

Morland Area CofE Primary School

Inspection report

Unique Reference Number	112324
Local Authority	Cumbria
Inspection number	357083
Inspection dates	23–24 March 2011
Reporting inspector	Ann Wallis

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	69
Appropriate authority	The governing body
Chair	Mr Shirley Austin
Headteacher	Mrs Louise Anderton
Date of previous school inspection	27 September 2007
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Introduction

This inspection was carried out by two additional inspectors. They observed teaching and learning in six lessons and saw three teachers teach. They held meetings with members of the governing body, staff and pupils. They observed the school's work, and looked at pupils' books, safeguarding information, pupils' progress data and other documentation. They analysed 43 questionnaires from parents and carers and also those from pupils and staff.

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

- Inspectors explored whether self-evaluation, particularly of teaching, is sufficiently rigorous to bring about and sustain school improvement.
- They considered whether all groups of pupils are making good progress, particularly at Key Stage 1.
- The team evaluated the extent to which behaviour and care, guidance and support are strengths of the school.

Information about the school

This school is much smaller than is typical of primary schools nationally. The proportion of boys is well above average. Pupils are taught in three mixed-age classes. Very few pupils are from minority ethnic groups and very few speak English as an additional language. An average proportion of pupils are known to be eligible for free school meals. The proportion of pupils who have special educational needs and/or disabilities is below average. The school has gained Healthy Schools status and has Activemark, Eco-schools and bronze International School awards. A well-above-average number of pupils join and leave the school midway through their education. An after-school club runs on weekdays during term time.

The privately-run provision for childcare, 'Little Treasures Nursery' shares the school's site. It is subject to a separate inspection and will receive its own inspection report which will be published on the Ofsted website.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Morland Primary is a good school. It has great strengths in the outstanding care, guidance and support it provides for all pupils. Staff know pupils extremely well and the skills and talents of every individual are highly valued. Pupils are very proud of their school and their behaviour is excellent. They are polite, kind and friendly to staff, to visitors and to each other. They make an outstanding contribution to their own school community and that of the local area. All groups of pupils are involved in a multitude of activities ranging from fund-raising for children in need to working with the parish council to restore the local mill race.

Governors, leaders and managers know the school well, because self-evaluation is accurate, and they are continually seeking to improve outcomes for pupils. They have identified appropriate areas for improvement, such as attainment in mathematics, tackled this effectively and brought about improvement. Since the last inspection the tracking of pupils' progress has become much more robust and teaching and learning are monitored rigorously. The school has good capacity to improve further.

Children make a satisfactory start to their education in the Reception class where they settle quickly into school routines and make satisfactory progress. They enjoy learning but in some lessons spend too much time on teacher-led activities and not enough on activities they choose for themselves. Pupils' progress, although satisfactory, is slower in Key Stage 1 but accelerates as they move through the school and is good overall. By the end of Year 6 pupils attain average standards and achieve well. Pupils respond well to the good teaching they receive. In most lessons teachers use varied resources, explain the topic clearly and lessons move at a brisk pace. In a few lessons, especially in Key Stage 1, progress is slower because pupils spend too long listening to the teacher and do not have enough time to find out things for themselves. Work is marked regularly but the feedback given to pupils does not always make it absolutely clear how well they are doing and how to improve their work.

What does the school need to do to improve further?

- Raise attainment and accelerate pupils' progress, particularly at Key Stage 1 by:
 - giving pupils more time to learn independently and find out things for themselves
 - improving the quality of feedback to pupils so they have a clear idea of how well they are doing and how to improve their work.
- Improve the provision for children in the Early Years Foundation Stage by:
 - ensuring there is an appropriate balance between teacher-led and child-initiated activities

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- further develop the quality and deployment of resources available for children to learn independently.

Outcomes for individuals and groups of pupils

2

In lessons pupils work hard and are keen to succeed. They answer questions readily and are confident learners. In an imaginative mathematics lesson on fractions pupils responded eagerly to the teachers' perceptive questioning about the proportion of 'frogs legs', 'bats wings' and 'wasp stings' needed to make an evil looking purple potion. Pupils enjoy learning and achieve well. Work in pupils' books, that displayed on classroom walls and the school's own detailed tracking system all confirm the good progress pupils make. Pupils with special educational needs and/or disabilities receive timely and well-focused support from teachers and teaching assistants so they make the same good progress as their peers. From their individual starting points, which are often below those expected for their age when they enter the Reception class, pupils' progress accelerates as they move up the school to reach average attainment by the time they leave. In previous years pupils' attainment in mathematics had been below that in English. However, the school has successfully focused on raising attainment in mathematics and results of assessments in 2010 show that pupils make equally good progress in both subjects.

Pupils have a good understanding of how to stay safe and healthy. Their spiritual and moral development is good and is well supported by the close links the school has with the local church. Pupils attend school regularly and have sound basic skills in literacy, numeracy, and information and communication technology (ICT). These qualities combined with their excellent behaviour and outstanding willingness to take on responsibility and contribute to the community mean they are well prepared for the next stages of their education and for their future lives.

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Please turn to the glossary for a description of the grades and inspection terms

These are the grades for pupils' outcomes

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

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teaching and learning are good overall and are never less than satisfactory. In the best lessons teachers make sure work is matched well to the needs of their pupils and they have high expectations of what pupils can achieve. Varied tasks and interesting resources, including ICT, are used to engage pupils in learning and add to their enjoyment of lessons. Teachers are knowledgeable and their clear understanding and perceptive questioning extends pupils' knowledge and understanding well. In a few lessons, where pupils are keen to try out ideas and learn for themselves, their learning slows when they are asked to listen for too long. Pupils' work is assessed well and they get regular feedback from their teachers. However, pupils commented, and work books showed, this is not always sufficiently precise to let them know exactly how much they have achieved and how to take the next steps in their learning.

