

# Moreton Church of England Voluntary Aided Primary School

Inspection report

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<b>Unique Reference Number</b>	115188
<b>Local Authority</b>	Essex
<b>Inspection number</b>	357711
<b>Inspection dates</b>	14–15 February 2011
<b>Reporting inspector</b>	Katherine Beck

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	195
<b>Appropriate authority</b>	The local authority
<b>Headteacher</b>	Linda Wiskin
<b>Date of previous school inspection</b>	1 May 2008
<b>School address</b>	Moreton Ongar, Essex CM5 0JD
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## Introduction

This inspection was carried out by three additional inspectors. Seven teachers were seen teaching twelve lessons. Meetings were held with parents and carers, groups of pupils, representatives of the governing body and staff. Inspectors observed the school's work. They looked at documentation including the school development plan, minutes of governing body meetings, the report from the School Improvement Partner and records of previous lesson observations. In addition, inspectors looked at samples of pupils' work and records of their progress and attendance. The views of 82 parental questionnaires were taken into account.

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

- The inspection team investigated the effectiveness of the action the school has taken to reverse the trend of underachievement, especially in Years 3 to 6.
- Inspectors looked at how effectively the school is meeting the needs of all its pupils in order to raise attainment.
- Improvements in the way staff are using assessment, especially in lessons, were checked.

## Information about the school

This is a smaller-than-average primary school. The number of pupils coming from the immediate locality is low. The majority come from surrounding villages and nearby towns and over one third of pupils travel to school by bus. Almost all come from White British backgrounds. A small number come from minority ethnic groups and, of these, few speak English as an additional language. The proportion of pupils known to be eligible for free school meals, as well as the proportion identified as having special educational needs and/or disabilities, is below that found in most schools nationally. Pupils' special educational needs relate to behaviour, moderate learning and physical difficulties. The headteacher was acting headteacher for a time, and was formally appointed to the role in November 2009. The vast majority of staff have joined the school in the past two years. The school runs its own breakfast club.

**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**

**2**

## Main findings

Moreton Church of England Voluntary Aided school is satisfactory. In the period from 2007 to 2009, the school experienced many changes of staff. This had a markedly detrimental impact on pupils' progress. Attainment in Year 6 declined sharply from above average in 2007 to below average in 2009. The determined action of the newly appointed headteacher, staff, and the governing body, who work closely as a team, has halted the decline and improvements are now evident. All staff are working successfully, in conjunction with parents, carers, and partners outside the school, to overcome the legacy of significant underachievement. Attainment is now average in Year 6 in English and mathematics. Further evidence of improvement can be seen in Year 4 where pupils are already working at above average levels and in the Early Years Foundation Stage where children achieved highly last year.

In their written comments on the questionnaire, parents and carers praise the school for the changes since 2009. One wrote to say, 'We are happier with the school than at any other time. Our children are engaged and enthusiastic about all aspects of the school.' Pupils' overall positive attitudes and good behaviour contribute to their improving performance. Developments within the curriculum are inspiring pupils to be motivated and to want to learn and are designed to enable staff to meet the needs of all pupils. They also help pupils to build on the skills they have learned the previous year and to accelerate their rate of progress. Inspection evidence shows that the firm foundation for literacy and numeracy skills, established in the younger classes, is being built on as pupils move through the school. There remains, nonetheless, a legacy of underachievement in Years 5 and 6, where interruptions to pupils' progress in the past mean staff frequently identify gaps in learning that need to be overcome. This is particularly true in writing and mathematics.

Since taking up her post, the headteacher, together with other senior managers, has focused strongly on improving the quality of teaching through rigorous monitoring. There has been an increase in the amount of consistently good teaching and there is now hardly any inadequate teaching. Pockets of satisfactory teaching remain and this means pupils' progress is uneven across the school. Expectations of what pupils know and can do have been raised with the introduction of an effective assessment system that also tracks their progress well. Staff use this profitably to provide more challenging activities, but opportunities are sometimes missed in lessons to monitor pupils' work, pick up errors and amend lessons accordingly. In addition, pupils are not always encouraged to be independent and think creatively. This hinders their ability to develop problem-solving skills, and write to a high standard.

Since the last inspection, there have been changes in the Early Years Foundation Stage. Children make good progress, especially in their personal, social and emotional

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development. The classroom is colourful, stimulating, well-organised and offers a wide range of activities to promote pupils' early literacy and numeracy skills. Play activities planned to take place outside do not offer as many opportunities for children to explore the imaginative ideas developed indoors or to extend their creative ideas in depth.

Robust, accurate evaluation of the school's strengths and weaknesses, involving the views of staff, the governing body, parents, carers and pupils, has identified the key areas for development. Staff appointed to leadership and management roles are undergoing training to enhance their skills. They are already monitoring and evaluating the impact of initiatives and take full responsibility for standards in their subjects. These features, combined with the evidence of improvements in the quality of provision and attainment, underpin the school's good capacity to improve.

