

East Morton CofE Primary School

Inspection report

Unique Reference Number	107311
Local authority	Bradford
Inspection number	377568
Inspection dates	10–11 January 2012
Lead inspector	Terry McDermott

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	211
Appropriate authority	The governing body
Chair	Joanne Holden
Headteacher	Louise Dale
Date of previous school inspection	4 December 2006
School address	Street Lane East Morton Keighley BD20 5SE
Telephone number	01274 569447
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Introduction

Inspection team

Terry McDermott
Jeremy Barnes

Additional inspector
Additional inspector

This inspection was carried out with two days' notice. Inspectors observed teaching and learning in 18 lessons taught by nine teachers for a total of approximately 10 hours. Meetings were held with groups of pupils, staff and members of the governing body. Inspectors observed the school's work, and looked at its methods for tracking pupils' progress, at a range of school documents, including its policies, minutes of governing body meetings, monitoring records, samples of pupils' work, and reports from the school's professional partner. Responses from 119 parents and carers to the Ofsted questionnaire were considered, along with questionnaires completed by staff and pupils. No responses to the online questionnaire (Parent View) were available for the inspectors to consider.

Information about the school

This average sized primary school serves a small hillside village community. The proportion of pupils known to be eligible for free school meals is low. A smaller than average proportion of pupils are from minority ethnic backgrounds. A few of these pupils speak English as an additional language. The proportion of disabled pupils and pupils who have special educational needs is broadly average but the number with a statement of special educational needs is lower than average. The school meets current government floor standards. A pre-school breakfast club and a post-school care club operate on the premises under the responsibility of the governing body. The school holds several awards, including the Activemark and Investors in People.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key Findings

- This is a good school. It is improving strongly under the perceptive and determined leadership of the headteacher after a period of significant staff turnover.
- Pupils' achievement is good throughout the school because of good quality teaching which successfully develops their personal, communication, literacy and numeracy skills.
- Teaching is good throughout the school. It is characterised by consistently excellent relationships between adults and pupils. Examples of outstanding teaching were seen. Slower pace and a more instructional teaching style characterises lessons where teaching is satisfactory. Guidance and tasks set do not always meet the needs of all pupils well enough, particularly those who are more able.
- Pupils' behaviour is good. They take good care of each other and say that bullying is rare and very quickly dealt with. They have good attitudes to learning, are curious, and can be trusted to carry out investigative or practical activities sensibly, although they do not always get maximum opportunity to do so. Pupils from different cultures and ethnic groups get on well together. All of the significant proportion of parents or carers who returned the questionnaire felt that their child was safe in school, and indicated that they would recommend the school. The school's strongly held values of respect and tolerance underpin the school's good provision for promoting pupils' spiritual, moral, social and cultural development.
- All staff and the governing body have high expectations of the school and its community. Staff morale is high and there is a strong sense of teamwork. Pupils' attendance is high. All staff are fully committed to building on their successes in improving teaching and accelerating achievement for all.

- School self-evaluation is accurate because it is based on systematic, reliable and shared information about the progress pupils are making. It enables the school to identify the correct priorities for improvement.

What does the school need to do to improve further?

- Ensure that all teaching is good or better by:
 - making sure that work is set which consistently meets the learning needs of all pupils, particularly those who are more able
 - ensuring that all lessons move forward at a consistently good pace.

Main Report

Achievement of pupils

Pupils join the school with skills and understanding which are usual for their age, though this can vary from year to year. Although space in the Reception class is at a premium, staff have made the most of the available resources and get children off to a very good start in their education and personal development. Children very quickly learn how to get on together and some remarkably positive, independent cooperating and collaborating was seen. This provides a solid foundation for the excellent relationships between pupils and staff and thereafter throughout the school. Pupils' attainment in reading at the end of Key Stage 1 is a little above average, because of the many opportunities they are given to match sounds to shapes on the pages of books. Pupils are used to reading aloud to different adults and their reading records show this happens very often, sometimes in the well run pre-school breakfast club or the after-school care club. Attainment in reading at the end of Year 6 is above average for all pupils including those for who speak English is an additional language.

Pupils learn well and make good progress in most lessons. All are making better progress over time than is found nationally, irrespective of their starting points. This is clearly apparent in their books which are consistently well presented and looked after. Attainment is above average, with many pupils in the current Year 6 already working at the higher Level 5 in both English and mathematics. This represents good achievement over time. No group of pupils underachieves, although more-able pupils do not consistently make the good progress that other groups do. Disabled pupils and pupils who have special educational needs are given good support to ensure that their achievement is good. Parents and carers confirm the good progress their children are making through comments such as, 'We love this school. It has a strong sense of community. The kids happily go there and thrive'.

