

Morven Park Primary and Nursery School

Inspection report

Unique Reference Number	122717
Local Authority	Nottinghamshire
Inspection number	340198
Inspection dates	9–10 February 2010
Reporting inspector	Sue Hall

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	425
Appropriate authority	The governing body
Chair	Chris Buckley
Headteacher	Mark Watson
Date of previous school inspection	8 November 2006
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Introduction

This inspection was carried out by four additional inspectors. They spent the majority of their time observing learning in each of the fourteen classes. They visited 24 lessons and observed 15 teachers. Inspectors held meetings with the headteacher, staff, pupils and representatives of the governing body. They observed the school's work, and looked at documentation including tracking of pupils' progress, samples of the monitoring of teaching and learning, school planning and minutes of recent meetings of the governors. Inspectors also closely scrutinised samples of pupils' recent work and documents regarding safeguarding. Questionnaires from 51 parents, 102 pupils and 7 staff were also scrutinised.

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

- whether pupils make the progress they should, particularly different groups in Key Stage 1 and in English in Key Stage 2
- whether the school is doing enough to raise attendance and support the pupils' personal development and well being
- whether assessment routines are effective across the school and if full use is made of such information to provide challenging work for all groups of pupils
- whether the work of the school is monitored and evaluated rigorously enough to identify the right areas for further improvement.

Information about the school

In this large primary school most pupils are of White British heritage and only a very small number are at the early stages of learning English. There are more pupils entitled to free school meals than is seen nationally. The proportion of pupils with special educational needs and/or disabilities is above average with these pupils having a wide range of additional learning and developmental needs including learning and behavioural difficulties. There are a small number of children in public care. There is provision for 60 children in the Early Years Foundation Stage. The school holds the Gold Healthy Schools award and accreditation for drugs and relationships education. The number of pupils joining and leaving the school other than at the usual time is above average.

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?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. Pivotal to many of the recent changes and improvements has been the determined leadership of the headteacher which, with the support of the staff, is driving the school forward. The school is becoming well regarded in the area and pupils and staff say they like being part of 'team Morven Park'.

While children make good progress in the Early Years Foundation Stage they enter Year 1 with skills that are a little below those expected for their age. Their initially low level skills in speaking, reading and writing affects their confidence and progress in a range of subjects. Pupils make satisfactory progress in Key Stage 1 and standards remain below average. However, with recent staffing changes the rate of progress in many lessons in Years 1 and 2 is improving. The pace of progress accelerates in Key Stage 2 so that standards at the age of eleven are in line with national averages. Overall pupils achieve well including those with additional needs.

Pupils' personal development and well being is good and most know how to keep themselves and others safe, which is reflected in their good behaviour both in class and at play. Pupils recognise what constitutes a healthy lifestyle and the school has worked hard to help them understand and enjoy the benefits of healthy eating but with mixed success. Pupils are very proud of Morven Park and make a strong contribution to both the school and local community through willingly taking on roles and responsibilities.

The quality of teaching and learning is good as is the curriculum. Throughout the school, staff have good relationships with pupils, which means many are keen to please and try hard. This is reflected in neatly presented work. However, staff sometimes miss opportunities to encourage pupils to discuss their ideas and therefore their speaking skills are not always developed as well as they might be. The marking of pupils' work is variable and does not always identify what pupils could improve. The use of assessment information is good but not consistent which means that at times work is not fully challenging for some groups of pupils. The care, guidance and support of the pupils is good and with some real strengths in the pastoral care of the pupils and their families.

Leadership and management are good and the school accurately identifies strengths and areas for further improvement. With effective leadership of key stages and subjects this is ensuring the school has good capacity to improve further. The school works hard with different groups in the local community but could do more to extend pupils' understanding of other cultures including bringing a global dimension to the work of the school.

What does the school need to do to improve further?

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- Ensure that the quality of teaching and learning is consistently good by:
 - checking that all staff make full use of assessment information to set activities that meet the needs of different groups of pupils
 - planning and providing more opportunities for pupils to discuss their ideas and extend their vocabulary
 - checking that the marking of pupils' work informs them how to improve and when appropriate refers to their individual targets.
 - Extend the opportunities for pupils to learn more about a range of cultures in this country and abroad.