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?**

- Accelerate the rate of pupils' learning in writing and mathematics by:
  - ensuring that the secure foundation of knowledge and skills established in the younger classes is built on year-on-year throughout the school
  - enabling pupils to become independent and resourceful, so they can use their ingenuity to apply their skills confidently in solving problems and expressing their own ideas.
- Extend throughout the school the good practice in some classes of monitoring pupils' work during lessons, picking up general misconceptions and adjusting their plans accordingly to support learning.
- In the Early Years Foundation Stage, improve the provision for outdoor learning by providing more activities that enable children to explore:
  - their creative and imaginative ideas in depth
  - themes that offer continuity of learning indoors and outdoors.

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

**3**

The profile of the school has changed in recent years with many more pupils travelling from further afield. A new accurate assessment system shows that attainment on entry, while it covers a wide range of abilities, is broadly in line with that expected. While overall pupils' achievements are currently satisfactory, some individuals have made rapid progress as a result of the school's actions to stop the decline in standards. Well-trained teaching assistants, together with a full-time, non-class based special educational needs coordinator, are having a positive impact on the progress of pupils with special educational needs and/or disabilities. Staff regularly review sharply focused targets that match individual needs. These show that these pupils now make at least satisfactory and sometimes good progress, in line with their peers.

Parents, carers and pupils confirm that most pupils enjoy school and that attitudes to learning have changed with the introduction of activities and tasks that make learning purposeful. In a good lesson in Year 6, pupils were challenged to work out the arguments

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for and against graffiti. They discussed whether or not it could be classed as art. Pupils worked together in groups to draw up their arguments before presenting them in the format of a proper debate. Such lessons enable pupils to sustain their concentration and interest and make rapid progress. This is not consistent throughout the school, especially in lessons where all pupils, regardless of their abilities, are asked to complete the same tasks. For example, in a literacy lesson, all pupils were given a sheet and asked to find the rhyming words missing from a famous poem. This gave them little opportunity to be independent and apply their developing skills creatively.

Pupils behave well in lessons. At break and lunchtimes their play is lively and occasionally boisterous. The school is taking successful action to improve the quality of provision at these times so that pupils, especially those with particular behavioural difficulties, are managed effectively. Pupils know how to keep themselves safe and are confident that any concerns they have will be sorted out quickly. Older pupils enjoy their responsibilities as play leaders and buddies to the youngest pupils. They play an important role in the church and in the local community. Their understanding of what constitutes a healthy lifestyle is underpinned by their good levels of participation in sport, in and out of school, whatever the weather. Pupils have a good understanding of spiritual, moral, social and cultural issues. Their awareness of the diversity of life globally is enhanced significantly by the school's strong links with a school in Kenya.

*These are the grades for pupils' outcomes*

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

<sup>1</sup> 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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## How effective is the provision?

Teachers use the new curriculum well to capture and inspire pupils' enthusiasm for learning. Strategies based on recent staff training are helping pupils to organise their thoughts so as to write confidently and at length. Those which successfully increase progress and promote higher standards include activities where teachers offer ideas that are relevant to pupils' age and interests. Most teachers use assessment to match work to needs. Target setting and marking give pupils a good understanding of what they need to do to improve, although this is not consistent throughout the school. Opportunities to share high quality work, correct misunderstandings and engage with individuals who may need specific help, are not always exploited sufficiently. This slows their progress.

Good cross-curricular links make learning relevant and meaningful. The effective use of information and communication technology helps pupils in their research or in consolidating skills. Nonetheless, the curriculum is not yet providing them with sufficient opportunities to be independent, to work collaboratively to resolve problems, or to express their creativity across a range of subjects. Music and the chance for all pupils in Years 3 to 6 to learn French, as well as trips out and a broad range of extra-curricular activities are strengths in the curriculum. As appropriate, pupils receive one-to one attention or work on programmes in mathematics or literacy to increase their rate of progress.

Improvements to the partnerships with other professionals, parents and carers are proving beneficial in enabling pupils to overcome their difficulties. Good care, guidance and support ensure pupils are safe and their individual pastoral needs catered for well. The school monitors closely the care provided and the behaviour of pupils who travel by bus. The provision of a breakfast club gives pupils a good, healthy start to their day, and is supporting parents and carers who need to work, as well as improving pupils' punctuality.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

An explicit, clear agenda for improvement, with challenging targets, is shared by all staff. This, together with rigorous monitoring and evaluation, strong teamwork, increased accountability and leadership training, has already led to rapid improvement in teaching and standards. It also means the foundations for future development are firmly in place. Rigorous monitoring of teaching, and the implementation of new initiatives to make learning attractive to all ages, is proving successful. In many lessons observed during the inspection, pupils were found to be learning at a good rate, but this is not yet consistent

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from class to class across the school. Leaders and managers have identified where key areas of weakness remain and have set clear targets for improvement.

The governing body uses its good range of expertise within education and the community to enhance the personal development of older pupils through their community award, as well as to challenge and support the school. It is working closely with senior leaders to develop the partnership with parents and carers further, by making parents and carers fully aware of their child's achievement, as well as the school's improving performance.

