



East Morton CofE Primary School

Inspection Report

Unique Reference Number 107311
Local Authority Bradford
Inspection number 287793
Inspection dates 4–5 December 2006
Reporting inspector Robert Robinson

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

Type of school	Primary	School address	Street Lane
School category	Voluntary controlled		East Morton, Keighley
Age range of pupils	5–11		West Yorkshire BD20 5SE
Gender of pupils	Mixed	Telephone number	01274 569447
Number on roll (school)	210	Fax number	01274 563159
Appropriate authority	The governing body	Chair	Mr Martin Preston
		Headteacher	Mrs Louise Dale
Date of previous school inspection	12 February 2001		

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is an average-sized primary school. Most pupils are of White British or Pakistani backgrounds. No pupils are at an early stage of learning English as an additional language. The socio-economic circumstances of the area are above average. The proportion of pupils with learning difficulties is below average. The headteacher commenced her appointment in September 2005.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

East Morton C of E Primary School is a good school with outstanding features such as in pupils' personal development. It has continued to improve since its last inspection. It provides good value for money. The recently appointed headteacher and deputy headteacher have built well on the previous strengths of leadership and management. They are assisted by effective senior leaders, subject coordinators and governors. As a result, the leadership team's vision is more widely shared and there is impressive consistency in the action being taken to help the school to move further forward. The school has an accurate view of its strengths and areas for improvement and this indicates that its capacity to continue to improve is good.

The quality of teaching is good. Children get off to a good start in the Foundation Stage and make good progress. Pupils really enjoy learning; as a result they achieve well and usually reach above average standards by the end of Year 6. However, in the 2006 national tests fewer than expected proportion of pupils reached the higher levels in English and mathematics. Improvements in the tracking of pupils' progress and target setting are now spurring on pupils' learning. A revised curriculum is good, with outstanding features in the development of literacy skills in other subjects and the use of visits and visitors to enhance pupils' interest in learning. For example, a visit to a mosque developed pupils' understanding of the multicultural richness of local areas and the beliefs and practices of followers of the Islamic faith. In addition, the visit stimulated pupils to write purposefully about their experiences. Visitors to school provided an insight into the Anglican tradition of bell-ringing as well as providing opportunities for pupils to ring a tune using hand instruments.

Pupils are cared for very well. Consequently, their personal development, including spiritual, moral, social and cultural development, is outstanding. Racial harmony underpins the excellent relationships between pupils. Bullying is not an issue. Attendance is good. Pupils know that their views are listened to. They feel safe, and trust all the adults they deal with. Their behaviour and attitudes to learning are exemplary and this assists their good progress. They enjoy and appreciate the wide range of extra-curricular activities, which are well attended. They participate actively in a broad range of physical education and sports and this contributes to their good awareness of the need for healthy lifestyles. Pupils are well prepared for future learning because of their good acquisition of basic skills and their increasing maturity.

The school works well with the local community and parents. For example, pupils explained proudly how they prepare and look after a large garden with local residents, parents and staff. They enthusiastically describe eating a meal with pumpkin soup and brussels sprouts from vegetables they have grown. Such activities contribute to pupils' understanding of the importance of maintaining a healthy lifestyle. Parents are very appreciative of the education provided for their children. The following comment encapsulated the feeling of most: 'It's such a happy place - no wonder my child likes coming!'

What the school should do to improve further

- Provide work that is more challenging for the more able pupils so that more reach the higher levels in English and mathematics.

Achievement and standards

Grade: 2

Pupils, including those with learning difficulties and/or disabilities, make good progress as they move through the school. They achieve well relative to their starting points. On entry to Reception, children's attainment is about average although this year it is above average. By the end of the Reception year most exceed national expectations for children of this age.

Standards are above average overall. Standards at the end of 2005 were well above average in English, mathematics and science. However, in 2006 standards at the end of Year 6 were broadly average because fewer pupils reached the higher levels. The school was close to achieving its targets at the level expected nationally though missed its targets at the higher level.

