

Moreton Morrell CofE Primary School

Inspection report

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|--------------------------------|--------------------|
| Unique reference number | 125693 |
| Local authority | Warwickshire |
| Inspection number | 381109 |
| Inspection dates | 9–10 February 2012 |
| Lead inspector | Jenny Batelen |

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

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| Type of school | Primary |
| School category | Foundation |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 84 |
| Appropriate authority | The governing body |
| Chair | Sarah Lee |
| Headteacher | Kelly Ford |
| Date of previous school inspection | 22 October 2008 |
| School address | Moreton Morrell Warwick CV35 9AN |
| Telephone number | 01926 651355 |
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| Email address | head5205@we-learn.com |

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Introduction

Inspection team

Jenny Batelen

Additional inspector

This inspection was carried out with two days' notice. The inspector watched eight lessons, observing five teachers. She heard some pupils read from Years 2 and 6. She also held meetings with pupils and staff, including senior leaders and members of the governing body. The inspector took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at documentation including policies, the school development plan, pupils' work and records of their learning and progress. She observed and discussed behaviour and the school's safeguarding procedures. The inspector analysed 59 completed questionnaires from parents and carers.

Information about the school

The school is smaller than the average-sized primary school and serves the immediate community and surrounding rural areas. All pupils are from White British backgrounds. The proportion of pupils known to be eligible for free school meals is below the national average. The percentage of disabled pupils and those with special educational needs is below average, as is the percentage with a statement of special educational needs. Pupils throughout the school, except in the Early Years Foundation Stage, are organised in mixed-age classes. There have been a significant number of staff changes in the last 12 months. The school has achieved National Healthy Schools status. The school meets the current floor standard set by the government for academic performance.

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 where pupils achieve well. The school is welcoming and friendly and good quality safeguarding underpins pupils’ enjoyment and sense of security.
- The headteacher, senior leaders and members of the governing body are clear about the strengths of the school and accurately identify the priorities that will further improve it. Teachers, some newly appointed, are developing their subject leadership roles.
- Pupils make good progress. The secure teaching of the sounds that letters and groups of letters make (phonics) enables pupils to build up successful strategies for reading and writing. Attainment in English and mathematics is above average.
- Pupils’ behave well around school and in lessons. Consistent strategies mean that pupils learn to manage their own behaviour and ensure that those who find this difficult are helped to make the right choice. Pupils feel safe around school and know how to keep themselves safe.
- Good support for disabled pupils and those with special educational needs means that they are able to make good and sometimes outstanding progress. Teaching assistants provide strong support to individuals and groups.
- Teaching throughout the school is mainly good. Tasks set are usually appropriately challenging. Pupils understand the tasks they are asked to do, but are not always clear about how they will know they have succeeded. Marking in books is not always detailed about what pupils can do to further improve their work.

What does the school need to do to improve further?

- Accelerate progress in English and mathematics by:
 - giving pupils clear information about what is expected so that they know what they must do in order to be successful in their lessons/tasks
 - develop consistency in marking so that there is clear guidance about how to improve the work further
 - ensure pupils have the opportunity to respond to feedback comments.
- Strengthen the skills of subject leaders so that they are able to effectively

contribute to the further development of the school.

Main report

Achievement of pupils

Children enter the Early Years Foundation Stage with skill levels mainly in line with those expected for their age and some children have skill levels above those expected. They make good progress in all areas of learning. This good start is built on well in Key Stages 1 and 2 and pupils leave school, at the end of Year 6, with attainment that is above national averages in reading, writing and mathematics. School assessment data, pupils' work and lesson observations reflected good progress being made in all subjects. In discussion about their work, pupils demonstrated good levels of attainment and progress and clear understanding of what they have learnt and how they are now able to apply this learning.

Children in the Early Years Foundation Stage and pupils in Key Stage 1 benefit from phonics teaching that develops their reading and writing skills. Grouping within the classes means that pupils are able to make progress at their own levels. As a result, most pupils are reading at levels above those expected for their age at the end of Key Stage 1. Pupils enjoy reading and use a range of strategies to help them read unfamiliar words. They talk with enthusiasm about the books they are reading and enjoy discussing how the author uses, for instance, interesting punctuation to make the book exciting.

Disabled pupils and those with special educational needs make good and often outstanding progress. Their needs are clearly identified and progress is carefully monitored. The targets set and the support provided help these pupils tackle their tasks whether individually, in groups or in the whole class. As a result of good support, lower attaining pupils are catching up with other pupils nationally. Parents and carers recognise that their children are helped to develop their skills well throughout the school and comment on the 'excellent grounding for moving to secondary school'.

Quality of teaching

Most parents and carers agree that their children are taught well and recognise that the school has established a new and effective teaching team. Pupils say that they are taught well and helped to do as well as they can. Lessons are well planned, using information from regular and accurate assessments to ensure that tasks set enable pupils to make good progress in their learning. Good links to other areas of the curriculum are made whenever possible and there is a clear and relevant purpose to the tasks, particularly in writing. As a result, pupils are enthused and excited by their learning and keen to show the new skills they have learnt. This was clearly demonstrated in an English lesson for pupils in Years 3 and 4 as they learnt about writing letters. They wrote to thank another school for the gift of resources that would help them in their current topic. They had a good understanding of the structure of the letter and were encouraged to use information around the classroom

that would support their writing, such as punctuation prompts.

