

# The Morton Church of England (Controlled) Primary School

## Inspection report

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<b>Unique Reference Number</b>	120531
<b>Local Authority</b>	Lincolnshire
<b>Inspection number</b>	358782
<b>Inspection dates</b>	22–23 June 2011
<b>Reporting inspector</b>	Krishan Sharma

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 controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	130
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Joan Plant
<b>Headteacher</b>	George Trafford
<b>Date of previous school inspection</b>	27 March 2008
<b>School address</b>	Station Road Morton, Lincolnshire PE10 0NN
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## Introduction

This inspection was carried out by two additional inspectors, one of whom visited 10 lessons and observed five teachers. Meetings were held with the Chair of the Governing Body, senior and middle leaders and a group of pupils. Inspectors looked at some of the school's policies and procedures, pupils' written work and tracking data to monitor pupils' progress. Seventy-eight questionnaires returned by parents and carers were analysed as were those completed by pupils and staff.

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

- Are all pupils making enough progress, especially during Key Stage 2?
- Is the quality of teaching consistently effective to ensure that all groups of pupils make the best possible progress as they move through the school?
- How robust are the school's monitoring and evaluation and how well are they used to secure better pupils' outcomes, and improvements in curriculum and teaching?

## Information about the school

This is a smaller-than-average-sized primary school. All pupils come from White British backgrounds. The proportion of pupils known to be eligible for free schools is below average. The proportion of those with special educational needs and/or disabilities is average. The school holds Healthy Schools status, Activemark Gold, and the School Council Bronze award. There are before- and after-school care arrangements, which are not managed by the governing body and were not included in the inspection.

**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 Morton CofE (Controlled) Primary provides a satisfactory quality of education. It continues to maintain its success with developing pupils' personal qualities and the level of care it provides for them. Its concern with promoting healthy lifestyles has culminated in the award of Healthy School status and pupils' outstanding understanding of how to lead healthy lives. The school enjoys excellent relationships with parents and carers, who say they are very happy with their children's experiences at this school. Pupils are rightly proud of the very effective contribution they make to the life of the school and the wider community.

Pupils' progress is satisfactory. Children get a good start in Reception. From then on, most pupils continue to make satisfactory progress, although it is uneven across the school. Usually this leads to broadly average attainment at the end of Years 2 and 6, although it has occasionally dipped below it, particularly at the end of Key Stage 2. Standards in reading are stronger than in writing. The school has traced back the recent decline in standards in mathematics to pupils' insecure understanding of mathematical ideas and the lack of sufficient opportunities for them to apply their skills in meaningful contexts. The decline is being tackled and, as a result, pupils' progress and attainment in mathematics are rising. The need for pupils to show their working out in their written mathematical work is fully recognised and is being promoted. However, the measures taken so far are as yet insufficiently embedded.

Teaching ranges from satisfactory to good but is predominantly satisfactory. In the better lessons, teachers successfully build on what pupils already know and understand. Activities planned offer the right level of challenge for all groups of pupils. The teachers ask searching questions to assess pupils' learning and progress. In the satisfactory lessons, these features are less well represented. Occasionally, introductions to lessons and teachers' explanations are longer than necessary, which reduces the time available for pupils to work independently. As lessons proceed, teachers always maintain a check on pupils' engagement with the work, but do not always explicitly comment on pupils' progress towards the objectives set.

The effectiveness of the school's self-evaluation is satisfactory and it underpins its satisfactory capacity for sustained improvement. The identified priorities are the right ones for the school's future development. Occasionally, the benchmarks established to evaluate the success of plans are insufficiently clear and are not readily usable in checking their impact on the school's effectiveness. Since its last inspection, the school has satisfactorily tackled the key issues identified for improvement. The monitoring of teaching and learning insufficiently focuses on pupils' progress in lessons and in their written work. As monitoring and evaluation skills are currently underdeveloped, leaders at all levels have an adequate, rather than a comprehensive view of the strengths and weaknesses in teaching.

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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?

- Accelerate pupils' progress and their attainment in mathematics across the school by:
  - strengthening their understanding and the use of correct mathematical vocabulary
  - increasing opportunities to enable them to apply their number skills in solving practical problems across the curriculum
  - expecting them to show their method of working out in their written work more often.
- Raise the quality of teaching so that it is good or better throughout the school by:
  - making more efficient use of time in lessons through tighter lesson introductions and teachers' explanations
  - commenting on pupils' progress more explicitly during lessons
  - improving consistency in the marking of written work
  - providing the right level of challenge for pupils of different abilities, particularly the more able.
- Improve monitoring and evaluation in the school by:
  - establishing clearer benchmarks for measuring the success of plans and priorities
  - fine-tuning the monitoring and evaluation skills of leaders at all levels
  - focusing monitoring and evaluation on pupils' learning and progress in lessons and in their written work.

