

# Moreton Morrell CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	125693
<b>Local Authority</b>	Warwickshire
<b>Inspection number</b>	315286
<b>Inspection date</b>	22 October 2008
<b>Reporting inspector</b>	David Carrington

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Foundation
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	88
Government funded early education provision for children aged 3 to the end of the EYFS	14
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sarah Lee
<b>Headteacher</b>	Kelly Ford
<b>Date of previous school inspection</b>	1 September 2004
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Moreton Morrell Warwick CV35 9AN
<b>Telephone number</b>	01926 651355

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<b>Age group</b>	3–11
<b>Inspection date</b>	22 October 2008
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**Fax number**

01926 651966

**Age group** 3-11

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**Inspection date** 22 October 2008

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Moreton Morrell Church of England Primary School is much smaller than most schools covering this age range. It has Early Years Foundation Stage (EYFS) provision of one Reception class. In Key Stages 1 and 2, the pupils are taught in mixed age classes, covering Years 1/2, 3/4 and 5/6.

Most of the pupils come from the village or the two neighbouring parishes. The number of pupils eligible for free school meals is well below average. An above average proportion of pupils have learning difficulties and/or disabilities, mainly for moderate learning needs. All the pupils are from White British backgrounds and English is their first language.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Moreton Morrell Church of England Primary School provides a satisfactory standard of education for the pupils. After a period of considerable changes to staffing and leadership, it is improving. The headteacher is resolute in raising expectations focused on the acceleration of pupils' progress and has played a strong role in identifying priorities and ensuring they are met. The governors support the headteacher effectively in giving strong direction to the school. The agenda for improvement is well chosen and focused sharply on what matters.

Children start Reception with good levels of skills and knowledge in the six areas of work. They make satisfactory progress, which is continued in Key Stages 1 and 2. When pupils leave Year 6, their standards are above average, although achievement in writing has not been as good as in other subjects. Writing standards are rising due to the increased focus on well-structured and expressive sentences, good spelling and careful presentation.

Teaching is satisfactory and there is ample evidence of some good lessons. Teachers and teaching assistants work effectively in partnership to ensure pupils behave well, work productively, briskly and enjoy their learning. At times, they take too great a role in moulding the work, which does not enable the pupils to develop their independence, initiative or enterprise sufficiently. The curriculum covers all the subjects it should and includes good opportunities for pupils to develop their creativity, and their physical and personal well-being. Planning is thorough, although it is not structured well enough to show the different expectations of pupils from differing ability groups. This means there are times when the work is similar for all pupils and lacks challenge for the more able. On the other hand, planning does take account of pupils from the two age groups in the class and ensures they progress to new things during their second year in class.

A marked strength of the school is the good personal development of pupils. This includes the children in Early Years Foundation Stage (EYFS) generally, although the lack of outdoor facilities limits opportunities for them to investigate and experiment independently. Pupils enjoy good relationships with staff and other pupils. They support each other well and older pupils are proud to have responsibility for younger ones at break and lunchtime. The pupils have a good understanding of health and safety and take a good role in community and school events. Their views are listened to and acted upon where appropriate. Pupils are prepared satisfactorily for the next stage of their education and life outside school. Their spiritual, moral, social and cultural development is good. Their attendance is outstanding.

Another good aspect of the school is the care, guidance and support provided for pupils. Staff are vigilant in safeguarding the pupils and have appropriate links with other agencies to support this work. The school promotes community cohesion satisfactorily, and is working suitably to broaden pupils' understanding of the diversity of British culture. Academic guidance is generally effective in ensuring pupils know what they have to do next to improve their work.

School leadership is satisfactory. The senior and subject leaders are quite new to the role and have yet to show their full potential in raising standards and achievement. They have all started well in taking up their demanding responsibilities, including the leadership of EYFS. The headteacher and governors have a thorough knowledge of the school's performance and their self-evaluation is reliable. They set challenging targets for pupils' achievement, which are pursued appropriately. Financial management is efficient. The school has the necessary capacity to continue to improve.

