classes, known as the Unit. There is also childcare provision run by the local authority on the school site. The school has gained the Healthy Schools award.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Bond Primary is a satisfactory school which is improving rapidly. It is determinedly tackling the issues affecting pupils' attainment and is driving up standards throughout the school. There is a highly caring and supportive ethos which helps pupils feel valued and special. As a result, they are confident, behave well, and have positive and sensible attitudes to learning, particularly as they move up the school. Pupils enjoy coming to school, although not all families ensure that their children attend regularly or on time, and attendance is below the national average. Pupils are keen to 'do their bit' for the school and are happy to take on responsibility. Relationships throughout the school are good and this means that there is a strong sense of community and a good environment for learning. This is further enhanced by the bright and lively surroundings staff have created within old school buildings.

Most pupils enter school with well below average starting points, but thanks to the good provision in the Nursery and Reception classes, they make good progress during their time in the Early Years Foundation Stage. They move into Key Stage 1 with a level of skills which is mostly still below average, although a small number reach expectations for their age. Throughout Key Stage 1 and Key Stage 2, pupils make satisfactory progress. Although outcomes have been low in English, mathematics and science in recent years, attainment is improving, particularly in mathematics. Those pupils with special educational needs and/or disabilities make similar progress to their classmates. Many pupils, especially those learning English as an additional language, find writing difficult and lack the depth of knowledge to reach the higher levels. Pupils' achievement has improved recently because the school has improved its systems for tracking and monitoring their progress so that teachers can match work more closely to their individual needs. However, this approach is not yet consistently applied throughout the school, and senior staff have recognised that there is more work to be done to ensure that teaching is consistently good. In a minority of lessons, there is a lack of pace and some pupils, particularly the more able, are not being sufficiently challenged. Pupils benefit from an imaginative curriculum which stimulates their interest and makes them want to learn. They say that lessons are fun.

The leadership and management of the school are satisfactory. Senior staff have a clear focus on improvement and have identified the right priorities in their school development planning, which has improved significantly since the last inspection. Good new systems for tracking pupils have been introduced and are starting to have an impact on achievement. Monitoring of teaching takes place, but this is not yet sufficiently systematic or robust to spread the best practice effectively throughout the school. The school consequently has a satisfactory capacity for further sustained

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improvement.

What does the school need to do to improve further?

- Raise standards and improve progress in writing by
- increasing pupils' vocabulary and providing them with a wider range of activities to write about
- developing their understanding of sentence structures
- increasing their opportunities to write at length.
- Improve attendance to bring it into line with national averages.
- Increase the proportion of good teaching in the school through regular and systematic monitoring to ensure that there is sufficient challenge for all pupils, especially the more able.

Outcomes for individuals and groups of pupils

3

Pupils' achievement is satisfactory. Their attainment in recent years has been low, particularly in writing. Nonetheless, there are encouraging signs of improvement:

The progress of pupils is satisfactory. In the lessons observed, most were interested and willing to learn. Older pupils in particular had good work habits and were able to carry out their tasks with the minimum of supervision. Current data show they are making satisfactory and often good progress, particularly in Years 3, 5 and 6. The school monitors the progress of different groups of pupils carefully, and has set up appropriate academic and personal support for pupils in groups which are consistently underperforming, such as White British pupils. It has identified that the high proportion of pupils who are new to learning English has an impact on the outcomes in writing, and has set about tackling their difficulties. Many pupils lack experiences to write about and the vocabulary to describe their experiences. They also find it hard to structure their ideas coherently.

Other key features of outcomes for pupils:

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being Taking into account: Pupils' attendance ¹	3
	4
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching is satisfactory overall, enabling pupils to make progress in line with their capabilities. It is an improving picture, because improvements in assessment procedures mean that teachers now have a better picture of the progress their individual pupils have made and what the next steps in pupils' learning need to be. Teachers plan well to meet individual needs, although this does not always translate into effective practice in the classroom. Sometimes, more able pupils are not given enough challenge to stretch them and help them excel. Questioning is well used in class to check pupils' understanding as the lesson proceeds and to clarify points where necessary. However, the end of the lesson is not always used well to sum up what has been learnt and establish where there are any gaps. Teaching assistants generally give good pastoral support to pupils in lessons, but are not always deployed to give the best possible support to learning. Pupils' work is regularly marked in a supportive and encouraging way. In some classes, marking gives clear guidelines for what to do next and establishes a dialogue with pupils so that they make corrections and improvements to their work. This good practice is not consistent across the school, however, and sometimes teachers' expectations for the quality of work and the effort put in by pupils is not high enough.

The curriculum is well organised and planned to be relevant to the school's pupil population. There is a necessary focus on developing literacy and numeracy skills, and the school organises groups or sets for these subjects depending on the needs of the pupils in each year group. Other subjects are taught in a thematic way, which gives pupils plenty of opportunities to use their skills in different contexts, although they do not always have enough chance to write at length. The good range and quality of the display work around the school bears witness to their enthusiasm for, and interest in, what they are taught. Themed days provide experiences to remember for pupils, and they make the most of the wide range of clubs and extra-curricular activities offered to them. Camping trips and residential visits to an activity centre are very popular with pupils.

