

# The Morton Church of England (Controlled) Primary School

Station Road, Morton, Bourne, PE10 0NN

**Inspection dates** 20–21 March 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils make good progress from starting points in line with those expected nationally for their age.
- The school is a calm and well-ordered community. Pupils enjoy school. They behave well and feel safe.
- Lesson activities promote thorough learning and good understanding. Teachers know all about pupils' individual needs, and give them good advice on how to improve their work.
- Pupils benefit from a good range of visits and out-of-school-activities.
- School leaders keep a close check on the quality of teaching. Staff training and an eagerness to work together for improvement have improved teaching since the last inspection.
- Governors know the school well and provide a high level of support. They share teachers' vision for further improvement.
- The school promotes pupils' spiritual, moral, social and cultural development well. Pupils enjoy a variety of cultural and sporting activities.

### It is not yet an outstanding school because

- There is not enough outstanding teaching to promote outstanding achievement, and a very small amount is not yet good.
- Attendance is no better than average. A small number of pupils are persistently absent.

## Information about this inspection

- The inspector observed teaching in all classes. He observed eight lessons, two of them jointly with the headteacher, and made brief visits to several more. He very closely examined the work in pupils' books.
- The inspector held discussions with pupils, parents and carers, staff, governors, and an officer representing the local authority.
- The inspector looked carefully at a wide range of documents covering safeguarding and child protection, attendance, behaviour, pupils' progress and attainment, the work of the governing body, the school improvement plan, and the monitoring of teaching quality.
- He consulted the Parent View website, where 34 parents and carers had posted responses to the online questionnaire, and considered four questionnaires completed by staff.

## Inspection team

Richard Marsden, Lead inspector

Additional Inspector

## Full report

### Information about this school

- The school is smaller than the average-sized primary school. Pupils are taught in five mixed-age classes.
- Almost all pupils are White British. The proportion of pupils from minority ethnic groups is well below average, as is the proportion who speak English as an additional language.
- The proportion of pupils known to be eligible for the pupil premium is below average. This is additional government funding for pupils known to be eligible for free school meals, those in local authority care and pupils with a parent in the armed forces.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average. The proportion supported at school action plus or with a statement of special educational needs is average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The proportion of pupils who join or leave partway through their primary school education is well above average.

### What does the school need to do to improve further?

- Make all teaching at least good and more outstanding by:
  - making absolutely clear to pupils how the tasks they are doing link specifically to what they are meant to be learning about
  - using teachers' imagination and creativity to plan lesson activities that really fire pupils' enthusiasm
  - emphasising consistently, especially in marking, the need for pupils to use accurate grammar, punctuation and spelling in their written work.
- Improve attendance by working closely with the small number of families who do not yet see the value of their child's regular attendance at school.

## Inspection judgements

### The achievement of pupils is good

- Children's knowledge and skills when they join the school vary from year to year, but are broadly in line with those expected for their age. Pupils make good progress as they move up the school. Their achievement is good in English and mathematics.
- Pupils' attainment in English and mathematics has risen sharply since the last inspection. In 2012 attainment at the end of Year 6 was above average in mathematics. It was only average in English, but the standards reached in English by pupils currently in the school have caught up and are now as high as those in mathematics.
- There is no marked variation in achievement between boys and girls. Disabled pupils and those who have special educational needs also achieve well. Teachers identify their needs accurately and give them good help and guidance. The small number of pupils from minority ethnic heritages and those who speak English as an additional language also get the support they need to achieve well.
- The support given to the small number of pupils eligible for the pupil premium has led to improved achievement for these pupils, and they too are now making good progress. In 2012 their attainment in Year 6 was roughly one term ahead of their classmates in mathematics, although it was five terms behind in English. In the present Year 6 the gap has closed and the attainment of these pupils is in line with that of others in both English and mathematics.
- Pupils read widely both in and out of school and say how much they enjoy reading. Scores in the 2012 Year 1 national check on standards in phonics (the sounds that letters make) were above average. The most-able pupils in Years 2 and 6 can read fluently and with very good expression, showing skills beyond those expected for their age. Less-able pupils in these years read with more difficulty, although they can show confidently how they have been taught to cope with unfamiliar words.
- Pupils make good progress in writing because they practise the skills of extended writing, not just in English lessons but also in others subjects. They benefit from opportunities to write at length about a wide range of topics and in different styles.
- Achievement in mathematics is good because teachers are careful to relate mathematics to the real world. In a lesson on division, for example, pupils were well motivated because they were dividing chocolate mini-eggs into groups to see how many Easter cakes they would be able to decorate. An older class was using the fluctuating share prices of various companies as a basis for work on percentages.

### The quality of teaching is good

- Teachers have high expectations and expect pupils to work hard. Their subject knowledge is good and their explanations are clear. They use what they know of pupils' capabilities to plan activities that are suitably demanding for all groups of pupils. They make good use of visual aids, computer technology, 'hands-on' tasks, and activities to a time limit to ensure that lessons move at a good pace.
- There is strong support for disabled pupils and those who have special educational needs. Staff make sure that they are not disadvantaged in any way. Teaching assistants are well informed

and are quick to offer support as well as encouraging independence. They, along with adult volunteers, provide extra help for individuals or small groups, either within classes or nearby.