## Effectiveness of the Early Years Foundation Stage

### Grade: 3

Most children in Reception start school with good skills and knowledge and are confident learners. They settle well to the demands of school because they are cared for well and their welfare is promoted effectively. They are attentive learners and put forward some good ideas when led in discussions. They work appropriately indoors and out, and enjoy a challenge. At the end of their Reception year, their standards are above those expected for their age.

In general, all the children make satisfactory progress in their learning and development. The outdoor facilities for learning are quite basic even though there is ample space and some good large play equipment. The lack of equipment and a fenced area for their unique use restricts the range of activities outside. This affects the development of independent investigation and exploration skills.

The EYFS is led satisfactorily. The new coordinator has plans to improve the quality of provision from its satisfactory nature at present. Reception staff are also keen to extend the children's opportunities for effective learning.

### What the school should do to improve further

- Make sure the work set for all pupils is consistently challenging for their abilities.
- Foster pupils' independence, initiative and enterprise in learning.
- Develop the outside area for EYFS children into a first-class resource for independent investigation and exploration. A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Achievement and standards

### Grade: 3

Sometimes the number of Year 6 pupils is very small, as in 2007/8, which makes meaningful evaluation of trends in standards difficult. However, there is enough evidence to show that over the last few years standards have been broadly above average levels at the end of Year 6. Standards in writing have tended to lag behind those in other subjects, although they have been at least average. The proportion of pupils reaching the higher levels in the national tests has fluctuated over time. Currently, standards are securely above average in Year 6 and a good proportion of pupils are working at the higher level.

In Year 2, standards have also been above average for a number of years. As in Key Stage 2, there have been some year-by-year differences in the performance of boys and girls, more able pupils and those with moderate learning difficulties and/or disabilities. However, such trends have often been short lived. The school is alert to such differences and takes appropriate action to ensure progress is similar for all pupils.

Standards at the end of EYFS are above average and the children make satisfactory progress. This pattern is consistent across the school and the headteacher, governors and staff know that progress should be faster. They are working suitably to accelerate the pace of pupils' learning.

## **Personal development and well-being**

### **Grade: 2**

Pupils' enjoyment of school is immediately obvious to school visitors. Their enthusiasm for work and play is good, they are rarely absent from school and their behaviour is calm and sensible. Pupils watch out for each other. They support other pupils with care, kindness and warmth. These qualities are modelled on those of all staff. There is a strong sense of pride in their own and others achievement..

The awareness of health matters is well pronounced amongst pupils. They rate their school meals highly and add, voluntarily, that they are healthy too. It is not surprising that there is a Healthy Schools plaque in the entrance hall. Pupils are also well alert to safety issues. They are convinced that there is little bullying and that if it should happen it will be dealt with firmly and correctly. They know what to do if they are worried about anything.

Parents identify the small, family, friendly nature of the school as a key reason why their children develop well as people. Because the school is at the heart of the village, there are good opportunities for pupils to contribute to community events. Their good confidence and self-esteem are beneficial when they work with others. Further development of these qualities by sharpening their independence, initiative and enterprise is the key to the improvement of their satisfactory preparation for secondary education and life beyond the school gate.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Classrooms are attractively presented to encourage pupils' enthusiasm for learning. Teachers and teaching assistants plan together to ensure the pupils develop skills, knowledge and understanding satisfactorily. The support for pupils' learning is effective in ensuring good behaviour, regular concentration and purposeful learning. Pupils with learning difficulties and/or disabilities are provided with tasks that match the requirements of their individual work programmes. Time is used effectively to introduce, consolidate and review new knowledge and skills. Not all work is challenging enough for all ability groups. Tasks are quite often similar for each ability group, which allows some pupils to coast. Additionally, teachers tend to direct the learning explicitly, which does not do enough to build on pupils' assets as well behaved, confident and capable learners. The staff are resolved to correct these weaknesses in lessons.

