

Inspection of Morland Church of England Primary School

Morland Road, Ipswich IP3 0LH

Inspection dates: 14 and 15 September 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?

Pupils like their school very much. They enjoy learning and playing with their friends. Pupils think that their teachers are kind and that they support them when they need help. Pupils feel safe. This is because their teachers care passionately about pupils' well-being. If a pupil has a concern, there is always someone to talk to.

Pupils work well in lessons. They participate enthusiastically and listen carefully to their teachers and to each other. They behave positively around the school and feel safe. Pupils say that teachers will not tolerate any bullying. Should it happen, teachers deal with it swiftly.

Pupils are respectful to others. They welcome those who are different from them. They have adopted positive values. Their confident approach to their work reflects the school's vision that 'everything is possible'. When things go wrong, their teachers help them to make amends. They have many opportunities to develop their sporting skills and participate in competitions. They take part in activities which help them to become active citizens and to build a wider knowledge of the world around them. They visit places of worship, watch pantomimes, learn about their local community and participate in charity events.

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

Leaders have ensured that the curriculum is broad and ambitious. In much of the curriculum, leaders have carefully selected the knowledge they want pupils to learn. They ensure it links well to what pupils have already learned. Teachers present knowledge clearly so that pupils understand well. Pupils often practise what they have learned before. In some areas of the curriculum, this is not so regular. As a result of this, some pupils do not remember important knowledge as well as they might.

In most areas of the curriculum, teachers' questions often identify errors and gaps in pupils' knowledge. Teachers provide help so that pupils can correct their learning. Some teachers do not do this as consistently well as others. As a result, some pupils continue to make the same mistakes and continue to misunderstand ideas.

Leaders have prioritised the teaching of reading. All teachers receive regular training which ensures they adopt a consistent approach when teaching reading. Children in the Nursery learn to recognise sounds. In Reception, children soon begin to blend sounds and read words and sentences. Teachers help children to recall the sounds they have learned before. Pupils' reading books are closely matched to the sounds they know. This helps them to read with fluency and confidence. Leaders regularly check how well pupils are reading. Any pupil who falls behind receives very precise support to help them to catch up. Pupils across the school say they love reading.

Leaders carefully identify those pupils with special educational needs and/or disabilities (SEND). Leaders work with a range of agencies so that pupils with SEND

benefit from the right support. Leaders closely check that teachers apply the precise strategies to help pupils with SEND access the full curriculum. They regularly review how well support is working.

From the start of Reception, teachers establish high expectations of children's behaviour. They instil routines which help children to know what to do and what they should not. Leaders provide carefully planned activities which help children in Reception to develop language and their understanding of the world. Pupils play well together. They look out for other pupils who are alone and quickly incorporate them into their games. Older pupils know how to settle disagreements without the need for their teachers to intervene.

Leaders have provided a rich diversity of books for pupils to read. This ensures pupils gain further knowledge about other cultures and different groups in society. Pupils know how to build highly positive relationships and can identify less positive behaviours. Older pupils exhibit high levels of maturity. They are keen to take on more responsibility in the school. Leaders are aware of this and are creating opportunities for pupils to contribute to school life and hone leadership skills.

Leaders, governors and the trust have a sharp understanding of what the school does well and how it should move forwards. Governors hold leaders firmly to account for their actions. The trust has provided much meaningful support, which staff appreciate because it has helped them to become better at what they do. As a result of this, the pace of improvement has been rapid. Parents acknowledge this and many recommend the school. The school is in a strong position moving forwards.

Safeguarding

The arrangements for safeguarding are effective.

There is a highly vigilant culture of safeguarding in the school. Staff receive regular training which enables them to identify pupils who may be at risk of abuse or neglect. Staff understand particular risks in the local area. They fully understand the rigorous system of reporting concerns. Leaders respond rapidly. They work with a range of outside agencies. They are persistent in ensuring that pupils receive the appropriate support they need.

Pupils understand how to keep themselves safe when online and when not in school. Leaders make rigorous checks on all new members of staff to ensure they are suitable to work with children.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some areas of the curriculum, pupils do not remember some important knowledge as well as they might. This is because teachers do not ensure they have regular practice of what they have previously learned. Leaders must ensure that all teachers organise more opportunities for pupils to practise previously learned knowledge so that they know more and remember more over time.
- Some teachers do not systematically identify mistakes, misconceptions and gaps in pupils' knowledge. As a result, some pupils continue to make the same mistakes and misunderstand some knowledge. Leaders must ensure that all teachers know how to identify and address errors and gaps in knowledge so that all pupils learn more over time.

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.

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	145851
Local authority	Suffolk
Inspection number	10241331
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	388
Appropriate authority	The governing body
Chair of governing body	Richard Lawson
Headteacher	John Crane
Website	www.morlandprimary.com
Date of previous inspection	Not previously inspected

Information about this school

- The school is a member of the St Edmundsbury and Ipswich Diocesan Multi-Academy Trust.
- The school has a Nursery of around 50 children.

Information about this inspection

The inspectors carried out this graded 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 met with the chief executive officer of the trust, the head of school improvement for the trust, the chair of the local governing body, members of the governing body, the headteacher, senior leaders, teachers and support staff.
- Inspectors carried out deep dives in reading, mathematics, geography, music and physical education. These included discussions with subject leaders, visits to

lessons, meetings with staff and pupils, scrutiny of pupils' work and a review of any curriculum documentation.

- Inspectors scrutinised the school's single central record and met with the designated safeguarding leader. They scrutinised safeguarding records and spoke with pupils and with staff. Inspectors observed pupils at break and at lunchtime.
- Inspectors considered the views of pupils, staff and parents. Inspectors met with parents in school and when they came to pick up their children. There were 35 responses to Ofsted's staff survey. There were 26 responses to Ofsted's pupil survey. There were 28 responses to Ofsted's online questionnaire, Ofsted Parent View. Inspectors considered 28 free-text responses from parents.

Inspection team

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