

Morgans Primary School & Nursery

Inspection report

Unique Reference Number	117363
Local Authority	Hertfordshire
Inspection number	363869
Inspection dates	9–10 May 2011
Reporting inspector	Peter Thompson

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	437
Appropriate authority	The governing body
Chair	Jo Stradling
Headteacher	Sue Dutt
Date of previous school inspection	16 June 2008
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Introduction

This inspection was carried out by four additional inspectors. The team observed 20 lessons taught by 18 teachers. Inspectors held meetings and discussions with groups of pupils, parents and carers, staff, a representative of the local authority and members of the governing body. The inspectors observed the school's work and looked at a representative sample of pupils' work, some policy documents and school reports. They scrutinised questionnaires returned by 151 parents and carers, 99 pupils and 23 staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- What does the school's tracking information show about the progress and achievement of pupils by the end of Year 6?
- Have the actions taken to accelerate progress, particularly in Key Stage 2 mathematics, been effective?
- How successfully are pupils with special educational needs and/or disabilities supported?
- How successful have the actions been to embed procedures for tracking pupils' progress and provide more computers to enable pupils to have access to them in lessons?

Information about the school

This school is larger than the average primary school. The percentage of pupils known to be eligible for free school meals is below average. Most pupils are of White British heritage, with others having mainly dual heritage, Black African or Asian ethnic origins. The percentage of pupils who speak English as an additional language is low and most are at an advanced stage in learning English. The percentage of pupils with special educational needs and/or disabilities is broadly average. The Early Years Foundation Stage provides part-time nursery places until children attend full time in Reception. The school is part of sports and extended schools consortia. The school has gained Healthy School status, and Basic Skills and Activemark awards.

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

The Morgans School provides its pupils with a satisfactory education. Pupils attain standards that are above average and make satisfactory progress during their time in the school. The effectiveness of the Early Years Foundation Stage is good. The achievement of most pupils is satisfactory.

The headteacher has been successful in maintaining the work of the school while changes in the leadership team have occurred. Senior leaders are now satisfactorily focused in improving areas of weakness in teaching. There is some early evidence that they have been successful, since the school's tracking data shows that progress is beginning to improve in all year groups. The curriculum is updated each year and meets the needs of most pupils well. Self-evaluation is broadly accurate but planning lacks sharpness about what the school needs to do to make significant progress. The essential systems are in place to enable the school to continue to improve.

Middle leaders have recently been given wider responsibilities which provide the potential for them to make a significant impact on the quality of pupils' learning and their progress. They have begun to take responsibility for monitoring the quality of teaching and discussions on schemes of work. However, the high quality data now available in the school is not being used sufficiently by them to evaluate their areas of responsibility or to identify improvements that may be made to the quality of teaching in the subjects they cover. Middle leaders do not systematically or routinely identify, implement or monitor actions needed to bring about improvements.

The extent to which pupils adopt healthy lifestyles is outstanding. Making pupils aware of how to lead a healthy life has been given high priority by the school for many years. Pupils have an excellent understanding of the importance of a good diet and regular exercise. They understand the dangers of drugs and alcohol abuse and why they should not smoke. Most take an active part in the many sport activities provided by the school. A high proportion of pupils enjoy the exceptional selection of healthy foods on offer every day.

Despite some recent improvement in the quality of teaching, good practices are not always followed and some lessons are not well planned, particularly in mathematics. Pupils do not always have enough opportunity to work independently in lessons and, as a result, their involvement in their own learning is curtailed and opportunities for teaching assistants to help the less-able pupils to make progress reduced.

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Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Increase the proportion of good and outstanding lessons by:
 - improving the challenge for the most-able pupils in lessons, particularly in mathematics
 - deploying teaching assistants more efficiently at all times in lessons
 - enabling pupils to become more responsible for their own learning.
- Improve the capacity of middle managers to:
 - evaluate their areas of responsibility and the quality of teaching more effectively through the better use of performance data
 - identify, implement and monitor actions needed to bring about improvement in their areas of responsibility.

Outcomes for individuals and groups of pupils

3

Pupils enter Year 1 with skills that are above average. As they progress through the school, they acquire knowledge, develop their understanding and learn and practise skills satisfactorily. When they reach the end of Year 6, their attainment remains above average, indicating that pupils make satisfactory progress. Pupils from all ethnic backgrounds enjoy learning and are keen and enthusiastic in lessons. For example, Year 6 pupils in a French language lesson were seen learning numbers while answering questions about the Eiffel Tower with much excitement and enjoyment. All made good progress because written questions were in French for the more-able pupils and in English for those who found learning difficult. Pupils who enter the school at non-standard times generally start with lower prior skills and development compared to their contemporaries that have been in the school since the beginning of Year 1. With extra and targeted help in lessons, they progress well and, by the time they reach the end of Year 6, most have caught up with their contemporaries and reached standards that are above average. Most pupils with special educational needs and/or disabilities have mainly either learning or emotional needs. They are given extra support in lessons and are sometimes withdrawn from lessons to receive individual tuition tailored more closely to their personal needs. As a result, most gain in confidence and self-esteem and make good progress from their various starting points. Behaviour in the school is good.

