

# Inspection of a good school: Morland Area C of E Primary School

Morland, Penrith, Cumbria CA10 3AT

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Inspection date:

21 January 2020

## **Outcome**

Morland Area C of E Primary School continues to be a good school.

## **What is it like to attend this school?**

Pupils enjoy the school and they love being with their friends. Relationships between the staff and pupils are strong. Leaders have high expectations for pupils. Pupils are happy to come to the school and attend regularly. They behave well in lessons because they want to learn.

Pupils are positive in their views about behaviour. There have been some instances of name-calling in the past, but these are now rare. Leaders deal with such instances, so they are not repeated. Pupils know that adults will listen to them when they are concerned. Pupils feel safe in the school. They learn about how to stay safe near water, on the roads and when using the internet.

Pupils work hard to live out their school values of honesty, compassion and reverence. They respect the views of one another. They try their best to be kind, look out for each other and always tell the truth.

By the time pupils leave Year 6, they achieve as well as other pupils nationally in English and mathematics. The small number of disadvantaged pupils and those with special educational needs and/or disabilities are given support to enable them to achieve well.

## **What does the school do well and what does it need to do better?**

Senior leaders and governors know the school well. They have ensured that the curriculum is planned well to meet the needs of pupils. Curriculum planning enables pupils to learn in a logical way. Teachers use their assessments to plan new learning which builds on what pupils already know. Parents and carers are very supportive of the work of school leaders.

Staff feel supported by leaders. Staff work together as a team and learn from each other. Staff benefit from many training opportunities. Most recently, they revisited the importance of teaching physical education skills in a coherent manner.

The teaching of reading is given a high priority. Phonics is taught systematically, enabling children to learn new sounds. Children practise new sounds through reading books that match these sounds. This is helping them develop their reading fluency. Staff have recently worked with a local English hub. This has strengthened their skills, so that they are experts in the delivery of phonics. Children who fall behind receive support to help them catch up. Leaders ensure that pupils in key stage 1 and children in the early years have access to a wide range of books to read for pleasure. Leaders do not check that these books are regularly accessed.

The development of mathematics begins in the early years. Many opportunities enable children to practise and explore. Children use mathematics language when discussing which objects are heavier. Older pupils are enthusiastic about mathematics. They know why mathematics is important and some of the ways that they can use it in later life. Leaders have mapped out the knowledge and skills that they want pupils to know and develop. They continue to adapt and refine the curriculum. Most recently, they have adjusted how teachers deliver problem solving so that pupils apply their basic mathematical skills with higher levels of confidence. Leaders do not regularly check to see if the improvements are having the desired impact on the mathematics curriculum.

The scheme of work for science reflects the national curriculum intentions. Leaders have considered the knowledge and investigative skills they want pupils to acquire. Pupils remember their science learning well. They recall previous learning about earth and space. They know that different materials have different melting points. The subject leader has not checked if the planned progression of knowledge and development of investigative skills are having the intended impact.

A range of additional activities and responsibilities promote pupils' personal development effectively. Many pupils take part in the football and netball clubs. They take on extra roles, such as school councillors. Pupils learn about their place in modern Britain. They engage in writing projects with schools in London. Pupils have forged strong links with a school in Ghana, as part of their global awareness. They learn about different cultures and religions through these varied activities. Pupils leave Morland Area school ready for the next stage of their education.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff and governors receive regular safeguarding training. This helps them to spot signs that may indicate neglect or abuse. Staff are aware of their responsibilities to safeguard pupils. They know how to record and share their concerns.

Leaders work closely with a range of partner agencies to ensure that vulnerable pupils and their families receive the correct support. Records of this work indicate that they are

proactive and determined to keep pupils safe. Leaders have ensured that safeguarding is a key component of the curriculum at Morland. Leaders make sure pupils are kept up to date about how to stay safe online and when using social media. Leaders consider risks carefully. All pupils learn about the dangers of water in preparation for their sailing lessons in physical education.

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

### **(Information for the school and appropriate authority)**

- Reading is promoted well across the school. However, there is currently no system in the school to encourage pupils in key stage 1 and children in Reception to select books from the library to take home for pleasure. Leaders should find ways of encouraging and developing the love of reading in children and pupils.
- Leaders ensure that the science and mathematics curriculums have been planned carefully to meet the requirements of the national curriculum. Leaders do not regularly check that the planned curriculums have been implemented consistently in all year groups. Leaders should strengthen their monitoring systems to ensure that planned improvements for subjects are having the intended impact.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the second section 8 inspection since we judged Morland Area C of E Primary School to be good on 22–23 March 2011.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	112324
<b>Local authority</b>	Cumbria
<b>Inspection number</b>	10122086
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	113
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Shirley Austin
<b>Headteacher</b>	Louise Donnelly-Stott
<b>Website</b>	<a href="http://www.morlandarea.cumbria.sch.uk/">www.morlandarea.cumbria.sch.uk/</a>
<b>Date of previous inspection</b>	29 April 2016, under section 8 of the Education Act 2005.

## Information about this school

- The school's last section 48 inspection for schools with a religious character took place in October 2015.

## Information about this inspection

- We met with the headteacher, subject leaders and teachers throughout the inspection.
- We spoke with a representative of Cumbria local authority.
- We spoke to pupils about their views of behaviour and safeguarding. We observed their behaviour and conduct throughout the inspection, in lessons and as they moved around the school.
- We examined the school's approach to safeguarding. We scrutinised documents in relation to safeguarding. We spoke to staff about their training and checked their knowledge of the systems in place to keep pupils safe. We examined records of multi-agency work and records in relation to safe recruitment.
- We examined the school's attendance and behaviour records.

- We spoke to parents and considered the 27 responses to Parent View, Ofsted's online questionnaire. We took account of the 10 responses to the staff survey, 38 responses to the pupils' survey and the 18 free-text comments.
- We considered reading, mathematics and science as part of the inspection. We met with the subject leaders and visited lessons. We spoke to teachers and examined examples of pupils' work. We spoke to pupils about their learning and listened to pupils read.

### **Inspection team**

John Donald, lead inspector

Her Majesty's Inspector

Julie Brookes

Ofsted Inspector

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