



Moreton Christ Church CofE Primary School

Inspection Report

Unique Reference Number 105076
LEA Wirral
Inspection number 277288
Inspection dates 28 June 2006 to 29 June 2006
Reporting inspector Mr Paul Bamber CfBT Lead Inspector

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Upton Road
School category	Voluntary aided		Moreton
Age range of pupils	4 to 11		Wirral, Merseyside CH46 0PB
Gender of pupils	Mixed	Telephone number	0151 6775152
Number on roll	386	Fax number	0151 6775152
Appropriate authority	The governing body	Chair of governors	Rev G Cousins
Date of previous inspection	27 March 2000	Headteacher	Mrs Anne Vickers

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Introduction

The inspection was carried out by three Additional Inspectors

Description of the school

Pupils who attend this larger than average church school come from a wide range of backgrounds but most are of White British heritage. There is a lower than average proportion of pupils with learning difficulties and/or disabilities or who take a free school meal. All pupils speak English as their first language. There are quite a number of looked after children. The school actively seeks external recognition of its work and is in recent receipt of Investors in People status, an Artsmark Award and the England Basketball Mark.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school and it offers good value for money. The school underestimated several areas of its work in its self-evaluation prior to the inspection, downgrading pupils' achievements, teaching quality and the effectiveness of the leadership and management.

Pupils make good progress overall and, as a result of good teaching, attain consistently above average standards in English, mathematics and science. However, the achievements of the more able pupils in Years 1 and 2 and that of older boys in writing could be better. Because the school provides such good care and support and promotes pupils' personal development so well, pupils behave well and have positive attitudes to all aspects of school life. This is particularly evident in the Foundation Stage (the Reception classes), where quality and standards are good overall and in which the children's personal, social and emotional development is outstanding.

A rich curriculum contributes significantly to pupils' good achievements, their effective creative development and their good understanding of how to stay healthy and safe. The strong Christian ethos is evident in all aspects of school life and is closely linked to pupils' outstanding spiritual development. Leadership and management are good. The headteacher, whilst successfully promoting inclusion and harmonious teamwork, constantly seeks higher standards from pupils and staff to which they respond positively. Improvement plans at both whole school and subject level lack detail about the specific improvements pupils need to make in order to raise achievement further. Improvement since the last inspection has been good. This good improvement, together with the determination of senior managers and governors to continue to raise standards means that the school is well placed to improve further.

What the school should do to improve further

- Ensure the achievements of the more able pupils in Years 1 and 2 match the good achievement of other pupils.
- Raise the standard of boys' writing in Years 3 to 6.
- Ensure plans for improvement clearly state exactly what pupils need to do better.

Achievement and standards

Grade: 2

Pupils achieve well overall. The school felt that this aspect was only satisfactory but relied too much on a rather narrow definition of achievement. Pupils enter the school with broadly average standards and over the last three years have left Year 6 with standards significantly higher than average. In the Reception classes, children make good progress in all areas of their learning. Progress in their personal, social and emotional development is outstanding. Most continue to make good progress in Years 1 and 2, but the more able pupils make only satisfactory progress because too little is demanded of them. Overall, pupils achieve well in Years 3 to 6. The best progress is

in reading but boys should be doing better in writing. The school identified this and has introduced a range of strategies and established links with other professionals to address this weakness. It is too soon to say whether these have been successful. Pupils with learning difficulties and/or disabilities or who are looked after achieve well because their needs are quickly identified and effective support provided. There are some examples of pupils with learning difficulties and/or disabilities making outstanding progress in English as a result of very effective provision to meet their specific needs. The school sets challenging targets for the Year 6 test performance and regularly meets them.

Personal development and well-being

Grade: 2

Personal development and well-being are good overall and are outstanding in the Foundation Stage. Spiritual development is outstanding and pupils' social, moral and cultural development is good. Pupils enjoy school. They move quietly and safely around the school building, play sensibly in the playground and are polite and helpful to visitors. Pupils sensitively consider the feelings of others as well as their own. Members of the school council take their responsibilities seriously. For example, during lunchtime older pupils assist in helping and supporting the younger pupils. They proudly explained how they influenced changes to school uniform and their work with school governors that led to plans for a new dining centre. Pupils demonstrate good young citizenship, taking first aid training seriously and by supporting charities. However, although pupils acquire good basic skills to prepare them well for the future, their attendance is only average and has declined over the last three years, mainly as a result of an increasing number of parents choosing to take their children on holiday during term time.

