

Morice Town Primary School

Charlotte Street, Devonport, Plymouth, PL2 1RJ

Inspection dates 13–14 May 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
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.

- From low starting points, all pupils make good progress. By the time they leave, in Year 6, pupils are attaining above the national average in reading, writing and mathematics.
- Teaching is good and teachers' strong subject knowledge means that pupils find activities interesting and enjoy their learning.
- Teachers expect the best of their pupils who, in turn, work hard and concentrate well. As a result, all pupils achieve well, including those whose circumstances mean they are at risk of not doing so well.
- Pupils' spiritual, moral, social and cultural development is promoted well in all aspects of school life.
- Pupils' behaviour is consistently good. Pupils feel valued and extremely well cared for. They are happy and enjoy coming to school, where they respond well to their teachers and feel very safe. They have positive attitudes to learning and they arrive punctually to lessons ready to work.
- The school operates as a very effective team of staff and governors, ably led by the headteacher who provides clear direction and strong leadership. This has resulted in good teaching securing pupils' good achievement. The small team of teachers support each other well, so the school can continue to improve.
- Governors challenge and support leaders well. They have a clear understanding of the school's strengths and areas for development.

It is not yet an outstanding school because

- Pupils, especially the most able, are not always moved on to more challenging work quickly enough to make better progress.
- Teachers do not always challenge pupils to improve their literacy and numeracy skills in other subjects.
- When teachers ask pupils to check the quality of their work, they do not always provide clear enough guidelines to help pupils do this successfully.
- Children's achievements in the Early Years Foundation Stage are not always being assessed accurately.

Information about this inspection

- Inspectors visited 12 lessons and observed nine teachers, including some small-group teaching of phonics (linking letters and sounds) and additional literacy and numeracy support being delivered by teachers and teaching assistants. The headteacher joined an inspector to observe a lesson and some phonics teaching.
- Inspectors looked at pupils' work in their books, and spoke to some about their work and other aspects of school. An inspector attended a whole-school assembly.
- Inspectors held meetings with the headteacher and other members of staff regarding pupils' progress in literacy and numeracy and the progress of disabled pupils and those with special educational needs.
- Inspectors examined a range of school documentation including records of the quality of teaching, the school's data on pupils' progress, the school improvement plan and records of behaviour, attendance and safeguarding.
- Meetings were held with four members of the governing body and with a representative of the local authority.
- Inspectors took account of the 15 responses to the online questionnaire, Parent View, the 27 responses to the staff questionnaire and the most recent parent view survey undertaken by the school. An inspector also spoke to some parents at the start of the school day.

Inspection team

John Cavill, Lead inspector

Additional Inspector

Catherine Beeks

Additional Inspector

Full report

Information about this school

- This is a slightly smaller than average-sized primary school.
- Children in the Early Years Foundation Stage are taught in either a Nursery or Reception class. Pupils in Key Stages 1 and 2 are taught in single-year classes.
- Most pupils are from White British backgrounds. The proportions of pupils from minority ethnic backgrounds and those who speak English as an additional language are both well below average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average.
- The proportion supported at school action plus or with a statement of special educational needs is below average.
- The proportion of pupils who are known to be eligible for the pupil premium, which provides additional funding for pupils including those known to be eligible for free school meals or are looked after by the local authority, is well above average.
- In 2013 the school met the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The headteacher is a Local Leader of Education and provides leadership support to other local schools.
- The school became a founding member of the South West Plymouth Educational Trust in 2012.
- The school manages breakfast and after-school clubs for the pupils, which formed part of this inspection. A children's centre is located on the school grounds but is inspected separately.

What does the school need to do to improve further?

- Improve the quality of teaching to outstanding, in order to raise pupils' achievement still further, by making sure that teachers:
 - plan lessons to move all pupils, especially the most able, more quickly on to tasks that fully challenge them and allow them to make faster progress
 - provide clear guidelines for pupils so they are clear about what they are expected to check when reviewing their own work or progress in lessons
 - check that pupils are working towards their goals in literacy and mathematics when planning and teaching in different subjects.
- Improve the accuracy of assessments in the Early Years Foundation Stage.