Clear objectives are given at the beginning of each lesson and most pupils are clear about their individual targets. However, it is not always clear to pupils what they must do in order to meet the objective for the lesson and they are at the early stages of being able to decide for themselves whether they have met the objective or not. Marking in books is also developing so that there is clear guidance about what pupils have done well and what would make it better, but there is not always the opportunity for pupils to respond to the comments or to correct any errors made.

Teaching assistants are well deployed, working with groups and individuals. They give particularly good support in whole class lessons, enabling lower attaining, disabled pupils and those with special educational needs to understand and make progress in the tasks set. All adults use skilled questioning to extend pupils' thinking. Pupils enjoy their homework – they think 'it's fun' and understand how it further supports their learning.

Children in the Early Years Foundation Stage have opportunities to play and develop their learning from the stimulus provided by adults both indoors and outdoors. This strongly develops cooperation, as demonstrated when children worked well together to build a dragon's cave from the broad range of materials supplied in the outside area.

Cross-curricular links present in many lessons contribute well to pupils' spiritual, moral, social and cultural understanding. Teachers make sure that pupils are given opportunities in their lessons to reflect on issues that affect themselves and the wider world, and to consider similarities and differences between different people's lives.

Behaviour and safety of pupils

Pupils' good behaviour in lessons, particularly in Key Stage 2, makes a strong contribution to their learning. Consistent strategies to manage and improve behaviour mean that the small number of younger pupils who find this difficult are helped to focus on the lesson and their learning, and there is strong evidence of improvements for these pupils. Pupils are kind and considerate towards each other and to their teachers. As a result, they learn from each other, as well as from the adults. Behaviour around the school is good, pupils play well together, including across the age groups, well supported by the buddying system between the older and younger pupils.

Parents and carers feel that their children are kept safe at school and most feel that lessons are not disrupted by bad behaviour. Pupils say that they feel very safe and that everyone behaves well. They are adamant that there is no bullying of any form, although a few parents and carers have concerns about this. The pupils' views tally with the fact that the school has no recent recorded incidents of bullying, and the inspector found no other evidence of bullying. Pupils are confident that adults will help them if they have a concern. They have a good understanding of how to keep themselves safe, including when using modern technology, and how to respond to any possible cyber-bullying. Attendance is above average.

Leadership and management

Senior leaders and managers clearly identify the priorities that will improve the school further. Good progress has been made in areas identified by the school as in need of improvement, such as the development of the outside area for the Early Years Foundation Stage. Staff say how much they enjoy working at the school and how they benefit from the professional development opportunities that are available and also the mentoring and support they receive. They are clear about the school priorities and the assessment data that informs these. Recent appointments mean that the roles of subject leaders are developing and have not yet had time to influence school improvements, but clear development plans are in place and staff know who to ask for support and advice. As a result, the school has a good capacity to improve further. Members of the governing body have a range of skills that enable them to give good challenge as well as support. Regular visits to school and links to subject areas mean that the governing body receives up-to-date information about the school and has an input into self-evaluation and associated development plans.

The topic-based curriculum is good with some strong cross-curricular links. Most written work is related to the current topic. Mathematical and science skills are developed across the curriculum wherever possible. Parents and carers comment positively on the range of visits and visitors that enrich the curriculum and broaden their children's experiences. Pupils and their parents and carers also comment on and enjoy the special celebrations in school. Sport and music are further enriched by sports' coaches and peripatetic music teachers.

The school makes good provision for pupils' spiritual, moral, social and cultural development. There are many opportunities provided for pupils to reflect, including on their relationships with each other, as demonstrated when pupils nominated fellow pupils for 'good friend' awards. Pupils have pride in their school and their community and have opportunities to influence decisions through the school council. There are strong church links and the school is a valued part of the local community. Pupils' understanding of the needs of others and respect for diversity are encouraged through curricular experiences and fundraising opportunities. Pupils have opportunities to develop their understanding about other faiths and cultures, there is no discrimination and the school ensures that all pupils can access the many experiences and opportunities provided. Rich opportunities for cultural experiences are provided through links with the Royal Shakespeare Company and the development of the school orchestra. The governing body regularly seeks parental views and most parents and carers recognise this. Safeguarding procedures meet requirements and parents and carers expressed no concerns about their children's safety.

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.



13 February 2012

Dear Pupils

Inspection of Moreton Morrell CofE Primary School, Warwick, CV35 9AN

Thank you for making me so welcome when I visited your school recently. Thank you also to those of you who returned questionnaires about your school. I enjoyed joining in your lessons, assembly and orchestra rehearsal, and talking to you and sharing books with you.

Yours is a good school and, as a result, you make good progress in your learning. There are many good things about your school.

- You behave well, you help each other and you have good knowledge and understanding about how to keep yourselves safe.
- You listen very carefully to your teachers and work hard in your lessons.
- All the adults in the school care a lot about you and make sure that you are safe and well supported.
- You enjoy the topics you study and the sport and music opportunities you have.
- The adults who manage and run your school work hard to make sure you have the best opportunities to achieve well.

There are three things we have asked the school to do to make it even better. These are:

- to help you do even better in English and mathematics by making sure that you know exactly what you must do to be successful in the task you are doing
- to ensure that when teachers mark your work, they make sure you understand what you have done well and how you can improve it further and also give you time to respond to any comments that are made
- for the subject leaders new to the school to develop their skills so that they can help make the school even better.

All of you can help by continuing to work hard, and making sure you know how well you have done and how you can make your work even better.

Yours sincerely

Jenny Batelen
Lead inspector

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