## Outcomes for individuals and groups of pupils

**3**

Pupils are keen to learn and work steadily in lessons. When activities are practical and are meaningful to them, they engage better and make good progress. In one such lesson, pupils learnt to recognise angles and discussed how learning about angles is useful in their daily lives. They offered many sensible and thoughtful responses. Later on, they applied their skills by locating and measuring different angles around them in their classroom. In contrast, the routine of 'talking to partners' was overused in some lessons. Often, it was hastily concluded and served little purpose.

Children enter Reception with skills and knowledge which are generally in line with those expected for their age. A large majority of pupils in the current Year 2 are on target to achieve the national average in their basic skills, which is a satisfactory reflection of their starting points on entry to Year 1. The attainment levels seen in the current Year 6 are broadly average and better than those achieved last year when they were below, particularly in mathematics. Work seen in lessons and in pupils' written work represents an improving picture of progress in Key Stage 2. Pupils with special educational needs and/or disabilities make satisfactory progress because their needs are precisely identified and

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they are well supported in lessons. The progress made by the more able is slower in some lessons, because they are insufficiently challenged.

Pupils behave well in and around the school. However, behaviour makes a satisfactory, rather than good, contribution to their learning, because work given to them does not always sustain their interest. Pupils say they feel safe in school and their parents and carers agree with them. They willingly take on responsibility for a range of jobs to assist adults and help others in the wider community. The school council, which has gained an award for its work, secured improvements to make the playground a more interesting place. Sound achievement in basic skills, confident personal skills and average attendance prepare pupils adequately for the future. Pupils have a good understanding of right and wrong. They relate well to each other and their skills in reflecting on their own and others' life experiences are well developed. They are eager to learn about different cultures. The recent work on Buddhism exemplifies their growing insights into other traditions.

*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>3</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</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

## How effective is the provision?

Teachers always make their intentions clear. The additional adults are effectively deployed to support pupils with special educational needs and/or disabilities. In the better lessons, teachers establish clear criteria to help them and pupils in checking progress towards the learning objectives. These lessons move at a brisk pace. There are good examples of marking which demonstrate accurate assessment and precise advice for pupils on how

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they could improve their work. These features are not a consistent picture across the school.

The curriculum has breadth and is satisfactorily matched to the needs and interests of most pupils. It contributes to satisfactory outcomes for them, particularly in academic areas. The development of basic skills, information and communication technology, and pupils' personal development remain the key concerns in planning for the curriculum. Cross-curricular provision is stronger in literacy than in mathematics, although it is improving due to the recent emphasis on problem solving, and pupils' access to an online program in the subject. The needs of pupils with special educational needs and/or disabilities are effectively secured by matching planned work to their identified needs. Occasionally, the demands made upon the more able are not as high as they could be. Enrichment activities, including educational visits, residential trips and expert visitors to school, all contribute to pupils' learning and enjoyment. The effective provision for physical education has been recognised by the award of Activemark in the subject.

Pastoral care contributes well to pupils' good personal development and well-being. It ensures that the specific needs of identified pupils are effectively met either from the school's own resources or with support from external sources. Support and advice provided to pupils whose circumstances may make them vulnerable make a strong contribution to their well-being and achievement. The school is able to cite examples of its success with a number of such cases. The steps taken by the school to improve upon its average attendance by tackling a small number of persistent absentees are continuing with vigour. Transition arrangements are well planned and ensure the smooth transfer of Year 6 to their secondary schools as well as making new arrivals feel welcome.

*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?**

The current priorities for development clearly express the school's realistic view of where it is now and its ambition for the future. Already, targets set for individual pupils are helping pupils to aim high and their progress is beginning to improve, but not consistently, due to the variability in the quality of teaching. The tracking of pupils' progress is now a regular feature and is assisting senior leaders in seeking further improvement. The effectiveness of the governing body is satisfactory, but it is demonstratively improving. The recent records of the standards committee, confirmed by its chair during the inspection, clearly show that the shortcomings in the school's provision and pupils' outcomes are being vigorously debated and challenged.