Outcomes for individuals and groups of pupils**2**

There are several schools in the area and tracking information shows that quite a number of pupils change schools sometimes more than once. Assessment information indicates that these mobile pupils and those born in the summer and therefore with less time in the Early Years Foundation Stage, do not do quite as well as other groups. Lesson observations and the sample of pupils' work confirm that at the age of seven standards are below national averages in all key areas and are often lowest in writing. The speaking skills of many pupils are limited and few have a mature vocabulary for their age. Relatively few pupils achieve the higher levels in any subject and the school provides additional support for several groups who need this. In some years boys have done better than girls but this appears to relate to individual pupils in particular year groups rather than becoming a trend across the school. Progress in Key Stage 2 is good, especially in Years 5 and 6, so that at the age of eleven attainment is in line with national averages. Standards in science are sometimes better than this and in several recent years have been above national averages because pupils have a natural interest in practical activities. Progress is best where teachers are enthusiastic when they set tasks such as pupils re-drafting their work which leads to enthusiastic responses and lots of improvement in their work. Overall pupils of all abilities, including those with additional needs and the small number of looked after children, achieve well.

The school does much to help pupils develop their confidence in their skills and abilities. Staff make clear their expectations of good behaviour and because pupils are anxious to please most behave well. There is little evidence of unacceptable behaviour or bullying. Many older pupils are proud to be elected as school councillors, buddies or challenge monitors and know their views are taken into consideration when planning future activities. There are particular strengths in pupils' social and moral development which means they acquire an understanding of how to be a good citizen. But, at times, the school misses opportunities for pupils to develop more spiritual elements to their lives with for instance few opportunities to sing in assemblies. While their cultural development is sound there is scope for the school to develop this further including a multi-cultural or international dimension to its work. Attendance is satisfactory and has improved through the school's work with identified families but several pupils arrive a little late for the start of the school day. With average level skills and growing

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self-confidence pupils are prepared at least satisfactorily for their future.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
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	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Where teaching is most successful activities are well planned to match the needs of different groups of pupils and activities run at a quick pace. Here, teachers' knowledge of their subject and of pupils' individual learning needs is good and support staff are well briefed and effective in all parts of the lesson. This is well illustrated in the Early Years Foundation Stage where children's speaking skills are developed when touching and describing cold spaghetti and their self esteem is raised when wearing the 'star' necklaces from learning letters and sounds. Across the school learning is good when behaviour is managed effectively and pupils are motivated, interested and concentrate well. Pupils cooperate together and are also able to work independently. Staff make good use of interactive whiteboards to provide information or for instance to explain how to work out mathematical problems. Where teaching is not quite as effective the pace of lessons is too slow and staff spend too much time talking at the expense of pupils finding things out for themselves or recording their ideas. Assessment information

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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is often used well to set challenging activities but this is not consistently effective. Some staff miss opportunities to encourage pupils to discuss their ideas which does not help them to develop a wider and more descriptive vocabulary. The marking of pupils' work is also inconsistent. While there are some good examples some is perfunctory.

The school actively seeks to develop its curriculum to meet the needs of different groups of pupils. Where planning is most effective good use is made of information and communication technology, themes and practical investigational activities. Topics are well chosen and adapted for pupils with additional needs. For instance younger pupils are enjoying current work on dinosaurs including finding out about their teeth and simple addition sums to buy toy dinosaurs. Effective use is made of a good range of resources to enliven teaching but this again is not entirely consistent. There are good cross-curricular projects and with its own transport the school actively uses a series of visits and visitors to help bring learning to life. There is a good selection of clubs and other extra-curricular activities. Links with local and national businesses and other schools help to develop learning and the school environment well.

The pastoral care of the pupils is a strength of the school. The large majority of pupils say they like school with several indicating there is little they would change. Staff look after the pupils well and ensure they feel safe and happy. As one pupil notes, 'I like school. The main thing I like about school is that teachers talked to me when I had a lot of problems going on at home, it made me feel a lot better.' Support in lessons is usually effective but variable. The school has identified areas for improvement in supporting pupils with additional needs which include the greater involvement of parents and carers.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
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 provides a strong and effective lead to the development of the school. His declared passion for Morven Park is reflected in the pupils' and parents' support and approval. His determination to improve what the school provides is reflected in an attractive learning environment and a real sense that the school is moving forward. He is supported well by key stage leaders and those with core subject responsibilities, although some other senior roles are under-developed. The monitoring of the school's work is effective and accurately identifies areas for further improvement. Governance is satisfactory. The very recently appointed team of governors have identified their training

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needs and are keen to develop a programme of focussed visits to the school to extend their first hand knowledge of the curriculum.

