

Morda CofE Primary School

Morda, Oswestry, SY10 9NR

Inspection dates 26–27 June 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	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.

- Children in the Early Years Foundation Stage get off to a very strong start and make exceptionally good progress.
- Pupils in Key Stages 1 and 2 are making good and improving progress in reading, writing and mathematics, and standards are rising.
- Disabled pupils and those who have special educational needs receive an exceptional level of care and are making particularly good progress.
- Teachers give pupils challenging work in mathematics and English. The relationships between teachers and pupils are strong and positive.
- Pupils' behaviour is good, both in lessons and around the school. They feel safe in school and say their opinions and concerns are listened to and acted upon.
- The headteacher has had a significant impact on the quality of teaching. All staff share his desire to improve and this is driving up achievement.
- The school works hard to support families and a high level of care throughout the school is promoting pupils' academic achievement.
- The governors' understanding of the day-to-day work of the school is good. They set challenging targets for senior leaders and work very effectively as a team.

It is not yet an outstanding school because

- Teachers do not get enough opportunities to learn from each other in order to extend their skills.
- Pupils in Key Stage 2 do not reach such high standards in other subjects as they do in English and mathematics, as expectations are not as high.
- As yet, not all pupils have a good level of knowledge and understanding of how to stay safe when using the internet.

Information about this inspection

- The inspector observed six lessons, four of which were jointly observed with the headteacher. In addition, the inspector looked at pupils' work in their books and listened to younger pupils read.
- There were meetings with groups of pupils, senior leaders, members of the governing body and a representative of the local authority.
- Inspectors took account of the 43 responses to the online questionnaire Parent View and considered the 17 responses to a staff questionnaire.
- The inspector examined: the school's own information on pupils' recent and current progress; the school's evaluation of how well it is doing and its records of the monitoring of the quality of teaching; records relating to behaviour and attendance; and documents relating to safeguarding.
- All pupils took part in the school sports morning during the first day of the inspection.

Inspection team

Richard Boswell, Lead inspector

Additional Inspector

Full report

Information about this school

- Morda Church of England Primary School is smaller than the average-sized primary school.
- The very large majority of pupils come from White British backgrounds.
- The percentage of pupils who are supported through the pupil premium (which provides additional funding for pupils in local authority care and those known to be eligible for free school meals) is below average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is broadly average. The proportion supported at school action plus or through a statement of special educational needs is above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress by the end of Year 6.
- The school runs an after-school club each day on the premises.

What does the school need to do to improve further?

- Improve teaching by making sure that:
 - teachers in Key Stage 2 show the same high expectations of their pupils in other subjects as in English and mathematics
 - teachers have more opportunities to learn from observing the most effective practice.
- Make sure that the understanding and knowledge shown by the oldest pupils about keeping safe on the internet are extended to other year groups.

Inspection judgements

The achievement of pupils is good

- Children usually start in Reception with skills and understanding that are broadly typical overall, although there can be considerable variation from year to year and in recent years language and speech have been notable weaknesses. Pupils are going on to reach standards at the end of Key Stage 2 that have been broadly in line with, and are currently above, those found nationally in reading, writing and mathematics.
- The achievement of pupils in national tests immediately following the previous inspection required improvement because of a legacy of weaker teaching and because actions taken by school leaders had not had sufficient time to make a marked impact. The proportion of pupils leaving the school having made expected progress was broadly in line with that found nationally, but in reading and mathematics, few made more rapid progress.
- Pupils continue to demonstrate an eagerness to learn, and their progress and attainment have shown a considerable improvement since the start of the new school year. The current pupils are making good progress in reading, writing and mathematics. Pupils' books and the work seen in lessons confirmed this pattern, including for the more-able pupils and those known to be eligible for the pupil premium. However, pupils in Key Stage 2 do not always work to the same high standards in other subjects as they do in reading, writing and mathematics.
- The pupils currently supported by the pupil premium make progress in line with other groups. Given the very small numbers, it is not possible to comment on their attainment at the end of Year 6 without potentially identifying individuals. They receive a high level of support and the additional funding is used, in part, to provide a well-trained and qualified member of staff who is specifically designated as their 'champion' and responsible for monitoring and boosting their progress.
- Children make very good progress in Reception as a result of well-chosen, stimulating activities, both indoors and outside, leading to rapidly developing skills. Recent improvements mean that both Reception children and older pupils receive a strong grounding in the understanding of letters and the sounds they make (phonics).
- The achievement of disabled pupils and those who have special educational needs is good, and the current pupils are making particularly good progress. This includes the higher than average proportion of pupils who have a statement of special educational needs. This is because their individual needs are quickly identified and fully met and work is tailored to match their abilities and interests. The school works hard to ensure that there is no discrimination and all pupils have an equal opportunity to succeed.

The quality of teaching is good

- Since the previous inspection inadequate teaching has been eradicated and the quality of teaching over time has been good. Senior leaders make accurate judgements about strengths and weaknesses when monitoring lessons, but teachers have few opportunities to learn from colleagues in order to improve their practice further.
- Pupils enjoy discussing their work in class and frequently offer each other assistance. Year 6 pupils are helped to reflect on their learning and prepared well for secondary school.
- The quality of teaching in Reception is particularly effective. Improved teaching of phonics is

leading to pupils making better progress in their reading in Key Stage 1. Teachers throughout the school take every opportunity to encourage the habit of regular reading. Pupils are encouraged to read more books by a favourite author and to move on to more demanding texts as soon as they are ready.

