

Morton Primary School

Inspection report

Unique Reference Number	112596
Local Authority	Derbyshire
Inspection number	378516
Inspection dates	18–19 October 2011
Reporting inspector	Richard Marsden

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	82
Appropriate authority	The governing body
Chair	Clive Lawton
Headteacher	Susan Russell
Date of previous school inspection	6 May 2009
School address	Main Road Morton Alfreton DE55 6HH
Telephone number	01773 872360
Fax number	01773 872360
Email address	info@morton.derbyshire.sch.uk

Age group	4–11
Inspection date(s)	18–19 October 2011
Inspection number	378516

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011



Introduction

This inspection was carried out by two additional inspectors. They observed seven lessons taught by three teachers. They spoke with parents and carers and held meetings with staff, pupils and members of the governing body. They observed the school's work, and looked at safeguarding documentation, attendance records, information on pupils' attainment and progress, the curriculum, the school's self-evaluation and planning, as well as responses to questionnaires from 24 parents and carers, 13 staff and 46 pupils.

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

- Are more able pupils being sufficiently challenged so that they make good progress to the end of Key Stage 2?
- Why was pupils' attainment higher in mathematics than English in 2011 and does this point to any trends over time?
- Given the school's context, how effectively are pupils being prepared to take their places as citizens in a diverse, multi-cultural society?

Information about the school

The school is smaller than most primary schools. Most pupils are of White British heritage, with very few from minority ethnic backgrounds, and none who are at the early stages of learning English as an additional language. The percentage of pupils with special educational needs and/or disabilities is in line with that found nationally, but the percentage known to be eligible for free school meals is lower than the national figure.

Pupils from the Reception Year to Year 6 are taught in three mixed-age classes. The school has national Healthy Schools and Eco-Schools Bronze status. At the time of the inspection the headteacher had been in post for six weeks.

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

The school provides a good standard of education for all its pupils. It promotes aspects of their personal development exceptionally well. From starting points in English and mathematics which are below expectations for their age, pupils make good progress from the outset. The standards they reach by the end of Year 6 in English and mathematics are in line with those found nationally. The Early Years Foundation Stage is good. Children are very well known as individuals. They settle into routines quickly and make good progress.

The school provides outstanding care, guidance and support for its pupils. The promotion of the self-worth of each individual is of prime importance. Parents and carers told inspectors how much they value the family feel of the school in which each child is known well and allowed to thrive. Behaviour is excellent and pupils say very readily how safe they feel at school. Despite its small size, the school offers a range of sporting opportunities and take-up rates are high. Pupils have a clear understanding of what to eat and what to avoid and have an excellent understanding of how to keep fit and healthy. Pupils clearly enjoy coming to this school and the attendance rate is high.

The school engages exceptionally well with parents and carers. It provides detailed information about their children's progress, and communicates other information in various ways. Parents and carers say they value both the formal as well as the informal contact with staff which the school's small size allows.

The school's own evaluation of its strengths and areas for improvement is accurate. The areas for improvement noted at the last inspection, and in a more recent Ofsted survey of religious education, have been addressed effectively. Pupils now have more opportunities for problem solving in mathematics and this has led to a sharp increase in attainment in this subject. The curriculum has been reviewed so that there are now better links between subjects and core skills are now more closely related to real life. Improvements in the provision for religious education mean that this subject now makes a valuable contribution to the school's good curriculum. The school has good capacity to improve further.

Despite the curriculum review, opportunities for pupils to practise the skill of extended writing are not consistently in place across subjects. The school's tracking of pupils' progress has revealed that larger numbers of pupils should be aiming for National Curriculum Level 5 in English and mathematics and teachers' planning has

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

been adjusted to bring this about. However, this has not yet had the desired impact.

Pupils' spiritual, moral, social and cultural development is good overall. Pupils respond with interest and curiosity to visitors from other culture, and, together with other local schools, it has links with schools in Africa and Sri Lanka. However, the school recognises the need for pupils to have more face-to-face contact with their counterparts from contrasting communities in order to bring alive to them the diversity of modern society and to prepare them better to take their place in it.

What does the school need to do to improve further?

- Raise attainment from average to above average or better by:
 - extending opportunities for pupils to practise extended writing more consistently in subjects other than English
 - offering greater challenge to high-attaining pupils so that more of them reach National Curriculum Level 5 or higher in English and mathematics.
- Extend opportunities for pupils to have first hand interaction with their counterparts from contrasting cultures within the United Kingdom or abroad.