The quality of pastoral care, guidance and support for pupils is good. Staff create a

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positive atmosphere and have a 'can do' approach to school life which raises pupils' self-esteem. The school works very well with outside agencies to provide the right type of support for individual needs, and does its best to help parents and families with any concerns they have. Bilingual members of staff make a valuable contribution here, particularly when families join the school in Nursery and Reception. The school is working hard to improve attendance in conjunction with the Education Welfare Service, and is having some success, particularly in reducing persistent absence. It is aware there is more work to be done with parents to ensure they understand the implications of poor attendance for their children.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher and senior staff have a clear focus on driving up standards through improving systems for monitoring and evaluating the work of the school. Discussions with staff and the questionnaires completed by staff show that this commitment is shared throughout the school, and there is a strong sense of teamwork and team spirit. There has been a significant improvement in the quality of assessment and tracking since the last inspection, and this is having an impact on the targeting of support for pupils so that they can make better progress. Leaders at all levels have a clear insight into the challenges facing the school and what needs to be done in their area of responsibility. The governors fulfil their role satisfactorily, and are keen to develop their skills through further training. They understand the school's context and its strengths and weaknesses, and are involved in setting its priorities for improvement and evaluating their impact.

The school does much to promote equality and tackle discrimination. Careful monitoring of the performance of different groups of pupils and their different needs means that they can be supported in the most appropriate ways to try to reach their potential. Diversity is valued and celebrated. Good attention is given to safeguarding pupils. The necessary checks are carried out on all adults who come into contact with pupils. Procedures for child protection are robust and staff training is up to date. Risk assessments are thorough.

The school engages well with parents and carers and has good outside partnerships which benefit its pupils. The school makes every effort to involve parents in their children's education and give them the support they need to enable them to do this.

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Parents appreciate this. One commented that not only had the school helped his daughter to learn English, but it had also helped her parents to learn it too. The school makes good use of support services and outside agencies, and makes the most of new educational initiatives which are relevant to its priorities. The school makes a satisfactory contribution to community cohesion. Within the school community and at a local level, this is good. However, the school recognises that more is needed to develop pupils' understanding of other communities within Britain and across the world.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children make good progress in the Early Years Foundation Stage from low starting points. Many have very limited verbal skills when they arrive in Nursery, either in English or in their home languages. By the time they leave Reception, many reach broadly average standards in their personal, social and emotional, physical, and creative development, and in their knowledge and understanding of the world. However, most are below expectations in their literacy and numeracy skills, and their writing is a particular weakness.

Staff in the Unit make good provision for pupils' learning and development and for their welfare. The classes are very carefully organised so that Nursery and Reception children can learn together and make the most of the wide range of activities and resources available. These are well planned to cover all the areas of learning, both inside and out. The outdoor area is well used, although there is limited space for large equipment and wheeled toys. The whole of the unit is bright, lively and stimulating, with a wealth of experiences for children to explore. Children have good opportunities for role play to

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develop their imagination and their verbal skills. Staff interact well with children, using questioning effectively to develop ideas and reinforce vocabulary. The unit makes good use of the key person system to ensure that every child has an adult they can turn to for help and every parent knows who to speak to if they have a concern. As a result, children in the unit are happy and settled, even though some of the Nursery children are very new to the school.

The unit is well led and managed. The Early Years Foundation Stage leader has created a good team that works together efficiently so that daily routines run smoothly. All staff carry out regular assessments of their key children, and this is used to inform future planning for their development. There are close daily links with parents to share information about the children, although space constraints mean that they lack the opportunity to work in the unit with their children. Procedures for safeguarding are rigorous and children are well cared for at all times

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The number of parents who responded to the questionnaire totalled 106. A very large majority of those who returned the form expressed satisfaction with the school. However, a very small minority felt that their child was not making enough progress at the school, and that unacceptable behaviour was not dealt with effectively. Inspectors did not find that this was the case. Pupils' progress has improved and behaviour is managed well by staff.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bond Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 12 statements about the school.

The inspection team received 106 completed questionnaires by the end of the on-site inspection. In total, there are 389 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	64	60	41	39	0	0	1	1
The school keeps my child safe	55	52	45	43	3	3	2	2
The school informs me about my child's progress	47	44	56	53	2	2	1	1
My child is making enough progress at this school	34	32	62	59	10	9	0	0
The teaching is good at this school	40	38	62	59	2	2	1	1
The school helps me to support my child's learning	42	40	56	53	3	3	3	3
The school helps my child to have a healthy lifestyle	47	44	54	51	3	3	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	29	27	69	65	0	0	1	1
The school meets my child's particular needs	27	26	69	65	3	3	3	3
The school deals effectively with unacceptable behaviour	28	26	59	56	11	10	4	4
The school takes account of my suggestions and concerns	27	26	62	59	6	6	5	5
The school is led and managed effectively	37	35	59	56	2	2	2	2
Overall, I am happy with my child's experience at this school	46	43	53	50	5	5	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



9 October 2009

Dear Pupils

Inspection of Bond Primary School, Mitcham CR4 3HG

Thank you for making us so welcome when we visited your school recently and for helping us with the inspection. We really enjoyed talking to you, looking at your work and sharing your lessons.

We found that your school is giving you a satisfactory education, and that many things about it are good. These are the things we liked about your school:

- you behave well and do your bit for the school community
- you know how to keep yourselves healthy and safe
- you respect one another and the different cultures in the school
- staff care for you well and keep you safe
- the subjects you learn are well planned to interest you
- the school works well with your parents
- those of you in the Nursery and Reception get off to a good start.

To help the school improve even more, we have asked the staff to do the following:

- make sure that all of you do as well as you can in your writing
- do their best to make sure you all come to school regularly
- be certain that all of you get the right level of work in lessons.

You can help by making sure that you only miss school when you are ill, and by telling your teachers if there is anything you don't understand in lessons, or if your work is too hard or too easy.

Best wishes for the future!

Yours faithfully

Jane Chesterfield

Lead Inspector

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