

# Moreton Christ Church CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	105076
<b>Local Authority</b>	Wirral
<b>Inspection number</b>	324152
<b>Inspection dates</b>	21–22 January 2009
<b>Reporting inspector</b>	Paul Bamber

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>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	374
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rev G Cousins
<b>Headteacher</b>	Mr Ian Thompson
<b>Date of previous school inspection</b>	28 June 2006
<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>	Upton Road Moreton Wirral Merseyside CH46 0PB

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<b>Age group</b>	4–11
<b>Inspection dates</b>	21–22 January 2009
<b>Inspection number</b>	324152

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Most pupils who attend this much larger than average school are White British. A wide range of social backgrounds is represented and there is a much higher proportion of girls compared with boys than is normally found. The percentage of pupils who claim free school meals is broadly average. Below average proportions of pupils have learning difficulties and/or disabilities. The school's Early Years Foundation Stage (EYFS) consists of two Reception classes. There have been considerable staff changes recently, including the appointment of a new headteacher in September 2008. Pupils have access on site to a privately run breakfast and after-school club. The school is in receipt of a number of awards in recognition of its work in promoting a healthy and active lifestyle, its work in the arts and sport and its commitment to inclusion.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

The school provides its pupils with a satisfactory education. There are aspects of its provision that are good, particularly pupils' personal development and the quality of pastoral care and support that very effectively promotes their well-being.

In recent years attainment on entry has declined to a level mostly below that typically found. Before this, in Years 2 to 6, pupils entered the school with skills that were mostly as expected for their age. Children make a good start in Reception and progress well in the EYFS. From then on pupils achieve satisfactorily overall.

Until recently, there had been a decline in standards in both Key Stage 1 and Key Stage 2. However, standards are rising again in Key Stage 2 and are now above average by Year 6. The school is working hard to overcome some underachievement in mathematics.

Pupils behave well and are very polite to adults and to each other. They take responsibilities seriously and willingly. They have positive attitudes to their work and to the out-of-class activities the school offers. Because staff praise and encourage them, pupils grow in confidence and form strong relationships. Most are well aware of what they need to do to keep safe and of the benefits of a balanced diet and taking regular exercise. These attributes reflect the Healthy Schools Award. Links with a special school and with a primary school in Uganda promote pupils' awareness of children who have different experiences to themselves. As school councillors, they have helped governors to carry out health and safety checks and were involved in the appointment of the headteacher.

While there are instances of good and outstanding teaching, its quality is satisfactory overall. This is because staff do not yet fully and effectively use test data and assessment information to set work that matches all pupils' needs exactly. Teachers' increasing accountability for the incremental progress pupils make has yet to be reflected in pupils' higher achievement, more particularly for the more able pupils.

There are strong aspects within the overall satisfactory curriculum. The wide range of well attended after-school clubs contributes significantly to pupils' physical development and to their wider perspective on possible leisure pursuits. Specialist teaching in French and music fosters pupils' interest in the arts and their cultural awareness, which has been recognised through the school's Artsmark award. Residential visits, day visits and visitors all add to the enjoyment pupils derive from school and to their good personal, social and spiritual development. However, the curriculum does not always fully promote the highest achievement in mathematics or for the more able pupils.

All staff care a great deal about the pupils and provide them with positive support. Pupils with learning difficulties and/or disabilities make satisfactory progress because of the extra help they have with their learning. Those pupils who have difficulties conforming to the school's expectations of their conduct are cared for sensitively. This area of the school's work admirably reflects the positive ethos that prevails. The school's management has recently been reorganised under the very effective leadership of the headteacher. Senior and middle managers are quickly assimilating their new responsibilities but too little time has elapsed since their appointment for them to have impacted fully in achieving the targets for improvement. A recent astute audit of the school's effectiveness is reflected in accurate self-evaluation and apt priorities for improvements, in standards, achievement and in aspects of the school's provision. This sets a clear direction for the school and has the support of parents, staff and the effective governing

body. Given that recent change has yet to impact fully on pupils' progress, the school has a satisfactory capacity to improve further rather than good as the school judged.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

Children make a good start in Reception because they are well taught and supported and their provision is managed well. Children enter the school with skills that are mostly below those expected overall. They achieve well and attain the expected levels in all areas of their learning.