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Safeguarding arrangements meet requirements and reflect the school's commitment to pupils' care. These follow the examples of known good practice. Parents and carers are kept very well informed about their children's performance and the work of the school through a wide range of media. They have been influential in suggesting and securing extension to the school's provision beyond normal hours. External partnerships provide effective specialist support and enhance the school's provision in areas such as specific special educational needs, sport, arts, technology and modern foreign languages. The school ensures that no pupil is discriminated against and that all aspects of provision are open to all pupils. Even so, the promotion of equal opportunity is satisfactory because the progress of the more able is variable. The school contributes to community cohesion by opening up its facilities for the local community. It joins in many local cultural events. Pupils' global horizons are extended through links with places which are different in character, such as a school in Kent and a community group in Malawi. Their willingness to support international good causes indicates that the school's efforts are beginning to make a clear impact.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</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

Children make good progress in all areas of learning. As a result, most of them reach a good level of development at the end of Reception. They relate well to each other and when moving around, show concern for their own and others' safety. The daily provision of phonics ensures that children have a good grounding in linking sounds with the letters they represent. They have a good idea why learning about letters and sounds is important. One of them was clear that 'it helps me to read and write'. The words used during the phonics sessions are always prepared by staff and give children insufficient opportunities to think of words of their own. When they are physically active, for example, dancing to music, their enjoyment is palpable.



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Planning provides a good balance of activities between those directed by adults and others that are chosen by children themselves. It is not always clear how the more-able children are to be stretched. The outdoor provision is used well to extend children's learning across the curriculum. Children are closely observed and assessment of their progress is regularly made and used in the planning of the next steps in their learning. Adults organise a stimulating and secure learning environment for them. Leadership and management of the Early Years Foundation Stage are effective. A systematic self-evaluation is undertaken to ensure that agreed policies are consistently implemented by all adults. The 'I Can...' booklet records salient events that represent children's learning in a wide range of areas. Links with parents and carers are valued and used well to exchange mutually beneficial information.

*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

Parents' and carers' response to the questionnaire was better than the national average. A very large majority of those who responded agreed with all 13 statements. Few of them feel that the school does not take sufficient account of their suggestions and concerns. The inspection evidence indicates that parents and carers are consulted through questionnaires and that there are consultation meetings during the year where they have the opportunity to air their concerns. Parents and carers believe their children make enough progress at school, and that teaching and the leadership and management are good. Although strengths were found in all three areas, the inspectors found some weaknesses in each area, which are reflected in the recommendations made in this report.

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

Ofsted invited all the registered parents and carers of pupils registered at The Morton Church of England (Controlled) 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 78 completed questionnaires by the end of the on-site inspection. In total, there are 130 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	43	55	33	42	2	3	0	0
The school keeps my child safe	51	65	27	35	0	0	0	0
My school informs me about my child's progress	29	37	45	58	3	4	0	0
My child is making enough progress at this school	30	38	43	55	4	5	0	0
The teaching is good at this school	32	41	43	55	1	1	0	0
The school helps me to support my child's learning	29	37	44	56	4	5	0	0
The school helps my child to have a healthy lifestyle	25	32	47	60	6	8	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	45	36	46	3	4	0	0
The school meets my child's particular needs	29	37	41	53	7	9	0	0
The school deals effectively with unacceptable behaviour	22	28	50	64	2	3	0	0
The school takes account of my suggestions and concerns	21	27	47	60	8	10	0	0
The school is led and managed effectively	30	38	41	53	4	5	2	3
Overall, I am happy with my child's experience at this school	45	58	30	38	3	4	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	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](http://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"> <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.**



24 June 2011

Dear Pupils

**Inspection of The Morton Church of England (Controlled) Primary School,  
Morton, PE10 0NN**

Thank you for welcoming myself and a colleague to your school during the inspection. I enjoyed looking at your work and talking to you about it. The team judged your school to be satisfactory. This means that it is doing some things well and there are things it could do better.

These are the things we found out about your school.

Most of you in Key Stages 1 and 2 make satisfactory progress. It is stronger in reading and is improving in writing and mathematics.

Those of you in Reception make good progress.

You understand extremely well how to stay healthy.

You are keen to do jobs for adults in the school and on behalf of other pupils in the school. You do them well.

Adults in the school take good care of you.

You say you feel safe at school and your parents and carers agree with you.

To improve your school further, I have asked those in charge to make sure that:

- you make faster progress in mathematics by giving you more opportunities to talk about, practise and show your written working out
- all your lessons are the best they can be by giving you more time to work on your own, and harder work to do, especially for those who could do with a bit of a challenge
- all leaders in the school check your progress in lessons and in your written work more thoroughly, and also check whether all their plans to improve your school are working.

You can also play your part by listening carefully to teachers' comments on your work during lessons and following their advice on your written work.

Yours sincerely

Krishan Sharma

Lead inspector

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