- Teaching is good in Reception, where staff set the tone for the rest of the school. They instil a respect for learning into the children, aiming high from the outset. They interact constantly with children, seeking opportunities to develop their social, observational and literacy skills. Activities, both indoors and out, are purposeful and varied.
- In one lesson in the Reception class, for example, pupils were learning to count in fives. Activities included a skittles game, a card matching activity, a computer game, craft activities, and several others. Activities were carefully planned to foster the children's understanding of the morning's topic, and all children were actively and purposefully engaged throughout.
- By contrast, a religious education lesson was less successful. The lesson was about Easter and its importance for Christians. Pupils wrote down the name of a person they would want to support and cheer for, and the reasons why. Although this provided a good opportunity for them to practise their writing skills, the link between this and what they were meant to be learning about the life of Christ and the events of Palm Sunday was not made clear to them.
- The strong quality of teachers' marking is a key factor in promoting pupils' good progress. Teachers' comments make very clear to pupils how well they are doing and what they need to do next to improve. Pupils say they find these comments particularly helpful. In a few instances a lack of rigour in identifying and correcting lapses in grammar, punctuation and spelling means that teachers' comments are not as helpful as they could be.
- Teaching is thorough and businesslike, but only in a few lessons seen was it really exciting or inspiring. Teachers agree that for teaching to become outstanding they need to look for opportunities to inject more creativity and imagination into their lesson planning and provide lessons that really fire pupils' enthusiasm.

### **The behaviour and safety of pupils are good**

- Pupils show respect for others and a willingness to learn. The school is calm and orderly, a place where teachers can teach, and pupils can learn, purposefully and effectively.
- Pupils readily take on jobs and responsibilities within school. They develop confidence and self-esteem as they serve, for example, as playground playmates, 'peer mediators' or assembly monitors. They respond well to opportunities to help people less fortunate than themselves through charity fundraising.
- Bullying and safety are covered well in lessons and assemblies. Pupils show a good awareness of different types of bullying, including internet-based bullying, and know how to keep themselves safe. Pupils and their parents and carers say that pupils are safe in school and free from harassment. They are confident in the school's ability to manage behaviour.
- The school gives good support to pupils whose circumstances may make them particularly vulnerable, drawing effectively on outside agencies for help as it does so. The inspector saw examples of how the school's support has enabled such pupils to play a full part in the life of the school and make progress in line with that of others.
- The school provides opportunities for pupils to be still and reflect on life's deeper concerns, in assemblies, through links with the church, and at other times. A link with Malawi, outside

speakers and cultural visits promote pupils' cultural development well. Pupils have a good insight into the diversity of cultures in modern Britain and are well prepared to take their places in the modern world.

- Attendance is only average, because of a small number of pupils whose persistent absenteeism skews the school's attendance figures.

## **The leadership and management are good**

- Leaders and managers have an accurate understanding of the school's strengths and weaknesses. They keep all aspects of its work under careful scrutiny. Staff are ambitious for the school and as a team they collaborate well in seeking further improvement for the pupils. The targets in the school's development plan are ambitious but realistic.
- The performance of staff is monitored closely. Teachers' pay rises are carefully managed, and promotion is only given when the impact on pupils' achievement shows that this is fully deserved. Good staff training has led to significant improvements since the last inspection.
- The extensive areas for improvement identified at the previous inspection have been systematically and comprehensively tackled. For example, the teaching of mathematics has improved greatly. A new marking policy ensures that the information given to pupils about their work is more effective in promoting progress. There is now greater challenge for pupils at all levels, and the monitoring and evaluation of the school's work are now much more keenly focused.
- The local authority supports the school well. It provides training and support for staff and governors. It gives teachers the opportunity to confirm that the standards they apply when they mark pupils' work in reading, writing and mathematics throughout the school are in line with the standards agreed nationally. Teachers can therefore tell pupils and their parents and carers accurately how their standards compare against national averages.
- Pupils learn a varied range of subjects, and the school offers a good range of out-of-school activities in, for example, sport and music. Special visitors and visits to places of interest broaden pupils' horizons. Residential visits for older pupils, where they enjoy adventurous and team-building outdoor activities, promote self-esteem and confidence.
- The school engages well with most parents and carers, although there remain a very small number of families who do not send their children to school regularly.
- Leaders make sure that there is no discrimination of any kind. All pupils, regardless of background or need, have full access to everything on offer. Child protection and safeguarding have a high priority and are kept under stringent review. Leaders make sure that all legal requirements are met and that good practice prevails.
- **The governance of the school:**
  - The governing body is well organised and particularly well informed about the school. Governors are keen to keep their skills and understanding sharp and they appreciate the support provided by the local authority to help them do this. They know the school's strengths and areas for improvement, and how well it performs against schools nationally. They provide a good level of support for the headteacher. They scrutinise pupils' performance very closely and rigorously challenge any areas of underperformance they spot. Some governors are closely involved with the day-to-day work of the school, helping as reading volunteers, for

example. Governors also make formal visits, where they go into lessons, hold discussions with staff, produce written reports and agree targets for further improvement. They understand where the strengths in teaching lie and how the school has tackled weaker areas. They have a good grasp of the way finances, including the pupil premium, are used to promote pupils' achievement. They make sure that any staff pay rises or extra responsibilities relate to their impact on pupils' achievement. The school's arrangements for safeguarding children fully meet the current national requirements. Governors play a full part in seeing that all adults who have access to pupils are checked for suitability, and that pupils are kept safe.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	120531
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	405937

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

<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>	141
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Gill Reynolds
<b>Headteacher</b>	George Trafford
<b>Date of previous school inspection</b>	22 June 2011
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