Leaders make sure that children settle in well by establishing effective links with feeder nursery schools and with parents and carers. This ensures that children are familiar with the school and staff before they enter Reception, that their skills on entry are well known and that they feel safe and secure. Children learn well because they are given ample opportunities to explore, work on practical tasks and develop effective understanding of letters, number and of the world around them. For example, they enjoy activities such as playing untuned instruments, listening to sounds around them and to a tape recording of familiar noises, all of which accelerate their knowledge, understanding and creativity.

Classroom provision is good with ample space and well-planned stimulating areas that heighten children's curiosity and prompt them to experiment and participate in role play. The outdoor provision is not as well developed and resources not so inspiring. This means that the balance of time spent between the two areas is at times skewed to activities inside. However, because of sharp evaluation, plans are in hand to improve children's outdoor play and learning.

Welfare requirements are met as regards children's care and safety. Careful observations by staff result in accurate assessments of children's progress. These enable adults to match the tasks they provide to children's needs well.

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

- Improve the outside area for Reception children.
- Improve pupils' achievement in Key Stage 1 and Key Stage 2, especially in mathematics and for the more able.
- Enhance teachers' knowledge of how to use assessment information and test data in order to set work that matches all pupils' needs more closely.

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**

In 2008, teacher assessments at Key Stage 1 show standards declined from above average in 2007 to broadly average. In both 2006 and 2007, standards in Key Stage 2 fell from above average to average. However, in 2008, provisional national test results indicate that standards have risen and are above average again. This reflects satisfactory progress overall because of the variation in pupils' progress over the last three years. The school recognises there has been some past underachievement in mathematics and some more able pupils could have done better. They have undertaken a focused review of pupils' mathematical skills and found that a significant minority of pupils have difficulty recalling basic number facts such as multiplication tables. This slows their calculations. The school has set challenging targets for pupils' performance in 2009

in Year 6 and is currently on target to meet the expected level. Pupils with learning difficulties and/or disabilities make satisfactory progress because of the extra support that they receive.

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

### **Grade: 2**

Pupils' spiritual, moral, social and cultural development is good. Pupils have a keen sense of fair play and understand the need to make the best use of their talents. They know that others' needs and opinions count and that people who live very different lives from their own deserve respect. They take their studies seriously, are keen to learn and enjoy school very much. Pupils' attendance and punctuality are good. They commit themselves to making the school a safe and positive place in which to learn and play, by acting in a consistently calm and respectful manner in lessons and around the school. The responsible, elected school council has been influential in obtaining healthy options at lunchtime and many of the members act as play leaders looking after younger children and organising games for them. By acquiring a range of basic skills and effective work habits, pupils are well prepared overall for their future economic well-being.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Despite some good and occasionally outstanding teaching, its overall quality is satisfactory because currently it is enabling pupils to make no more than satisfactory progress.

Where learning is at its best, teachers set clear goals for pupils to achieve by the end of the lesson, teach at a cracking pace, use incentives to encourage pupils to work hard, make good use of resources and inject a sense of fun. All these attributes were observed in an outstanding mathematics lesson in which pupils made very good progress in consolidating number facts and in recognising three-dimensional shapes. Such teaching reflects managers' determination to ensure that teachers improve pupils' understanding and recall of basic mathematical facts and operations. Where teaching is less successful in promoting pupils' good achievement, the work teachers set does not fully match pupils' needs. This is because the best use is not made of assessment information and test data to ensure that all pupils make good progress. Tasks set for pupils in the ability groups which exist in English and mathematics in Years 2 to 6 are not sufficiently well tailored to pupils' needs. Consistent strengths in teaching are good quality relationships, effective management of pupils' behaviour and sensitive support for those who find learning difficult.