Inspection judgements

The achievement of pupils is good

- Achievement is good because, from their low starting point, pupils make at least good progress. This is especially the case in Key Stage 2 where progress is exceptionally good. Inspection evidence confirms judgements based on the school's own detailed checks that pupils achieve well from their individual starting points. Pupils leave Year 6 with standards that are above the national average in reading, writing and mathematics.
- Achievement is not outstanding because standards over time in reading and mathematics have been stronger and risen more quickly than in writing. However, the school has successfully addressed this issue and achievement in writing is now similar to reading and mathematics.
- When children enter the school, either in the Nursery or Reception class, their skills and abilities are typically lower than is expected for their age. This is especially the case in literacy, mathematics and personal, social and emotional development. Good teaching and interesting learning activities mean that children make good progress and start Key Stage 1 with much stronger skills and abilities that are nearer to those expected for their age.
- The results in the most recent Year 1 check on pupils' understanding of letters and sounds (phonics) were similar to the national average. During the inspection, pupils showed that they could use their phonics skills well to read unfamiliar words, such as the Reception children who could read the names of parts of a house, such as chimney, to match them to a picture. Throughout the school, a love of reading is encouraged.
- Disabled pupils and those who have special educational needs make good progress throughout the school. Teaching assistants complement the work done in lessons well, for example with support activities for individuals and small groups. Highly effective work with pupils from minority ethnic groups ensures that they, and those who speak English as an additional language, are supported well and make similarly good progress as their peers. This is an inclusive school where all pupils are valued as individuals, ensuring everyone is encouraged to be the best they can be.
- The additional funding is used very well to support eligible pupils in their studies and to include them fully in school activities. This carefully targeted support has ensured that there is no gap in attainment between eligible pupils in the 2013 Year 6 cohort and their peers in both English and mathematics. This is also the case for eligible pupils currently at the school, who are achieving similarly to their peers.
- Some pupils, especially those who are the most able, do not always make the maximum progress to achieve their full potential. This is because teachers do not always plan to move pupils on to more challenging work quickly enough in order to fully stretch them.

The quality of teaching is good

- The quality of teaching is typically good throughout the school. This means that pupils are quickly moved forward in their learning. Teachers usually plan lessons that make sure all pupils are given work that gets the best out of them. This has secured the good, and often better, achievement.
- Teachers have high expectations and learning is planned well to reinforce and extend pupils' previous learning and understanding. A strong emphasis is placed on helping pupils develop a love of learning. Pupils get on well with their work and learn quickly, which secure high levels of interest and concentration.
- Teachers have good subject knowledge and make effective use of resources and exciting activities to engage and motivate pupils. For example, pupils in Year 5 listened to some famous speeches to understand how the effective use of key words can convey meaning.
- Teachers check pupils' progress during lessons with effective questioning to judge the extent of their understanding of the skills and knowledge that they are being taught. They adjust their

teaching when necessary, tackling any misconceptions so that all pupils make good progress in lessons. However, pupils are not always able to make good checks on their own progress, as they are not always provided with clear guidelines on what they are expected to achieve in the lesson.