Outcomes for individuals and groups of pupils

2

In lessons during the inspection, both boys and girls achieved well because tasks captured their interest and kept them purposefully engaged. Pupils respond well to the visual aids and 'hands-on' tasks which enliven teachers' explanations and they do not have to sit and listen for too long before setting about their own tasks. Pupils enjoy opportunities to explore ideas with each other before starting to write. In one English lesson, for example, pupils were deeply moved by a short film about the destruction of rain forests. This inspired some thoughtful insights when they discussed ideas with a partner and they applied themselves very well in the ensuing writing task. In a mathematics lesson, younger pupils had fun forming a 'living graph' with their own bodies as they recorded the results of a measuring activity. They also enjoy songs and action games which help with their literacy and numeracy. Pupils with special educational needs and/or disabilities are identified early. They master basic skills and achieve well because they receive good support from classroom assistants within the classrooms or in regular individual or small group activities nearby. Pupils known to be eligible for free school meals and the small number of pupils from minority ethnic backgrounds also achieve well.

Pupils' excellent behaviour makes a major contribution to the effectiveness of their learning. Older pupils show high levels of care for younger ones. Pupils respond well to the warmth, good humour and encouragement of adults and they show courtesy to each other and to visitors. Each class has its say in drawing up the class behaviour code. Pupils understand about such things as road and water safety and how to stay safe on the internet. They state confidently that they feel free from the danger of bullying and are confident that adults would deal with it effectively if it arose. Older

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

pupils understand about the dangers of smoking, alcohol and drugs. They explain clearly how they stay fit and healthy through exercise and eating the right kinds of food. Pupils enjoy having their voice heard through the school council, or serving their school, for example, as mentors or play leaders or by staffing the office. In the local community, they play their part in local events such as the Morton Gala, which is held on the school field. They helped to choose equipment for a new play area in the village. Through charity fundraising they serve communities further afield.

Pupils have a well developed sense of right and wrong and show thoughtfulness and sensitivity towards other people’s views when given the opportunity to reflect, for example, in assembly. They enjoy learning about other people’s beliefs and lifestyles from visitors and through the links with schools overseas. However, the school has correctly identified that opportunities for them to interact face-to-face with their counterparts from different communities in the United Kingdom are under-developed.

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	1
Pupils’ behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils’ attendance ¹	1
The extent of pupils’ spiritual, moral, social and cultural development	2

How effective is the provision?

The school has well established practices for teaching mixed-age classes and meeting pupils’ needs within them. Teachers plan well to ensure that work is well matched to pupils’ interests and engages them deeply. They give pupils opportunities to discuss ideas with partners, to work together in groups and tackle problems together as well as independently. Relationships between adults and pupils are exemplary. Lessons proceed at a good pace. Pupils use information and communication technology regularly in their learning. Teaching assistants are well

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

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

organised and are proactive in offering support. The school’s well-developed tracking system identifies rapidly any pupils who fall behind so that support can be given to help them catch up. Teachers provide good ongoing feedback in lessons and they mark work conscientiously, showing pupils clearly how to improve. Pupils work towards targets which are related to National Curriculum levels. They therefore have a clear idea of how well they are doing.

The curriculum provides well for the development of core skills, including information and communication technology, across a range of subjects. Participation in out-of-school activities, including musical and sporting activities, is high. Pupils enjoy theatre and museum visits and have the opportunity to take part in a residential visit where they enjoy adventurous, confidence-building activities. Special events, such as Science Day or the visit of the graffiti artist, create great excitement. The school ensures that all pupils, including those with special educational needs and/or disabilities and those known to be eligible for free school meals, have the opportunity to take part.

Care, guidance and support are a strength of the school. Pupils are highly valued as individuals, and the school’s caring ethos allows every pupil to thrive. Teachers ensure that children settle in well when they first join the school, and older pupils told inspectors how well they feel the school prepares them to move on to secondary school. The support for pupils whose circumstances may make them more vulnerable is exemplary. Pupils with special educational needs and/or disabilities are given extra support to help them settle in when they first arrive or to prepare them for their next school. A before-school club provides a purposeful start to the day for those who use it. Plans are in place for this to become a daily breakfast club starting the week after the inspection.

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 clear insight into the school’s strengths and areas for development. There has been significant improvement in areas highlighted at the last inspection, as well as in priorities identified by the school’s self review. Leaders regularly monitor the quality of teaching. Staff have high expectations of themselves and are supportive of each other as they strive to improve outcomes for pupils. The governing body is well informed and well organised. Its members make use of opportunities to update their skills and expertise. They have a high profile among

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

parents and carers and are closely involved in the day-to-day life of the school. They are not afraid to offer challenge to the headteacher in order to secure the best for pupils. At the time of the inspection, all statutory requirements for the safeguarding of pupils were met. Safeguarding and safety are given high priority across the curriculum in all years and procedures are meticulously kept under review. Swift and decisive action is taken whenever areas for improvement are found.

Parents and carers are quick to say how well the school involves them in their children’s learning. The school communicates exceptionally well with them and listens very readily to any concerns they might have. Several commented on how much they appreciate how approachable the new headteacher and staff are. Recent meetings to help parents and carers understand modern methods for teaching reading, or on internet based learning, have proved popular.