### **Curriculum and other activities**

#### **Grade: 3**

The satisfactory curriculum supports pupils' personal development well. Out-of-class activities, thoughtfully planned assemblies and an effective programme to teach pupils social, health and citizenship education, combine to promote their good spiritual, moral, social and cultural development. The wide range of extra-curricular activities for pupils of all ages is a considerable strength and reflects the school's national awards for promoting sport. Since the last inspection, resources for information and communication technology have improved considerably, although their use in promoting pupils' engagement and learning is still inconsistent. The curriculum is currently not successful enough in promoting the good achievements of pupils in mathematics

and in fully challenging the more able. Recent initiatives to ensure that the curriculum is more relevant and better matched to pupils' specific needs are just beginning to bear fruit in raising achievement and enhancing further the enjoyment pupils derive from learning. An effective partnership with a local high school contributes well to pupils' physical development and close links with the church promote their keen spiritual awareness.

## **Care, guidance and support**

### **Grade: 2**

The quality of care and support is good; that of academic guidance is satisfactory. The school fully complies with health and safety requirements and procedures regarding child protection and safeguarding. Most parents are full of praise for the care and support provided and many comment upon how confident, happy and safe their children feel. Systems to ensure pupils' good attendance and behaviour are successful and the arrangements for identifying, supporting and reviewing the progress of pupils with learning difficulties and/or disabilities are effective. Good links with external agencies enhance the provision for supporting and caring for more vulnerable pupils. The systems to track pupils' academic progress have become increasingly rigorous and have the potential to contribute significantly to pupils' better achievement. However, their implementation is at an early stage and their full impact is yet to be seen.

## **Leadership and management**

### **Grade: 3**

Leaders and managers are effective in promoting pupils' good personal development and well-being and in ensuring that pupils are well looked after and supported. Provision for promoting both equality of opportunity and community cohesion is satisfactory. The impact on raising pupils' achievement is satisfactory. There is evidence that the causes of the relative decline in standards following the last inspection are now being arrested. This is as a result of the decisive action taken that is based on secure self-evaluation and more rigorous checks on pupils' performance. The stringent review of the school, carried out in close partnership with the local authority, has provided a well-thought-out set of priorities for improvement. These are itemised in the school development plan, which is now much clearer than it was at the time of the last inspection about how pupils' standards and achievement should improve as a result of proposed actions. Senior staff and middle managers are fully committed to the planned changes and eager to implement them. A rigorous review of the quality of teaching, learning and of the curriculum has prompted actions to improve aspects of classroom practice. This is particularly with a view to improving the relevance of what is taught, improving achievement in mathematics and in helping teachers to better use test data and assessment information. Governance is effective in both its support for the school and in challenging its performance. Governors are prudent financial managers and therefore ensure satisfactory value for money.



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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?	2
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?	2
How well do children in the EYFS achieve?	2
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?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

### 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	2
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	2

## 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	2
The effectiveness of the school's self-evaluation	2
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**

Inspection of Moreton Christ Church C of E Primary School, Wirral,  
CH46 0PB

I would like to thank you all for the polite and friendly manner in which you welcomed the other inspectors and myself when we inspected your school recently. We enjoyed chatting to you about what you thought of your school and about your work.

Your school is giving you a satisfactory education.

There are some things that are good.

- Children get off to a good start with their learning in Reception.
- You are helped to become well behaved, concerned young citizens.
- You are looked after well and have lots of support if you have problems.
- There are lots of interesting clubs for you to join and visits for you to go on.

One of my jobs is to work with the school to make it even better. I have asked the governors and your headteacher to do three things:

- improve the outdoor area for children in Reception
- make sure that more of you make good progress in your work, especially in mathematics and for those of you who find learning easier than most
- ensure teachers make better use of what they know about your progress to set you work that will help you reach even higher standards.

You make satisfactory progress and attain standards that are above average. Thank you again for your help and I hope you will work really hard and do well in the future.