- Teaching assistants are well trained and are skilful in supporting teaching and learning. They work closely with teachers to provide good support for pupils, especially those whose circumstances mean they might not do as well as others. This results in all pupils, including disabled pupils, those who have special educational needs and those supported by additional funding, achieving well.
- Teachers mark pupils' work regularly. However, in the Early Years Foundation Stage, these assessments are not always accurate. Consequently, the checks made on progress do not accurately reflect the improvements made from children's starting points and the good progress the children make.
- Pupils understand the results teachers expect them to achieve in English and mathematics, and know how to use this information to improve their work. However, teachers do not always challenge pupils to seek these literacy and numeracy goals in other subjects, thus limiting even better progress being made.
- Pupils and almost all parents agree that teaching is good and pupils enjoy school. This is reflected in their positive attitudes towards learning and their happy disposition around the school.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. They are enthusiastic learners, who are very proud of their school and of their achievements. Whilst behaviour is almost always good, on a few occasions pupils lose concentration and fail to settle to their work quickly; this is why behaviour is not outstanding.
- Pupils enjoy school, arrive at lessons promptly, ready to learn and organise the resources they need quickly and quietly. They are highly respectful, courteous and the relationships between pupils and adults are exceptionally strong.
- The school places a great emphasis on all pupils getting along well and the older pupils are encouraged to look after the younger ones. A good example of this is the way 'family' groups, made up of pupils from each year group, sit together for lunch each day. There is a warm and welcoming atmosphere throughout the school and in the playground. Behaviour in the breakfast club and after-school club is good.
- Pupils make good contributions to the school and enjoy representing the school with activities that include the junior Ten Tors challenge. School prefects take a great pride in their responsibilities, such as ensuring the safety of pupils around the school at break times.
- Records of behaviour show that there are very few incidents of poor behaviour. Those who find behaving well more challenging are well supported by the school's effective strategies.
- The school's work to keep pupils safe and secure is good. All pupils are positive about how well the school cares for them and keeps them safe, a view shared by parents. This is reflected in their attendance, which has improved and is now average, following some concerted work by leaders to impress on parents the importance of regular attendance on achievement.
- Pupils report that there are almost no issues with bullying, but are quick to say that teachers deal with any incidents quickly. Pupils have a good understanding of the different types of bullying, such as cyber bullying.

The leadership and management are good

- The key strength of the school's leadership and management is the way in which all members of staff and governors are enabled to operate as an effective team. Effective leadership by the

headteacher, supported by other teachers and assistants, has ensured that the school continues to improve standards.

- The school recognises that not enough teaching is outstanding to ensure that pupils' achievement is consistently strong over time. The school evaluates its own performance well and detailed plans for the future are highly effective, with suitable actions to tackle weaknesses.
- The quality of teaching is regularly checked by the headteacher. This ensures that areas for improvement are identified and that salary progression is linked to improvements in pupils' achievement.
- The checking of pupils' progress is undertaken regularly and provides leaders with information to direct actions needed to address any underperformance. This ensures pupils receive the support that they need in order to make good progress.
- Leadership and management of aspects of the school that are overseen by other members of staff, such as leaders of subjects, are good. Rapid improvements in pupils' writing have been secured this year through the successful introduction of a programme to improve writing outcomes across the school.
- The school provides an interesting and varied number of subjects to widen pupils' understanding and develop their spiritual, moral, social and cultural experiences. There is a range of visits, which helps to develop pupils' confidence and sense of personal responsibility. Various topics, such one on the countryside in the Reception class, allow pupils to understand both their local and wider environment.
- The school has used the additional funding for sports to increase the number of sporting experiences available to pupils, such as swimming, tennis and multi-sports for pupils in Key Stage 1. This has resulted in increased participation in sport and healthier lifestyles for the pupils. The school uses specialist coaches to ensure pupils are taught by experts, whilst teachers observe and work alongside to develop their own skills. Funding has also been used to develop clubs to support pupils during the school holidays to maintain their interest in physical activity.
- The school is making good use of its membership of the local educational trust. Staff are benefiting from shared training; future benefits include a whole-trust sports event to help widen pupils' experiences.
- The local authority provides a light touch level of support and is always ready to provide any additional support when requested by the school.
- The school promotes equality of opportunity well and safeguarding arrangements meet statutory requirements.
- **The governance of the school:**
 - Governors are very supportive of the school and have a good understanding of its strengths and areas where it can improve. Governors visit the school regularly, visiting lessons with senior staff and meeting groups of pupils. They know about the quality of teaching and ask challenging questions of staff. Governors know how well the school performs when compared with other schools. Governors undertake regular training. Many governors have professional expertise that they bring to their role and these are matched to the school's needs. Consequently, areas such as finance are very well managed. Governors are clear about the close link between teachers' targets for improvement and subsequent increases in pay. They also make close checks on how additional funding for sports and other additional funding is used and its impact on improving pupils' outcomes.

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

Unique reference number	113307
Local authority	Plymouth
Inspection number	439954

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

Type of school	Primary
School category	Foundation
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	201
Appropriate authority	The governing body
Chair	Emma Crowther
Headteacher	David Maddison
Date of previous school inspection	3–4 June 2009
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