The school has good links with parents and a range of external agencies that has a positive impact on what is provided for the pupils. Staff effectively promote equal opportunities. Safeguarding procedures are good and the school takes seriously its responsibilities to provide a safe and caring environment to nurture all the pupils. The school promotes community cohesion well. There are strong links with many groups in the local community and with national organisations that have made a considerable impact by funding specific areas of development such as outdoor play facilities. This helps ensure the school provides good value for money. But, the school rightly recognises that more could be done to extend the international elements of its work in order to develop the pupils' cultural awareness further.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
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	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children enter one of the Foundation Stage 1 and 2 classes in September or January of the year of their fifth birthday. They come having had mixed early learning experiences and many have had little formal pre-school education. Overall on entry they have low level skills for their age. Many have limited speaking and listening skills and a restricted vocabulary which initially limits their learning in several areas. Most make good overall progress and at times this is excellent. But, from a low starting point, many do not quite achieve the expectations for their age when they enter Year 1. Children enjoy the well planned activities that make full use of the good range of resources indoors and out.

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The planning of activities is good with a well considered balance of adult-led and child-chosen activities. The quality of teaching and learning is good overall and at times is outstanding. Nevertheless, staff could do even more to help develop children's speaking skills. The enthusiastic and skilled team of staff work very well together, with key workers for small groups of children being effective in promoting all areas of their development and particularly their confidence. Leadership of the provision is good and, with the focussed support of the headteacher, this is ensuring that provision has become a strength of the school.

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

While only a small number of parents responded to the inspection questionnaire the large majority of those who did are pleased with the quality of education and care provided. Several note how well the staff respond to their children's needs and know them all. As one summarises, 'My daughter loves school. She is looked at as an individual and helped well with things she struggles with.' A very small number of parents would like more information regarding the progress their child is making but inspectors believe the information available is suitable. Few other concerns were identified.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Morven Park Primary and Nursery 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 13 statements about the school. The inspection team received 51 completed questionnaires by the end of the on-site inspection. In total, there are 425 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	38	75	12	24	1	2	0	0
The school keeps my child safe	31	61	18	35	1	2	0	0
The school informs me about my child's progress	26	51	23	45	2	4	0	0
My child is making enough progress at this school	30	59	19	37	0	0	1	2
The teaching is good at this school	28	55	22	43	1	2	0	0
The school helps me to support my child's learning	25	49	23	45	2	4	0	0
The school helps my child to have a healthy lifestyle	28	55	22	43	1	2	0	0
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)	23	45	23	45	2	4	0	0
The school meets my child's particular needs	26	51	23	45	1	2	0	0
The school deals effectively with unacceptable behaviour	18	35	30	59	2	4	0	0
The school takes account of my suggestions and concerns	20	39	29	57	1	2	0	0
The school is led and managed effectively	23	45	25	49	3	6	0	0
Overall, I am happy with my child's experience at this school	34	67	16	31	1	2	0	0

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.



11 February 2010

Dear Pupils

Inspection of Morven Park Primary and Nursery School, Nottinghamshire, NG17 7BT

Thank you very much for making us welcome when we visited your school recently. We really enjoyed meeting several of you in lessons, at break and lunchtime and when we attended assemblies. We enjoyed chatting to several of you including members of the school council who were very good at explaining some of the things you like or don't like in school. These are some of the findings from our visit.

We think your school provides you with a good quality of care and education and we know that you like being part of 'team Morven Park'. Your headteacher is working very hard to make sure the school goes from strength to strength. Your teachers know you well and they look after you and encourage you to work hard. Most of you get on well and we were pleased to see you behave well. There have been lots of improvements to the school building and we know you like the way the playground has been improved. We also saw how things for the children in the Early Years Foundation Stage have been improved so that learning there is fun.

To improve your school further, we have asked the headteacher and staff to:

- make sure that your work is just hard enough for you all, that lessons provide you with more opportunities to discuss your ideas and that the marking of your work helps you to know what you need to do to improve further
- provide you with more opportunities to learn about other people, cultures and beliefs and extend the school's links with the wider world.

You could also help your school by making sure that you always arrive on time and are ready to learn. We were pleased to see that most of you eat healthily but perhaps a few of you could think more about what you eat in snacks and packed lunches. Please remember that yours is a good school and that if you fall out with someone you don't need to move schools but can ask the staff for a bit of help.

Yours sincerely

Sue Hall

Lead inspector

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