

Inspection of Morelands Primary School

Crookhorn Lane, Waterlooville, Hampshire PO7 5QL

Inspection dates: 22 and 23 November 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	Requires improvement

What is it like to attend this school?

At Morelands Primary School, pupils show how important their values of 'thrive, create and achieve' are. Pupils thrive and achieve because of the high ambitions their teachers have for them. They know that adults in school want what is best for them. Pupils have the confidence to have a go with their learning because of this. Pupils are proud to welcome all to their school community. Their respect for difference and equality is clear to see in the warm and inclusive environment they help to create.

All pupils, including those with special educational needs and/or disabilities (SEND), have their needs met well. Pupils in the specially resourced provision for pupils with SEND (specially resourced provision) achieve well and are very much part of the school community. As such, they benefit from the genuine care and encouragement shown to them by their peers in the mainstream classes.

Pupils trust adults in the school. They value the expectations that staff have for how they will behave. As a result, pupils' behaviour is consistently positive. Bullying is rare and pupils feel safe in school. Pupils are very clear about what bullying is and how adults at school will help them if they have any problems.

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

Leaders' thinking about what pupils can and will achieve is ambitious. They have consulted with teachers and the special educational needs coordinator in deciding the most important knowledge that pupils need and the best way for them to learn it. As such, there is a well-designed curriculum which fits the needs of all pupils within the school. In Reception, children gain the knowledge they need for learning in Year 1. Most subject leaders have worked with the reception leader to create these links in learning. A small number of subject leaders are still establishing these deliberate links between their subjects and the curriculum in Reception. Subsequently, not all staff in the older year groups understand the knowledge that the youngest children have and so cannot effectively build on that knowledge as they enter Year 1.

Leaders have provided staff with expert training to meet the various additional needs of pupils within the school. As such, staff have the knowledge they need to ensure all pupils are included and learn well. Staff and pupils are proud of their specially resourced provision. Staff working in the provision are highly skilled in the academic and therapeutic support they provide to the pupils they work with. Due to this, these pupils have integrated very well into the school's mainstream classes.

All pupils, including those with SEND, achieve the ambitious aims of the curriculum in most subjects. However, in a small number of foundation subjects, not all activities are as ambitious as they could be. As a result, pupils do not always have the opportunity to build on what they already know as well as they could.

The approach to early reading helps pupils to read with accuracy and fluency. Teachers use frequent assessment to identify pupils who may be falling behind and are quick to put in place activities to help them to catch up. Pupils are enthusiastic and confident readers and enjoy talking about their books. Leaders have put in place an approach to reading in key stage 2 which builds on well from the sequenced phonics programme in Reception and Years 1 and 2.

Inclusivity is clear to see in the approach of staff and pupils throughout the school. Leaders have chosen a personal, social, health and economic (PSHE) education curriculum that teaches pupils about the diversity present within the world. As a result, pupils have strong knowledge of individuality and equality and they show this in all they do. Leaders have thought about the wider opportunities pupils in this school need. Pupils build leadership skills through important roles such as physical education and art monitors, head gardeners and librarians. Leaders use trips well to enhance the school's curriculum while giving pupils, including the most disadvantaged, new and enriching experiences.

Staff are consistent in their messages to pupils about their conduct. This has created an environment where everyone is aware of the high expectations for how they should behave. This also helps pupils to become positive members of the community and to have positive attitudes towards their learning. Leaders work hard to remove barriers to attendance. However, the persistent absence of disadvantaged pupils is too high.

Leaders' and governors' vision for the school inspires staff, and they are proud to be part of making it a reality. Leaders work well with governors and the local authority to make the necessary improvements to the school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders show awareness of the risks that pupils may face in the wider world. They have considered what pupils need to know to be able to keep themselves safe online and in the wider community. Pupils learn about this in their PSHE lessons.

All staff know what to look for if they have any concerns about a pupil. They follow school processes for safeguarding effectively. This means that leaders can get the help that pupils and their families need when they need it. Leaders ensure record-keeping and employment checks are robust and follow safeguarding guidance. These are regularly monitored by governors.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of foundation subjects, leaders' ambitious aims are not yet

fully embedded. This means that pupils are not consistently achieving as well as they could across the entire curriculum. Leaders should ensure that staff know how to implement ambitious activities to build pupils' knowledge.

- Leaders are still refining the curriculum sequencing from early years to key stage 1 in some subjects. Currently, in a few subjects, some pupils repeat learning they can already do or start at a point that assumes knowledge they do not have. Leaders should ensure that all teachers in key stage 1 fully understand the knowledge that pupils learn in early years.
- Persistent absence of the most vulnerable pupils is too high. These pupils are not fully benefitting from all that school has to offer. Leaders should now carefully consider what additional strategies and support the most vulnerable families need to further improve attendance.

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	116265
Local authority	Hampshire
Inspection number	10241214
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	323
Appropriate authority	The governing body
Chair of governing body	Lord Richard Gridley
Headteacher	Alison Syred-Paul
Website	www.morelandsprimaryschool.co.uk
Date of previous inspection	26 and 27 February 2019, under section 5 of the Education Act 2005

Information about this school

- Since the previous inspection, there has been a change in the leadership of the school. The current headteacher has been in the post since April 2019.
- A new chair of governors has been appointed since the previous inspection. They have been in post since March 2021.
- The school has a specially resourced provision for 25 pupils with speech, language and communication needs.
- The school does not currently use any alternative provision.

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 headteacher, the deputy headteacher and other members of the leadership team, including the special educational needs coordinator and lead teacher from the specially resourced provision. The lead inspector met with the chair of governors and four other members of the governing body. She also spoke with a representative from the local authority.
- Inspectors carried out deep dives in the following subjects: early reading, mathematics, history, physical education and design technology. For each deep dive inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors observed pupils' behaviour around the school and in lessons. Inspectors met with groups of pupils to discuss their learning, personal development and views on bullying and behaviour. They also spoke to pupils in lessons and during play and lunchtimes.
- Inspectors considered a range of documents, including leaders' evaluations of the school, their school improvement plan, external evaluations from the local authority and minutes from governors' meetings.
- Inspectors spoke to parents and carers and also took into account their responses to Ofsted Parent View.
- Inspectors took account of the views of staff through conversations and the responses to the online staff survey.
- Inspectors evaluated the effectiveness of the safeguarding arrangements in the school by speaking with leaders, staff and pupils. The lead inspector met with the designated and deputy designated safeguarding lead to discuss the arrangements for safeguarding. During these meetings, the lead inspector scrutinised records and sampled case files to explore how the school identifies and supports pupils at risk of harm. A team inspector examined the school's work to recruit and check on the suitability of staff. Inspectors also checked the knowledge of staff about their responsibilities.

Inspection team

Nina Marabese, lead inspector

His Majesty's Inspector

Zoe Harris

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Ofsted Inspector

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