Pupils make good progress in developing their spiritual, moral, social and cultural awareness. They reflect well on their experiences in athletics, sport and music, and are sympathetic to other pupils' feelings, values and beliefs. Pupils have a growing understanding of the history and culture of the society in which they live, and of

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different cultures through their contact with children outside the school, studies of life in other countries, such as Greece and Kenya, and visits to places of interest in this country. They make a good contribution to their community by being active on the school council, raising funds for charities and school buildings, entertaining elderly people at Christmas and taking part in local sports activities. Pupils behave well and sometimes exceptionally well in lessons and around the school. The large majority of pupils say they feel safe in the school. Parents and carers overwhelmingly endorse this view. Attendance is average. This and pupils' developing and improving key skills prepare them satisfactorily for the future.

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	2
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	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
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?

Teaching in individual lessons varies from satisfactory to good, but there is not enough good and outstanding teaching to help pupils make good progress consistently. The aims of most lessons are made clear and a satisfactory range of teaching styles is used. There are good relationships between the teachers and pupils, and behaviour in the classroom is managed well and often very well. Pupils are taught in mixed-ability lessons in Years 1 to 5 and divided into groups by ability within each lesson. These arrangements and the setting of pupils in Year 6 make a positive contribution to pupils' learning and satisfactory progress. Most teachers mark work satisfactorily and give oral and written feedback to enable pupils to have a better understanding of what is needed to succeed and what they have to do to improve. The best lessons are brisk and challenging. These good lessons are planned well, expectations are high, and teachers use their knowledge and inventiveness to

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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encourage and inspire pupils to learn. However, in a few lessons, the level of challenge for high-attaining pupils is too low.

The curriculum is well organised, imaginative and provides a good range of learning experiences. Some of its distinctive features include good cross-curricular literacy, numeracy and information and communication technology themes, activities specifically designed to help pupils who find learning difficult, and numerous studies of single topics covering a periods of one to five days. Pupils have good access to laptop computers in lessons. French and German words are introduced in Year 1 and 2 and these languages taught in Years 3 to 6 lessons. Gifted and talented pupils take part in an extended programme of activities and visits. A good programme of personal, social and health education prepares pupils well to live safely and participate in modern society. There is a good and well-attended range of extra-curricular activities featuring athletics, games, sports, curricular-related clubs, choral and music tuition.

The school is very caring and inclusive. There are good procedures for supporting pupils who find learning difficult or whose circumstances make them potentially vulnerable. Interventions are well managed and contribute significantly to the personal, emotional and social development of those pupils targeted. Staff are particularly effective in establishing links with families of potentially vulnerable pupils to help them support their child's learning and development. One parent said, 'Inclusion at the school is brilliant. The inclusion team have helped me through a very distressing time in my life - they were really kind and helpful'. Any incidents of misbehaviour are dealt with firmly and appropriate actions quickly taken. Inclusion staff have a good understanding of the needs of pupils and their work results in significant improvements in attitude, behaviour and confidence of those children they support. Most pupils and their parents and carers say that the quality of information and advice they receive is good. As a result, pupils develop good self-esteem and say they feel well supported. There are good transition arrangements between the school and the receiving secondary schools.

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?

Leaders have a satisfactory vision of the future and strive to reach for excellence in all aspects of school life. They are successful in developing pupils' personal well-being but are less successful in helping pupils to make good progress in their

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learning. Leaders at all levels understand what needs to be done in general terms and communicate their expectations to all staff satisfactorily. While all are committed to helping pupils to achieve their full potential, planning to help pupils make good progress in learning is not sharp enough or sufficiently focused. Target-setting is based on good evidence and good-quality data. The performance of individuals and different groups of pupils is evaluated satisfactorily but actions to help pupils improve their learning are not well defined.

The governing body has the capacity to meet the school's needs and has a well-informed understanding of the strengths and weaknesses of the school. It provides effective support and is systematically involved in evaluating the school and planning for the future. It has established effective ways to monitor performance and places strong emphasis on treating each pupil as an individual. This promotes equal opportunities well, so all pupils make at least satisfactory progress. It discharges its statutory duties effectively. The school's safeguarding procedures are good. Rigorous checks are carried out on all newly-appointed staff and good central records kept. The school has clear policies for health and safety which are reviewed regularly. Safety checks are carried out by appropriate external authorities and any recommendations they make are acted upon quickly. Staff have received good child protection training and regular risk assessments are undertaken. The school engages with outside agencies to support the safety and well-being of its pupils effectively.