Personal development and well-being

Grade: 1

Pupils' attitude to school is exemplary. This assists their academic and social progress. Pupils show high levels of interest in all aspects of school life. They really enjoy learning and achieve well. Pupils are extremely well mannered, confident and articulate. They are very respectful and considerate of others' feelings. They have a keen interest in and understanding of their own and other cultures. Teaching about the dangers surrounding drugs and alcohol, as well as the importance of secure relationships, means that pupils are very well prepared to make choices about their own safety and well-being. School council members meet regularly and have helped to organise events that have successfully raised money to support various charities and to buy playground equipment. Pupils make good progress towards gaining the life skills they need to secure their future well-being by working collaboratively in school and by participating in community events.

Quality of provision

Teaching and learning

Grade: 2

Teachers plan lessons well which interest pupils. Classrooms are exciting places to learn with eye-catching displays to celebrate pupils' work. Pupils, including those with learning difficulties and/or disabilities, are given good help from staff, enabling them to achieve well. Information and communication technology enhances opportunities for pupils to consolidate and extend learning. Occasionally, teachers' questioning does

not challenge pupils sufficiently. Time is lost when the more able pupils quickly complete their tasks and queue up to have their work checked. The marking of work is of a consistently high quality and pupils are aware of how well they are doing and what they must do to improve. Pupils are encouraged to evaluate their learning. For example, a pupil stated, 'I did not understand how to plot coordinates in four quadrants before the lesson but now I do.'

Curriculum and other activities

Grade: 2

The good curriculum promotes the interest of all pupils. A recent revision of the curriculum has successfully linked learning in different subjects as well as beginning to challenge the more able pupils so they have the potential to reach higher standards. Educational visits, including residential experiences, and visitors to the school add relevance to learning and are used exceptionally well to enable pupils to develop their literacy skills. A strength is the way that the school plans for 'talk across the curriculum'. This helps all pupils, but particularly lower attainers and those pupils learning English as an additional language, to make good progress. Provision in the Foundation Stage is good because lessons are planned and taught well so young children make good progress in all the areas of learning. Pupils' maturity and understanding of healthy lifestyles are enhanced through an emphasis on personal, social and health education and citizenship. Pupils are proud that they learn French throughout the school and consider that this will help them in the future.

Care, guidance and support

Grade: 2

Pastoral care is strong, so parents are confident that their children are in safe hands. Teachers and teaching assistants know the pupils exceptionally well and deal very sensitively with their individual difficulties so that they can achieve well. Recently introduced systems for assessing and tracking progress are thorough, enabling teachers to set manageable individual learning targets. Pupils now have a better understanding of what they must do to reach higher standards. Essential safety checks on the building and equipment are routinely carried out and procedures for the safeguarding of pupils are in place, ensuring that pupils learn in a safe environment.

Leadership and management

Grade: 2

The headteacher provides clear direction for the school and her leadership continually drives the school forward. Together with her management team and the rest of the staff she has developed an effective programme of self-evaluation. Data is analysed well to monitor school performance. The leadership recognises that it has not provided until recently enough opportunities for the more able pupils to maximise their progress. Subject coordinators' roles and responsibilities are clearly defined and all staff play an active part in contributing to the school improvement plan. Teachers feel there is

now a 'clearer structure to school management' and by sharing ideas more effectively pupils' performance in the classroom is improving. Governors are supportive, but, importantly, they also hold the school to account effectively by having a firm understanding of what the school does well and of what needs to be improved.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

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

The quality of provision

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

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you for welcoming Mr Schubeler and me to your school. We enjoyed the two days we spent with you. Our findings confirm your own views that your school is a good school with some outstanding features because the headteacher leads your school well with support from other staff and governors.

We were very impressed by your outstanding behaviour and interest in lessons. Staff look after you very well and we were pleased that you get on so well together. The standard of most of your work by the time you leave the school is above average because you are taught well and make good progress. However, we have asked the school to help those of you who find learning easier to do better and reach higher standards. Your parents and carers are pleased that you come to this school.

We appreciated talking to you about your work and watching you learn. We trust that you will continue to work with the headteacher and other staff to help them to improve the school. We wish you well for the future.