

Inspection of a good school: East Morton Church of England Primary School

Street Lane, East Morton, Keighley, West Yorkshire BD20 5SE

Inspection dates:

2 and 3 February 2022

Outcome

East Morton Church of England Primary School continues to be a good school.

What is it like to attend this school?

Pupils thrive at East Morton Primary School. They love attending this welcoming and happy school. Parents and carers say that their children find learning 'irresistible', and this is evident in all classrooms. Pupils want to do the best that they can in all aspects of school life.

Leaders and staff set high expectations for pupils' behaviour and learning. Pupils' behaviour is exemplary. They are kind and considerate of each other. During breaktimes and lunchtimes, older pupils play and engage with younger pupils. There are very few disagreements during these times. Pupils say that no bullying takes place and that they always feel safe.

Pupils find any form of discrimination 'offensive' and believe that everyone should be treated equally. Pupils are confident and articulate when talking to adults. They have no qualms about speaking to an adult or putting a note in the worry box if they have a concern.

Pupils participate in an interesting range of activities, such as comic club, coding club, and the cross-country, curling and bowling clubs. During the COVID-19 pandemic, leaders ensured that pupils had access to alternative activities through 'bubble clubs'. Pupils are proud to be given roles such as those of eco-committee members, school councillors and worship councillors. As a result, they develop into confident, active and responsible young citizens.

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

Leaders are passionate about ensuring that all pupils, including pupils with special educational needs and/or disabilities (SEND), achieve in every aspect of school life. The school's motto, 'everyone, every chance, every day', reflects the inclusivity of the school. Leaders regularly review the curriculum to make sure that it provides pupils with a breadth and depth of knowledge. Leaders ensure that pupils with SEND access the same

curriculum as their peers. Pupils with SEND are well supported in class and as a result, they achieve well.

The curriculum is well designed and sequenced so that pupils build their knowledge over time. Teachers check whether pupils have remembered the previous knowledge taught, and support pupils to learn new knowledge, through 'retrieval practice'. They use this information to reteach expected knowledge that pupils have forgotten. However, in subjects other than English and mathematics, some pupils remember an activity rather than the subject knowledge leaders want them to remember. For example, pupils remember drawing and labelling volcanoes in geography, but cannot remember the structure of a volcano, which leaders wanted them to know.

Pupils learn to read with confidence and fluency. Staff are confident in teaching pupils to read and identify gaps in pupils' phonic knowledge. Pupils who struggle to read receive daily support. This helps pupils to keep up with the phonics programme and ensures that no one is left behind, including pupils with SEND. Leaders plan a range of strategies to ignite pupils' passion for reading. Daily reading sessions and story time start in early years, where children enjoy 'ERIC' time ('everyone reading in class'), with Eric the elephant. Pupils love to post their reading recommendations on the 'recommended reading rainbow'.

Pupils love mathematics. They are proud of what they achieve and want to show off their work. Mathematics is a strength of the school. Pupils know and remember what they have learned in their lessons. This is because leaders have identified and ordered the knowledge that they want pupils to learn. Pupils have frequent opportunities to practise arithmetic and achieve well.

The early years curriculum clearly defines what leaders want children to know in literacy, mathematics and some other areas of learning, such as understanding the world. Children can clearly explain the climate in the Arctic and that the Inuit live there. Leaders provide opportunities through the environment to spark children's interest in the topic. Staff develop children's vocabulary through modelling language and effective questioning. Leaders are developing the precise knowledge that they want children to remember in other areas of the curriculum, such as expressive arts and design.

Leaders have created a positive behaviour culture in school based on a clear and consistent behaviour policy. Teachers set high expectations at the beginning of the year through class charters. Older pupils model positive behaviours to younger pupils throughout the school day.

Pupils develop a clear understanding of fundamental British values from a young age. This is because leaders have planned a comprehensive personal development programme, with frequent opportunities to explore a range of issues. This programme, along with the religious education curriculum, develops pupils' knowledge and understanding of other religions and faiths.

Staff are proud to work at East Morton. They value the training opportunities that leaders provide and leaders' support to manage their workload.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that appropriate checks on staff are undertaken prior to employment to ensure that all staff are suitable to work with children. Staff and governors receive regular training and updates around safeguarding so that they are alert to any potential safeguarding concerns that may arise.

Leaders weave online safety and other aspects of staying safe, such as fire safety, throughout the curriculum. Teachers plan a range of scenarios for pupils to explore around personal development. Visitors, such as local police officers, are invited to talk to pupils about staying safe. As a result, pupils develop a growing knowledge of ways to keep safe, including staying safe online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders are currently developing the early years curriculum to ensure that plans start from Nursery. While plans for English, mathematics and some other areas of the curriculum are well developed, areas such as expressive art and design are not. The curriculum does not set out the precise knowledge leaders want children to learn over their time in early years. Leaders need to continue to define the early years curriculum, so that teachers know what knowledge they should teach and when.
- In wider curriculum subjects such as geography, some pupils remember the activity itself rather than the subject knowledge leaders intend them to know. Leaders should ensure that teachers present curriculum-specific information clearly so that pupils remember and build on their knowledge in that subject.

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 or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, 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 deem the section 8 inspection a section 5 inspection immediately.

This is the first section 8 inspection since we judged the predecessor school, East Morton Church of England Primary School, to be good in January 2012.

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	145072
Local authority	Bradford
Inspection number	10212095
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	209
Appropriate authority	Board of trustees
Chair of trust	Tessa Mason
Headteacher	Anne Proctor
Website	www.eastmortonprimary.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school extended its provision to Nursery children in January 2022.
- There is a breakfast club and an after-school club managed by the school.
- The school does not use any alternative provision.

Information about this inspection

This was the first routine inspection the school had 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.

- Inspectors held discussions with senior leaders and members of staff. Inspectors met with members of the local governing body, a representative from the diocese and members of the trust, including the chief executive officer.
- Inspectors carried out deep dives in reading, mathematics and geography. This included discussions with subject leaders and looking at curriculum plans, visiting lessons, looking at pupils' work and talking with pupils and staff. Inspectors observed pupils reading to a familiar adult.

- Inspectors talked with pupils to gather their views on the curriculum and what it is like to attend the school.
- Inspectors looked at the school's own development plans.
- Inspectors reviewed the school's safeguarding arrangements, including the single central record.
- Inspectors observed pupils' behaviour in class and at other times of the day.
- Inspectors took account of responses to the online survey Ofsted Parent View, and the pupil survey and staff survey.

Inspection team

Jenny Thomas, lead inspector

Her Majesty's Inspector

Steve Wren

Her Majesty's Inspector

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