Leaders have taken actions based on an informed understanding of the religious, ethnic and socio-economic circumstances in the school's locality. They promote community cohesion both in the school and locally satisfactorily. Pupils from the different ethnic and cultural backgrounds work in harmony together within the school. The school actively promotes engagement with community groups outside the school through sport and other activities and work on local community projects. Pupils undertake visits to the local religious centres and learn about the major religions as a part of the curriculum. Leaders have developed very effective ways to inform parents and carers about their children's progress and development through regular newsletters, email alerts, parents' evenings and an informative website. Parents and carers can voice their opinions in the parents' committee and by responding to the regular questionnaires the school issues. The school greatly values the relationship with parents and carers and responds very effectively to most of the queries or concerns they raise.

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	2

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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 enter the Nursery with skills in line with those expected for their age and make good progress from their various starting points. By the end of the Reception year, their attainment is above average, except in writing where it is average. Staff are knowledgeable about how young children learn and manage behaviour well. They are particularly effective in helping children to develop their personal, social, emotional and physical development. Activities are well planned and there is a good balance between activities chosen by the children and those led by teachers. Children make good choices about how they play and are able to work at their own pace. Appropriate use is made of the indoor areas but the outdoor areas are not used frequently enough. Teaching assistants make a good contribution to children's learning and enjoyment of activities. Good assessment systems are in place and inform teachers well about the progress made by individual children and when to guide their learning. Leaders ensure that children are safe, supported and protected well. Child protection procedures are followed and all safeguarding requirements are met. Children's needs are well catered for through effective partnerships between staff, parents, carers and outside agencies.

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

Most parents and carers who responded to the inspection questionnaire support the school and said that they were happy with their children's experience at the school. A small minority of parents and carers who responded to the questionnaire raised concerns about the school not taking account of their suggestions, that unacceptable behaviour was not dealt with effectively, and the school was not led and managed

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effectively. Inspection evidence shows that behaviour is managed well, so pupils say they feel safe and happy in school. This was confirmed by observations in lessons and around the school. Inspectors found that there are some shortcomings in aspects of leadership and management, which the school has identified, and is addressing effectively.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Morgans Primary School and Nursery 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 151 completed questionnaires by the end of the on-site inspection. In total, there are 437 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	85	57	61	41	2	1	0	0
The school keeps my child safe	81	54	63	42	4	3	0	0
The school informs me about my child’s progress	40	27	94	63	13	9	0	0
My child is making enough progress at this school	35	23	100	67	12	8	0	0
The teaching is good at this school	56	38	87	58	4	3	0	0
The school helps me to support my child’s learning	42	28	96	64	8	5	0	0
The school helps my child to have a healthy lifestyle	40	27	105	70	2	1	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)	41	28	93	62	4	3	0	0
The school meets my child’s particular needs	40	27	93	62	11	7	2	1
The school deals effectively with unacceptable behaviour	21	14	88	59	21	14	10	7
The school takes account of my suggestions and concerns	21	14	91	61	21	14	4	3
The school is led and managed effectively	27	18	78	52	28	19	9	6
Overall, I am happy with my child’s experience at this school	43	29	98	66	4	3	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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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 May 2011

Dear Pupils

Inspection of Morgans Primary School & Nursery, Hertford SG13 8DR

My colleagues and I enjoyed our visit to your school and welcomed the opportunity to see you at work in your lessons. We judged your school to be satisfactory, which means that it does some things well – especially the way you are looked after and encouraged to lead healthy lives – but also has some features that need to get better.

The headteacher and others that lead your school have improved many things over the past few years. Your programme of lessons is constantly looked at and updated. Many adults visit your school regularly to tell you about life in other countries and in the adult world. Leaders have improved the way they measure the success in what you do and keep records. Your lessons are getting better but there is still more work for the school to do.

We have asked the headteacher, staff and governing body to make your lessons even better by:

- challenging those of you who find learning easy, especially in mathematics lessons
- finding ways for those adults that help you in lessons to take a bigger part in lessons
- getting your middle managers to use the records of what you have done to spot ways to improve your lessons further
- keeping an eye on what they do to improve your lessons to make sure that lessons stay good.

Above all, we want you to be able to be more in charge of the way you learn. I know that the grown-ups who lead your school are anxious to do these things. You can all help them by always working hard and doing your best work.

Yours sincerely

Peter Thompson
Lead Inspector

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