The school draws on a range of partners to enhance its provision and promote pupils’ development. Many other activities, such as activities for gifted and talented pupils, are provided in conjunction with the local secondary school. Teachers work with their counterparts from other schools to ensure that they have a common understanding of national standards. A wide range of partners, including the church and community groups such as the police, contribute towards pupils’ personal development. A range of partners helps to provide exceptionally good support for pupils and families who are facing challenging circumstances.

In promoting equality of opportunity and tackling discrimination, teachers monitor the school’s work rigorously to ensure that no pupil misses out on what the school offers. School leaders have a good understanding of the school’s context and the contribution it makes to community cohesion locally. It is a focal point, for example, for the local gala and fun run, and for a vegetable and fruit cooperative. The overseas links with Africa and Sri Lanka play their part in fostering community cohesion further afield.

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	1
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

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

The effectiveness with which the school deploys resources to achieve value for money

2

Early Years Foundation Stage

Children make good progress in all areas of learning, especially in reading, writing and mathematics, so that by the end of the Reception Year, the attainment of many is in line with age-related expectations. Children behave extremely well and are very responsive to the care and attention which adults give them. Children learn to keep themselves safe and healthy. They play together well and cheerfully take on jobs such as putting equipment away and tidying up.

Adults make routines clear and have high expectations. Children say how much they enjoy the activities provided. The accommodation is stimulating and is well used to promote all areas of learning; however, the school is aware that the outdoor area is cramped and in need of modernisation. Children use computers confidently and develop their physical and social skills well. There is a good balance between teacher-led activities and those chosen by the children themselves. The latter help children to develop independence and grow in confidence.

Staff make careful checks on what individual children can already do when they arrive. Further checks are regular and thorough so that the staff have a clear view of children’s progress and are confident that their needs are being met.

Communications between staff are good and the leader has a good insight into the strengths and areas which can be further improved.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

Responses to the questionnaire show very high levels of satisfaction with all aspects of the school. A very small minority, mainly parents and carers of younger pupils, disagreed with or chose not to comment on whether the school is preparing their children well for the future. However, in talking with older pupils, inspectors found that they are very thoroughly prepared as they move up the school.

Several parents and carers added comments of their own, praising the school very highly. The following were typical: ‘We are always made to feel welcome and the

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

staff are approachable', 'My child is developing well, and it is down to the fantastic teachers and teaching assistants, who have each child's welfare at the heart of everything they do.'

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Morton 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 24 completed questionnaires by the end of the on-site inspection. In total, there are 82 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	18	75	6	25	0	0	0	0
The school keeps my child safe	20	83	4	17	0	0	0	0
The school informs me about my child’s progress	8	33	16	67	0	0	0	0
My child is making enough progress at this school	14	58	9	38	1	4	0	0
The teaching is good at this school	19	79	5	21	0	0	0	0
The school helps me to support my child’s learning	12	50	9	38	1	4	0	0
The school helps my child to have a healthy lifestyle	16	67	8	33	0	0	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)	9	38	9	38	3	13	0	0
The school meets my child’s particular needs	17	71	7	29	0	0	0	0
The school deals effectively with unacceptable behaviour	13	54	8	33	2	8	0	0
The school takes account of my suggestions and concerns	14	58	10	42	0	0	0	0
The school is led and managed effectively	16	67	7	29	0	0	0	0
Overall, I am happy with my child’s experience at this school	18	75	5	21	1	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 08 April 2011 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 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">■ 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.



20 October 2011

Dear Pupils

Inspection of Morton Primary School, Alfreton, DE55 6HH

I would like to say a big 'thank you' to everyone for the warm welcome you gave to us when we visited your school. We came to find out what your school does well and how it might be improved. This is what we found.

- Your school is a good school. You make good progress and by the end of Year 6, the standard of your work in English and mathematics is in line with the standard of work of pupils in most other schools in England.
- Teachers involve your parents and carers in your learning. Your parents and carers are very pleased with your school.
- Your teachers look after you very well indeed. They plan interesting lessons which keep you busy and help you make good progress.
- Your behaviour is excellent. You say you feel extremely safe in school and you have a clear understanding of how to keep yourselves fit and healthy.

To make your school even better we have suggested to your teachers that they should give you more opportunities to practise writing in all your subjects, not just English. We have asked them to make sure that more of you reach Level 5 in English and mathematics by the end of Year 6. We have also suggested that they give you more opportunities to mix with children from places other than your village so that you can learn from each other about how different people live.

Thank you again for making our visit so enjoyable. You can all help to make your school even better by continuing to behave well and by always doing your best.

Yours sincerely

Richard Marsden
Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234, or email enquiries@ofsted.gov.uk.**