The governing body takes care to ensure that its policies and procedures to safeguard pupils are monitored and evaluated robustly. Training in safer recruitment is up-to-date and the governing body ensures that all staff are well aware of child protection issues. A new driveway protects children from road traffic when getting on and off the buses. The good progress on the plan to promote community cohesion shows that the school knows its community well and is seeking to make links with a school nationally in a community very different from its own. Its good links with a school in Kenya are strengthened by exchange visits made by staff.

The school is committed to the promotion of equal opportunities, which it does satisfactorily at present. The assessment system and skill-based curriculum are setting the foundation to ensure all groups make the best possible progress.

*These are the grades for leadership and management*

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

## Early Years Foundation Stage

Good leadership from the headteacher has sustained the good level of provision for this age group since the last inspection. Children make good progress from their different starting points. In 2010, almost all children reached the national average across all the areas of learning and some exceeded it. Analysis of data shows that children made the

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most rapid progress in their personal and social development and communication skills. Children do not do as well in linking their sounds and letters. Staff know the children well and track their progress carefully.

The curriculum takes into account the interest and views of the children. There is a good balance of activities that appeal equally to boys as well as girls. The current theme of 'animals' has captured the children's interests so they are keen to write a story about a bear, or extend their vocabulary when playing alongside an adult in the 'veterinary surgery'. The classroom is attractive, welcoming and provides many opportunities for children to paint, curl up with a book, design and build animal homes or work with adults. The outdoor space and resources are not as inspiring. Planning lacks opportunities for children to explore their creative ideas in depth and carry on the imaginative play they started indoors, outdoors.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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

Almost all of the parents and carers who completed the questionnaire are pleased with their child's experience at the school. They are particularly pleased with the way the school keeps their children safe, and helps them to maintain a healthy lifestyle. There are a significant number of concerns about the way in which the school manages unacceptable behaviour. During the inspection, behaviour was observed to be good. The school is taking action to improve provision at lunchtime and ensure that all staff are trained to manage pupils' behaviour well. There is also concern about the progress some pupils are making. The inspection shows that in the past some pupils have not made enough progress. This is being dealt with robustly. The rate at which pupils learn and make progress is now improving. The school acknowledges that some pupils are still not making enough progress and is working with parents, carers and staff to overcome this. Individual issues raised by parents and carers were drawn to the attention of the headteacher and are taken into account in the report.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Moreton Church of England Voluntary Aided 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 13 statements about the school. The inspection team received 82 completed questionnaires by the end of the on-site inspection. In total, there are 195 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	43	52	33	40	6	7	0	0
The school keeps my child safe	48	59	31	38	3	4	0	0
My school informs me about my child's progress	33	40	41	50	6	7	0	0
My child is making enough progress at this school	36	44	35	43	8	10	1	1
The teaching is good at this school	43	52	32	39	3	4	0	0
The school helps me to support my child's learning	40	49	34	41	5	6	1	1
The school helps my child to have a healthy lifestyle	36	44	41	50	5	6	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)	35	43	39	48	3	4	0	0
The school meets my child's particular needs	35	43	40	49	3	4	2	2
The school deals effectively with unacceptable behaviour	31	38	29	35	15	18	5	6
The school takes account of my suggestions and concerns	37	45	36	44	6	7	0	0
The school is led and managed effectively	44	54	30	37	1	1	4	5
Overall, I am happy with my child's experience at this school	50	61	28	34	4	5	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 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



16 February 2011

Dear Pupils

**Inspection of Moreton Church of England Voluntary Aided Primary School,  
Ongar, CM5 0JD**

You will remember that I visited your school with two colleagues recently. Thank you for your warm welcome and for answering all our questions. You told us you enjoy coming to school and particularly like Friday afternoon when you can work alongside children from other age groups. You like being able to choose to learn Spanish or French and take part in craft, sports, drama or other fun activities. In your questionnaires you told us that you do not always like the way some pupils behave. While we were in school we did not see anyone behaving badly, but we can understand that you, your parents and carers, and your teachers, expect everyone to behave really well all of the time.

At the moment your school is satisfactory, but everyone is determined to make the school good or even better so that you achieve as well as you can before you leave. We noticed that the youngest children make a good start at school and that many of your lessons help you to learn quickly, but this is not always the case in all classes.

We have asked the headteacher, the governing body and staff to do the following.

Help you to get better at writing and mathematics, by making sure that lessons always take into account what you already know and can do and what you need to learn next.

Give you more chances to become independent and resourceful so that you can think of many ways to solve problems and express your imaginative ideas clearly.

Make changes during lessons if you are finding the work too hard or too easy.

Improve the outdoor area for the Reception children so that they can be as creative and imaginative as they are indoors when they are playing outdoors.

I know you will all help by concentrating hard, being positive about what you are learning, and doing your best.

Yours sincerely

Katherine Beck

Lead inspector

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