

Inspection of Morley Meadow Primary School

51 Encombe Street, Plymouth PL9 7GN

Inspection dates: 26 and 27 January 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Morley Meadow pupils are rightly proud of their new school. They are happy and attend regularly. Leaders are determined that all pupils will succeed. They provide pupils with an ambitious curriculum and with appropriate support to succeed. Pupils rise to leaders' high expectations with enthusiasm. They try hard and persevere, even when they find some learning tricky.

Pupils' behaviour is good. Incidents of bullying are rare and are managed well by caring staff. Staff understand and use the school's behaviour system consistently. Pupils say that staff treat them with fairness and respect. Consequently, pupils feel safe.

Pupils' attitudes to their learning are strong. They enjoy representing their school and carry out their responsibilities with maturity. Pupils particularly enjoy being 'super 6's' and 'sports crew'. Parents praise the way leaders communicate with them. They particularly appreciate the extra reassurance they receive from staff when their children start school.

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

Leaders have ensured that pupils receive a good education despite some recent, significant challenges. They have managed the complexities caused by COVID-19 and the move to a new location with determination. Leaders, including trustees and governors, have not allowed anything to divert them from their core purpose of providing a high standard of education and care for all pupils.

Children get off to a strong start with reading as soon as they start school. Teachers ensure that children in the early years and pupils in key stage 1 have books that match their reading ability. Older pupils who remain at the early stages of reading receive timely and effective support to catch up to their peers. Consequently, most pupils read fluently.

Leaders' efforts to improve pupils' vocabulary, due to gaps caused by COVID-19, are paying off. A growing number of pupils use sophisticated language. Leaders know that further work is needed to improve pupils' writing. Pupils in key stage 2 learn spelling patterns and rules. However, they do not apply this knowledge to their writing well enough. This leads to a repetition of spelling mistakes. In key stage 1, some pupils do not use punctuation accurately. This means that, too often, the quality of their writing does not meet leaders' high expectations.

Leaders understand the school's strengths and weaknesses and use this information skilfully to prioritise further improvements. They are aware that delays caused by COVID-19 mean that some subject curriculums still need attention. In some subjects, such as history, leaders have identified suitably ambitious content. Occasionally, however, teachers do not ensure that the activities they give pupils

meet leaders' high curriculum ambitions. This results in pupils gaining a superficial, rather than deep, understanding of some important historical knowledge.

From early years to Year 6, leaders have sequenced the mathematics and art and design curriculums well. Leaders ensure that pupils are equipped with the prior knowledge needed to be successful. Most teachers use assessment effectively. For example, in art and design, teachers make timely checks to ensure that pupils remember important knowledge, such as the work of great artists. Pupils speak about this with confidence and conviction.

When learning is matched well to pupils' needs, such as in mathematics, they achieve success. However, in the Reception class, staff have not used their assessments to make suitable adaptations to the curriculum. This means that some children do not get the help they need to develop their personal, social and emotional and communication and language skills. Leaders know this and are considering ways to tackle these inconsistencies.

Leaders identify pupils' additional needs quickly and liaise with professional agencies effectively. Teachers take pupils' individual starting points into account when adjusting the curriculum to meet pupils' needs. They adapt the curriculum appropriately, without lowering their expectations. Pupils enjoy an inspiring curriculum that is well matched to their precise needs. They say they find their work 'just right'. Consequently, pupils with special educational needs and/or disabilities flourish.

Pupils learn many aspects of the personal, social and health education curriculum very well. This helps pupils to make informed choices about staying safe and being healthy. In lessons, pupils listen carefully and collaborate well. Poor behaviour does not prevent pupils' learning. They show kindness and respect to others who have views that differ from their own.

Safeguarding

The arrangements for safeguarding are effective.

Staff know what to do to keep pupils safe. They supervise pupils effectively and ensure that the new school's learning environment is well organised and secure. Staff have received appropriate training so that they are alert to any signs that a pupil might be at risk of harm. They use the school system effectively to report any concerns. The dangers of radicalisation and extremism are shared with pupils in assemblies and throughout the curriculum. Leaders work effectively with a wide range of agencies to support pupils and their families. Processes and systems for staff recruitment are fit for purpose.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The English curriculum is not yet equipping all pupils with the knowledge and skills they need to apply their spelling and punctuation when writing. This means that some pupils go through school with a number of misconceptions. Leaders need to assure themselves that there is a high-quality writing curriculum in place so that pupils learn to spell and punctuate correctly.
- Curriculum leaders, in a minority of subjects, have not ensured that the curriculum is being implemented in line with their high expectations. Consequently, some pupils' knowledge is shallow. Leaders must check that staff are implementing the curriculum with sufficient ambition.
- Leaders are aware of the need to adapt some aspects of the early years curriculum. Currently, some children are not receiving the precise support they need to thrive. Leaders must ensure that the curriculum is adjusted to better meet children's personal, social and emotional development and communication and language needs.

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 information from Ofsted Parent View 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

Unique reference number	144933
Local authority	Plymouth
Inspection number	10212130
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	194
Appropriate authority	Board of trustees
Chair of trust	Iain Grafton
Headteacher	Claire Duncan
Website	www.morleymeadowprimary.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- Morley Meadow Primary School opened in September 2021 at a new site. Previously, the school was known as Dunstone Primary School.
- The current headteacher joined the school in September 2020.
- The school joined the Westcountry Schools Trust in September 2017.
- The school does not use any alternative providers.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors did deep dives in early reading, mathematics, English and history. This included discussions with subject leaders, lesson visits, looking at examples of work, discussions with teachers, discussions with pupils and listening to pupils read to an adult. Inspectors considered some aspects of the religious education and art and design curriculums.

- Inspectors held meetings with the headteacher, deputy headteacher, curriculum leaders, the special educational needs coordinator, staff and governors, including the chair of the local governing body.
- The lead inspector met with the trust's chief executive officer and a director of education. She had a telephone conversation with the deputy chair of trustees.
- Inspectors scrutinised a range of documentation provided by the school, including leaders' self-evaluation, improvement plans and documentation relating to attendance and behaviour.
- Inspectors examined safeguarding records, checked staff's safeguarding knowledge and spoke with pupils. An inspector met with the designated safeguarding lead.
- Inspectors considered 35 responses to the online survey, Ofsted Parent View, and the free-text comments. They also took into consideration responses to the staff and pupil surveys.

Inspection team

Sue Costello, lead inspector

Her Majesty's Inspector

Matthew Shirley

Ofsted Inspector

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