- Teachers work very effectively with support staff in lessons, planning their involvement with different groups of learners. Many of these staff also provide excellent one-to-one support for disabled pupils or those who have special educational needs.
- The high expectations that teachers have of their pupils in English and mathematics are evident in the use of 'challenge' tasks throughout the school. All abilities make at least good progress and often better. However, pupils are not consistently given such challenging work in other subjects.
- The productive working relationships between teachers and pupils can be seen in the good use made of the school's 'Read and Respond' strategy. Pupils' English and mathematics books show pupils making corrections and learning from their mistakes. The same attention to detail and evidence of good progress is not always found in pupils' books for other subjects.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. During their time in the school they develop as confident, responsible and caring individuals. This is supported by the school's regular programme of weeks dedicated to sleeping well, eating well and living well.
- Pupils' attitudes to learning are strong and are very effectively supported by the work of a learning mentor who ensures that all staff link pupils' pastoral care with their academic progress. The pride that pupils take in their work and their school is evident from the neat presentation of work in their English and mathematics books, the care taken over handwriting and the layout of data, and the smart appearance of their uniform.
- Good behaviour is actively encouraged from the earliest years and children in Reception show respect for each other and understand turn-taking and sharing. After school, the 'Messy Monkeys' club provides a safe, healthy and stimulating environment for play, art activities or quiet reading.
- The school's work to keep pupils safe and secure is good. They are encouraged to have a voice and always feel able to talk to a responsible adult. While the oldest pupils are knowledgeable about keeping safe on the internet, there is less advice and guidance available for younger pupils in Key Stage 2.
- Pupils' attendance has improved and is now average. The school continues to offer rewards and encouragement and to closely monitor the reasons for any absences. There have been no recent permanent or fixed-term exclusions from the school, and pupils want to be in a school that has fair and familiar routines that are consistently applied by all staff. School records show that any bullying is a very rare occurrence and that it is swiftly dealt with. This is partly because staff are quick to spot, record and share any emerging social or emotional issues, and this was confirmed in the views of parents and staff, and in discussions with pupils.

The leadership and management are good

- Since the previous inspection, the headteacher has significantly improved the quality of teaching and raised achievement. He has established a strong and determined team of school leaders and

staff who share his high expectations. The deputy headteacher, subject leaders and the leader of the Early Years Foundation Stage all bring fresh ideas and expertise and are taking on full responsibilities for their areas.

- The school has a very accurate understanding of its strengths and weaknesses, and its rigorous analysis of information about pupils' progress in English and mathematics has been a key factor in the rapid improvements made. This rigour has yet to be extended into other subjects. The high quality monitoring of teaching by the headteacher has been coupled with well-chosen and carefully targeted training. Leaders and teachers have visited other schools to see outstanding practice, and this has helped to raise the expectations of staff and the aspirations of pupils.
 - While very supportive of any improvement, the headteacher has not been afraid to tackle underperformance in teaching. Leaders and governors ensure that teachers are clear about the link between salary progression and the progress their pupils make. Any pay rises and promotion are linked to evidence of their teaching performance and their whole-school responsibilities.
 - The curriculum, both in the classroom and beyond, develops pupils' creativity well, particularly in drama and music. Whole-school themes, such as a recent one on mountains, provide a source of inspiration for teachers, pupils and parents and include many educational visits beyond the school. Pupils' spiritual, moral, social and cultural development is well promoted, including their understanding of different faiths and cultures. They experience democracy in action through the well coordinated and highly effective use of 'circle groups', all reporting to the school council, who make positive changes to the life of the school.
 - The local authority considers the school to be in safe hands and has provided it with support and guidance when needed. The school has made good use of additional advice and support from other sources, including neighbouring schools.
 - The school works hard to create strong relationships with families, and the overwhelming majority of parents are unreservedly enthusiastic about the positive impact the headteacher has had on the school. One commented that their child, since joining the school, had 'come on in leaps and bounds'. A number of parents with both older and younger pupils at the school commented positively on the recent improvements in phonics and reading.
 - The school's focus on the physical well-being of pupils includes an understanding of the importance of a healthy diet and the need for regular exercise. This helps pupils to be alert and energetic in their learning. The primary school sports funding has been used to develop pupils' participation in sports and to give them further access to competitive tournaments.
- **The governance of the school:**
- Since the previous inspection the governors have provided increasingly constructive support and challenge to the headteacher and have helped him to bring about rapid improvements. Governors keep their skills up to date through regular training and are very well informed about how well the school is doing. They receive regular and comprehensive information from the headteacher and senior leaders, and make regular visits to monitor the school's work. Governors have contributed fully to the discussions on how the pupil premium funding should be spent and have kept a careful check on the impact of the extra support and guidance provided for eligible pupils. They hold the headteacher to account for the way in which increases in pay are used to reward teachers. Governors meet all their responsibilities well, including the national requirements for safeguarding pupils. Parent governors play an important role in encouraging wider parental involvement with the school, and the quality of communication with parents has improved since the previous inspection.

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	123484
Local authority	Shropshire
Inspection number	442517

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	149
Appropriate authority	The governing body
Chair	Simon Thorburn
Headteacher	John Eglin
Date of previous school inspection	14 March 2013
Telephone number	01691 652025
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