

# Morchard Bishop Church of England Primary School

Inspection report

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<b>Unique Reference Number</b>	113457
<b>Local Authority</b>	Devon
<b>Inspection number</b>	311276
<b>Inspection date</b>	3 July 2008
<b>Reporting inspector</b>	Andrew Redpath HMI

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	111
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Kate Moore
<b>Headteacher</b>	Ann Palmer
<b>Date of previous school inspection</b>	23 February 2004
<b>School address</b>	Church Street Morchard Bishop CREDITON EX17 6PJ
<b>Telephone number</b>	01363 877328
<b>Fax number</b>	01363 877328

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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors. The inspector evaluated the overall effectiveness of the school and investigated the following issues: achievement and standards, with a particular focus on the progress of pupils with a learning difficulty and/or disability and the improvement between Years 2 and 6; the quality of teaching and learning and its impact on pupils' progress; and the role of leadership and management in improving standards. Evidence was gathered from the school's self-evaluation, policies and other documents, national published assessment data and the school's assessment records, lesson observations, discussions with pupils, staff and the chair of governors, and views expressed in parental questionnaires. Other aspects of the school's work were not investigated in detail but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

Morchard Bishop Church of England Primary School is a small village school located in the heart of Devon. Almost all the pupils are of White British heritage and virtually all speak English as their home language. The proportion of pupils with learning difficulties and/or disabilities is above the national average and a small number with complex needs have a statement of special educational needs. The proportion entitled to free school meals is much lower than average.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Morchard Bishop Church of England Primary provides a good education and 'a very pleasant and friendly atmosphere', as stated by one parent. The curriculum is outstanding and has a strong focus on the social and creative aspects of learning. As a result, pupils' personal development is outstanding. They enjoy taking part in the excellent range of activities and speak proudly of their school. In the words of one pupil, 'This school is full of surprises'. The 'surprises' include a vegetable garden, tended by pupils and producing food which is used in school lunches, and a swimming pool which enables all pupils to benefit from daily swimming sessions in the summer months.

Pupils make good progress and achieve well. When they enter the school, children are generally working below the expected starting point for their age. They make a good start in the Reception class and by the end of Year 2 they achieve standards which are generally in line with or above the national average. By the end of Year 6, standards are above average in English, mathematics and science. Standards are high because the school analyses its performance and takes steps to improve weaker areas. For example, in English, strategies to improve reading and writing have raised pupils' attainment and brought standards in line with other subjects. Pupils with learning difficulties and/or disabilities make good progress. Those who struggle with reading are identified early and receive intensive support which enables them to catch up with their peers. Pupils who have a statement of special educational needs benefit from individual programmes with carefully targeted areas for improvement.

Pupils' attendance is excellent. As one parent commented, 'My child always looks forward to coming to school'. The provision of nutritious food, sporting activities, and swimming and cycling proficiency courses ensures pupils lead very safe and healthy lifestyles. In recognition of this work, the school has achieved several awards including the Healthy Schools Award and Activemark 2007. Pupils' spiritual, moral, social and cultural development is good. Stimulating events such as school concerts and 'artsweek' projects raise pupils' self-esteem and sense of achievement. Pupils learn to take responsibility and make a very positive contribution to the community, for example when they help younger children in the playground, raise money for a school in Africa, or sing carols at a local residential home for the elderly. The school is very successful in promoting a strong Christian ethos and has established close links with the local church. There is less emphasis on developing pupils' understanding and knowledge of other faiths and cultures in modern Britain.

The quality of teaching and learning is good and ranges from satisfactory to outstanding. In all classes, there are well established routines and positive relationships between staff and pupils. Typically, varied activities capture pupils' interest and clear explanations ensure the purpose of the lesson is understood. Occasionally, teaching is less successful because it is not sufficiently clear what pupils are expected to learn. As a result, pupils become restless and make slower progress. The headteacher monitors teaching regularly and is aware of aspects that need improvement.

The school provides a caring environment. Good links with other agencies ensure pupils with a statement of special educational needs, or who speak English as an additional language, receive appropriate support. Academic guidance is satisfactory. Whilst pupils are aware of their targets for improvement, marking is inconsistent and pupils are not always expected to make corrections to their work.

Whilst parents are mostly positive about the school, a few questioned the effectiveness of planning to meet the needs of all pupils in some mixed-age classes. Teachers generally plan successfully for the age range in their classes and current arrangements are not adversely affecting pupils' progress. However, the school is aware of parental concerns and is making changes for September 2008 which are intended to provide greater continuity of teaching for pupils. Some parents also raised concerns about pupils' behaviour. Pupils were courteous and polite during the inspection and their behaviour was good.

The headteacher provides a clear direction for the school and is committed to ensuring all pupils are included in the life of the school. Parents appreciate her positive approach; in the words of one parent, 'The headteacher always seems so enthusiastic'. The school evaluates its performance effectively and new initiatives are monitored to ensure they are raising standards. Systems for analysing data have been introduced recently and the school is quite properly seeking to develop them further. The governing body provides a satisfactory level of support and it has established committees to provide oversight of each aspect of the school's work. There have been changes in the composition of the governing body recently and it is developing its ability to provide more challenge. The school sets challenging targets to raise standards and has demonstrated that it uses resources effectively to achieve them. Its capacity for further improvement is good.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

The quality of provision in the Foundation Stage is good. A stimulating range of activities is offered in an attractive environment which includes a recently constructed balcony for sheltered outside play. Good planning ensures children have their needs met fully in the mixed-age class of Reception and Year 1 children. Teaching is very effective because it has a clear focus on what children are expected to learn. This ensures all children, including those with learning difficulties and/or disabilities, make good progress.

### **What the school should do to improve further**

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- Extend opportunities for pupils to learn about the different religions and cultures in modern Britain.
- Raise the quality of teaching and learning so it is of a consistently high standard across the school

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## Annex A

## 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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> 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	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	2
The attendance of learners	1
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

### 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?	1
How well are learners cared for, guided and supported?	2

<sup>1</sup> 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.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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	3
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

4 July 2008

Dear Pupils

Inspection of Morchard Bishop Church of England Primary School, Devon EX17 6PJ

Thank you for making me so welcome when I visited your school recently. Thanks to those of you who talked to me about your work and showed me around the school. I also talked to your teachers and was given comments from your parents which tell me about the school. I am writing to let you know how well your school is doing. Here are the main points:

- Your school is a good school and some aspects of its work are excellent.
- You enjoy coming to school and have a very high rate of attendance.
- The school provides an excellent range of activities, which makes your day interesting and helps you to stay really fit and healthy.
- These activities and the opportunities for you to take responsibility help you to become more confident young people.
- Good teaching helps you to make good progress with your work and behave well.
- Those of you in the Reception class make a good start to school.
- Your headteacher works hard to make sure the school runs well and that you all take part in the life of the school.
- Adults look after you well and give you very good help if you fall behind with your work.
- Your school has close links with the local church and you learn a lot about the Christian faith.

I have asked the school to do two things to make it even better:

- Help you learn more about the different faiths and cultures in Britain.
- Make sure that the very good teaching and learning that happens in many lessons, happens in all lessons across the school. You can help by always trying your best.

Yours faithfully

Andrew Redpath Her Majesty's Inspector