Pupils follow an interesting and varied curriculum which meets their needs well. Particularly good use of visits and visitors is made to support and enrich the curriculum. During the inspection pupils were seen to be really enjoying visits from the police and fire service during a whole-school 'safety day'. Older pupils talked enthusiastically about all the after-school clubs they attended and the residential visits they had been on.

Outstanding care, guidance and support contribute very well to pupils' personal development and to the good progress they make. Support is very closely tailored to the needs of individual children. Very productive links with outside agencies ensure any pupils,

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particularly those whose circumstances make them vulnerable, get the specialist help they need. Pupils and their parents and carers are very appreciative of the care provided by the well run after-school club. Links with the adjacent nursery are excellent and very good arrangements ensure pupils make a seamless transition between the different stages of their education.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher has a very clear vision for further school improvement and she communicates this well to all staff. Staff and pupils feel their opinions are valued and their voice is heard. Consequently, morale is high. Pupils' progress is tracked carefully and assessment data are used well to ensure that extra help is given to those that need it. Governance is good. Members of the governing body are knowledgeable about the school, involved in its strategic development and provide challenge and support in equal measure. Safeguarding arrangements are good. Staff are well trained and all policies and procedures are in line with best practice and are reviewed regularly. All pupils at Morland Primary have good equal opportunities to succeed. Any form of discrimination is not tolerated. Community cohesion is promoted well particularly in the local community with which the school has excellent links. There are also good opportunities for pupils to engage with communities overseas which have helped the school to achieve its first international award.

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These are the grades for leadership and management

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

Early Years Foundation Stage

Most children enter the Early Years Foundation Stage with skills a little below those expected for their age particularly in literacy and mathematical development. However, this varies widely from year to year because cohorts are very small. Children settle quickly into school routines. Many have already visited the Reception class regularly and this helps them to transfer seamlessly from the on-site nursery. Teachers and teaching assistants provide a very caring and safe environment where all welfare requirements are met. Most children behave well and share toys and other equipment sensibly. They make satisfactory progress from their individual starting points during their time in the Reception class to reach standards overall which, over the last three years, are closer to average when they enter Year 1. Teaching is consistently satisfactory and in some lessons it is good. In less successful lessons the balance of activities is weighted towards those that are teacher-led rather than those which are child-initiated. Children enjoy learning, although the quality and deployment of resources provided for them to learn independently, while satisfactory, are not yet fully developed. Good links with parents and carers and informative sessions on, for example, the teaching of phonics allow them to support their children's learning well. Leaders and managers work hard to ensure that staff are well deployed and work is planned satisfactorily to meet children's needs.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The vast majority of parents and carers are very pleased with the education their children receive. They particularly appreciate the excellent care, guidance and support which the school gives. Inspection findings entirely support these views. A very few parents and carers felt that their children did not make sufficient progress at school. Inspectors found progress to accelerate as pupils moved through the school and to be good overall.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Morland Area CofE 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 inspector received 43 completed questionnaires by the end of the on-site inspection. In total, there are 69 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	30	70	12	28	1	2	0	0
The school keeps my child safe	33	77	10	23	0	0	0	0
My school informs me about my child's progress	17	40	25	58	1	2	0	0
My child is making enough progress at this school	21	49	20	47	2	5	0	0
The teaching is good at this school	25	58	18	42	0	0	0	0
The school helps me to support my child's learning	26	60	16	37	1	2	0	0
The school helps my child to have a healthy lifestyle	27	63	13	30	2	5	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)	20	47	16	37	1	2	0	0
The school meets my child's particular needs	22	51	20	47	1	2	0	0
The school deals effectively with unacceptable behaviour	21	49	18	42	2	5	0	0
The school takes account of my suggestions and concerns	21	49	20	47	1	2	0	0
The school is led and managed effectively	27	63	14	33	2	5	0	0
Overall, I am happy with my child's experience at this school	28	65	14	33	0	0	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).

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">■ 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.



25 March 2011

Dear Pupils

Inspection of Morland Area CofE Primary School, Penrith CA10 3AT

Thank you for the very warm welcome you gave us when we inspected your school. A particular thank you to all those of you who spoke with us and told us about all the things you really enjoy doing at school. Please thank your parents and carers for speaking with us and for filling in our questionnaire.

These are some of the things we have said in our inspection report:

- Yours is a good school where you make good progress and reach average standards.
- Your behaviour is excellent and you make an outstanding contribution to your community.
- The care, guidance and support you receive are outstanding.
- The way your school is led and managed, the care, the curriculum you follow and the quality of teaching and learning are all good.

This is what we have asked your school to do to make it even better.

- Help you to make faster progress and attain higher standards, particularly in Key Stage 1 by giving you more time to learn independently and find out things for themselves and making sure you have a clear idea of how well you are doing and how to improve your work.
- Improve learning for children in the Reception class by making sure that they spend the right balance of time listening to the teacher and finding out things for themselves and that there are more equipment and toys to encourage the Reception children to learn for themselves.

All of you can help your school to improve by continuing to attend regularly and working with your teachers to achieve the very best you can.

Yours sincerely

Ann Wallis

Lead inspector

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