Pupils have a particularly good understanding of what constitutes a healthy lifestyle and how to stay safe. They eat healthily and take advantage of the

many opportunities provided for them to take regular exercise. Pupils have a good understanding of economic activity and the principles of fair trade.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching, learning and support is good. They make a significant contribution to pupils' good achievements, to their mature behaviour and to their positive attitudes to learning. In all classes, teachers and support staff have very good relationships with pupils. This results in most lessons being purposeful and positive. Where teaching is at its best, a brisk pace is maintained and resources used creatively. Information and communication technology (ICT) is used well to engage pupils and to clarify learning. Teachers set tasks that match pupils' needs very well. Where teaching has some relative weaknesses, pupils are confined to one activity for too long, tasks do not always match pupils' capabilities sufficiently and pupils are not given enough

opportunities to take initiative. Pupils are grouped by ability for English and mathematics lessons in Years 1 to 6. Although this generally works well, there is sometimes too little difference in the demands made on pupils in the higher ability groups in Years 1 and 2. As a result, the more able pupils achieve satisfactorily rather than well. The support and teaching in the Reception classes and for pupils with learning difficulties and/or disabilities is consistently good which results in them making good progress. Teachers mark pupils work assiduously and their comments help pupils improve.

Curriculum and other activities

Grade: 2

The curriculum is good and meets statutory requirements. Pupils develop a firm grasp of the basic skills they will need for future success. The Foundation Stage curriculum is well thought out and, overall, enables children to achieve well in all areas of their learning. However, there are some limitations in the quality of outdoor provision, which limits the range of activities in several areas of their learning. Pupils with learning difficulties and/or disabilities and who are looked after are well catered for. The curriculum is enriched by a wide range of extra-curricular activities, visits and visitors, all of which contribute well to pupils' good achievements, their personal development and their appreciation of the arts. Particular strengths of the curriculum are the teaching of French in Years 1 to 6 and the way pupils are taught to keep themselves safe. Healthy lifestyles are well promoted in and out of the school and pupils are well aware of the need for regular exercise and to eat healthily.

Care, guidance and support

Grade: 2

The quality of care is outstanding and the guidance and support provided are good. Child protection procedures are in place. Children are well prepared for starting school and there are effective arrangements for Year 6 pupils' transfer to secondary school. Pupils feel safe and secure and their parents and carers endorse this. These strengths contribute particularly well to pupils' good personal development and well-being. One parent remarked that 'the help given to pupils and parents is exceptional'. In lessons, satisfactory guidance is provided to help pupils achieve their learning targets and older pupils are aware of what they need to do to improve their work. The school has done all it can to arrest the decline in average attendance but there have been incidences of unavoidable absence and an increasing number of pupils are taken out of school in term time for family holidays.

Leadership and management

Grade: 2

Leadership and management are good. Improvement in pupils' achievements, personal development and their welfare is at the heart of all the work of the leaders and managers in the school. The headteacher sets a vibrant example to all staff and leads

the school very strongly. Despite several differences in the judgements the school made compared with that of the inspectors, there is rigorous and effective self-evaluation. This has enabled the school to identify the few weaknesses highlighted in this report and to devise and implement strategies to improve things. There is a strong sense of teamwork amongst senior staff and subject leaders, demonstrating a determination to effect further improvements in standards and provision. However, both the school improvement plan and the subject leaders' action plans lack detail about what specific improvements pupils need to make so that standards rise even further.

The headteacher is particularly well supported and challenged by competent and experienced governors who have ensured rigorous financial planning and who effectively hold the school to account for its work. Pupils and staff benefit considerably from the strong partnership established with the church, with the local authority, with local schools and with other outside agencies. These have led to considerable gains in achievements, pupils' personal development and in the curriculum. Parents are overwhelmingly supportive and positive in their views of the school, particularly praising the quality of the care.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for making us so welcome during the days we spent in your school. We really appreciated the way in which you chatted to us and let us know so many interesting things about your school. We would like to share with you those things we thought were good about your school and those things we felt it could do better.

What we like most about your school:

- how polite and well behaved you are
- most of you make good progress in your work
- you are looked after really well by all the adults who work with you
- most of your lessons are interesting and fun and help you to learn a lot
- Mrs Vickers and the other people who run the school know how to help you progress even better.

There are some things that we feel would make it better:

- make sure that those of you in Years 1 and 2 who learn more quickly make better progress
- help boys in Years 3 to 6 to improve their writing
- for teachers' plans to be a bit clearer about exactly what it is that you need to improve.

Thank you for helping us with the inspection of your school. We hope that you continue to really enjoy school and do very well with your work and carry on trying really hard.