### **Curriculum and other activities**

#### **Grade: 3**

The satisfactory curriculum has its good qualities. The extra-curricular clubs and societies make a strong contribution to pupils' personal and academic development. Mad Science and cookery, for example, are popular events where the pupils work enthusiastically. The green Halloween biscuits baked on the evening of the inspection were the source of much fun and good-natured jest.

Provision for pupils' personal, health and social education is good, although there is room for improvement in enhancing pupils' independence in learning and the development of their initiative, enterprise and work in teams. There is effective provision for information and communication technology (ICT), which the pupils themselves recognise. Computers are 'used

a lot in lessons' according to them, and this clearly has a positive impact on their knowledge and skills in the subject. ICT is also used soundly to foster skills in other subjects, especially literacy and numeracy. The school is working sensibly to extend other cross-curricular links to benefit pupils' achievement in key subjects.

## **Care, guidance and support**

### **Grade: 2**

Parents recognise the caring qualities of the school and say this is one of its chief strengths. They are not wrong in this assessment. Child protection arrangements are reliable and the vetting of staff to ensure their suitability to work with children is thorough. There are dependable systems for risk assessment, the support of pupils' medical needs and for evacuation in the event of fire or other hazard. The school has arranged the diversion of a right of way through the grounds to ensure pupils are not put at unnecessary risk.

Academic guidance is generally good. Pupils know their targets and how to achieve them. Marking is increasingly focused on whether pupils' targets have been achieved and how to improve the work. The headteacher is seeking to make this more consistent through the introduction of a common marking scheme. There is good encouragement from staff in lessons to help pupils work well and to improve.

## **Leadership and management**

### **Grade: 3**

The satisfactory quality of school leadership and management is related to the newness of arrangements for subject leadership and the early stage of development of the senior leadership team. There are promising signs that both subject and senior leaders are having a positive impact on improvement, especially in pupils' achievement, although more time is necessary for the full impact to work through. The leadership of the headteacher is well directed on raising expectations, setting challenging targets and measuring school performance. Together with the governors, the headteacher ensures that school self-evaluation is accurate. Governors are very involved in the life and work of the school and adopt a challenging approach to the discussion of its performance. They know its strengths and weaknesses, what can be done to bring about improvement and how well this translates into effective provision for the pupils.

The agenda for improvement is well focused on what needs to be done to raise standards and achievement. For example, the headteacher has taken well-judged steps to encourage a better match of work to pupils' needs and work that is more demanding for all. There are still things to accomplish to meet this aim; but there are positive signs that the quality of provision is improving because of their good efforts.



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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?	3
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?	3
The capacity to make any necessary improvements	3

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	3

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and/or disabilities make progress	3

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<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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which 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	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

23 October 2008

Dear Pupils

Inspection of Moreton Morrell Church of England Primary School, Warwick CV35 9AN

Many thanks for the warm welcome you gave us when we visited your school recently. We enjoyed our visit and you helped us to learn a lot about your school. We think it is providing you with a satisfactory education and that your teachers are working hard to make it even better. We have written a report to explain its successes and identify its areas for improvement. Here are the main successes.

- You make satisfactory progress and reach above average standards.
- Children in Reception enjoy their education and make the necessary progress to build good skills and knowledge.
- You behave well, get on well with each other and help others to settle well in school; your attendance is excellent.
- Your teachers make your lessons interesting and enjoyable.
- The curriculum you work from is satisfactory and has some good things, such as the out-of-school activities and work in ICT.
- All of the staff look after you well and keep you safe and healthy.
- Mrs Ford and the governors are keen to improve your education and want you to do even better.

To help Mrs Ford and your teachers make the necessary improvements, we have suggested three things to work on.

- Make sure your work is always hard enough.
- Give you plenty of chances to show how well you can work without an adult nearby.
- Make space outside where Reception children can find out for themselves how things work and fit together.

We were impressed with your sensible attitudes to school, and know you will help your teachers work on these things. Perhaps you have some ideas about how the playground can be developed so that Reception children have an exciting area to work in. If you do, tell your teachers about them.

Good luck with your studies.

Yours sincerely

David Carrington Lead inspector