Quality of teaching

Good teaching is found throughout the school. Calmness, mutual respect, and the expectation that everyone will do their best pervade the classrooms. Pupils rise to the challenges they are set, particularly when the work is practically based. The best lessons are well planned, reflecting the school's good curriculum planning, and teachers lay out clearly at the outset what pupils are going to learn about. Most

lessons move forward smartly, with teachers circulating around the rooms ensuring that pupils are on the right track, while challenging them to think for themselves. Some, but not all, lessons have a buzz of contained excitement and sustained concentration about them as pupils carry out their own research or investigations. This ensures that pupils learn very well. This was shown to excellent effect in a Year 6 mathematics lesson when pupils were carrying out their own investigations into the translation, rotation and reflection of trapeziums in four quadrants. Occasionally, the pace of learning slows when all pupils receive the same explanation or task to do. The more-able pupils finish quickly; they then wait patiently for the next task but it means their progress slows. Teaching assistants are deployed very effectively and play a vital role in supporting different groups of pupils. This ensures that most pupils make the same good progress over time, particularly disabled pupils, those with special educational needs, or those whose circumstances make them potentially vulnerable. Scrutiny of pupils' books shows that marking is regular and usually gives clear advice on what to do next to improve.

All adults share the same philosophy, and in pulling together so well, not least through the informative and polished 'Morton Mag', give a clear sense of direction and Christian values to every pupil in the school. This successfully builds pupils' good spiritual, moral, social and cultural development. Parents and carers are overwhelmingly of the view that teaching is good. Inspection findings support this view.

Behaviour and safety of children

Pupils' behaviour is good in lessons, around the building and in the play areas. Scrutiny of behavioural records and responses from pupils, parents and carers show that this is also the case over time. The few minor disturbances that do occur are managed swiftly and easily. Pupils move around showing a strong sense of responsibility for each other, for their school and for the environment. They come into school quietly and in an orderly self-disciplined manner. Pupils are quite certain that they are safe, and can confidently explain why this is so. Parents and carers confirm this view. Attendance is consistently above average because, as pupils say, 'There is always such interesting stuff to do here'. The school's records show, and the pupils' own views underline, that incidents of bullying or poor or unsafe behaviour are rare. Pupils confirm that there is no inappropriate behaviour in lessons to interrupt their learning. The school has all the necessary arrangements in place for ensuring the safeguarding of pupils. Pupils are proud to be members of East Morton School, which they leave as modest and confident young citizens, well prepared for the next stage of their lives.

Leadership and management

The calm and clear-sighted leadership of the headteacher underpins the good work in this school. She is very well supported by, and works closely with, her able deputy headteacher. Their well-communicated vision and ambition for the school and their persistent drive for improvement ensure that staff are well motivated, highly committed, and feel part of a good team. Subject leaders, though relatively inexperienced, are enthusiastic, thoughtful and well informed. They form part of a strong leadership group that has good capacity to sustain improvements. The high

expectation of senior leaders and the governing body, and high quality continuing professional development have been instrumental in improving the quality of teaching and accelerating progress across the school following the period of staffing turbulence. In addition to its successful focus on building pupils' skills in English and mathematics, the good curriculum the school has developed inspires pupils' curiosity, widens their horizons, and raises their aspirations. A wide range of enrichment activities, including trips and visitors enriches pupils' learning. These strengths in the curriculum impact positively on pupils' spiritual, moral, social and cultural development, which is good. The full impact of this wide range of good work, based on the concerted efforts of all staff, remains to be fully evident in pupils' attainment, as the school strives to reach ever higher standards.

Adults promote equality for all pupils through their accurate tracking of the progress made by different groups of pupils, thus ensuring that no individual or group of pupils underachieves. There is no evidence of any sort of discrimination in this inclusive and happy place. Safeguarding procedures are implemented well. They are regularly updated and rigorously applied. Consequently, the safety and safeguarding of pupils pervades the school's life. This is reflected in the positive views of pupils and in the positive responses from the very large majority of parents and carers.

Governance is good. Members are active, knowledgeable and hard working. They hold the school to account for its performance with rigour. Members work hard in carrying out their responsibilities for ensuring general safety and the safeguarding of pupils. They give very good attention to the welfare of pupils and staff.

Excellent partnerships with its community, other local schools, community groups and a wide range of external professionals, support all pupils' learning well. These effective partnerships ensure that every individual pupil, including those whose medical and other needs make them potentially vulnerable, is able to access and benefit from all that the school has to offer. They lead directly to pupils' good behaviour, the excellent relationships they have with each other and their consistently above average attendance.

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	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

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

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



12 January 2012

Dear Pupils

Inspection of East Morton CofE Primary School, Keighley BD20 5SE

Thank you for being so friendly and helpful to us when we inspected your school recently. We were really impressed with your good behaviour, your good manners, the confident and polite way you speak with each other and with the adults in school. We liked the way you all get on so well together, with your obvious respect for each other, the school and your environment, and your above average attendance.

We found that East Morton is a good school, which is improving steadily. The school is helping all of you to make good progress, and some of you to make outstanding progress. You are developing good skills in communication, language and numeracy. Some of the teaching we saw was outstanding, but some was also satisfactory. In the best lessons, the work kept you busy all the time, and often involved you working things out for yourselves. However, this was not always the case and sometimes the work you were set was too easy.

Therefore, we have asked the staff to make sure that the work set in lessons is not too easy, and also that they set you off finding things out for yourselves as often and as quickly as possible. This will help you all to learn at a consistently good or better pace.

We enjoyed meeting you and would like to wish you all good luck for the future.

Yours sincerely,

Terry McDermott
Lead inspector

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