

Morelands Primary School

Inspection report

Unique Reference Number	116265
Local Authority	Hampshire
Inspection number	338778
Inspection dates	11–12 February 2010
Reporting inspector	Keith Sadler

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	271
Appropriate authority	The governing body
Chair	Shirley Simpkins
Headteacher	Elisabeth Bush
Date of previous school inspection	5 March 2007
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Introduction

This inspection was carried out by three additional inspectors. Inspectors observed teaching by all 12 class teachers and spent about a third of their days in school observing learning, visiting 17 lessons. The inspectors held meetings with governors, staff and groups of pupils. Inspectors observed the school's work and looked at a wide range of documentation, which included the school's analysis of pupils' progress, teachers' lesson plans, the school's improvement plan and also pupils' work. In addition, 119 questionnaires from parents and carers were analysed and their responses taken into account.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the strength of pupils' progress and learning in English
- the quality of the school's procedures to improve attendance
- how well the curriculum has been adapted to meet the needs of Morelands' pupils
- the role that teachers with posts of responsibility play in the school's monitoring and evaluation procedures.

Information about the school

Morelands is bigger than most primary schools. Most pupils live close to the school though an increasing number of pupils come from the wider area. Almost all the pupils are of White British heritage and very few pupils are at an early stage of learning English. An average proportion of pupils are entitled to free school meals. The school has a nurture and assessment unit for children aged four to six years. This has up to seven children who attend the unit for up to four terms to undertake a detailed assessment of their needs. In addition, there is a language impairment unit which is for up to 14 pupils who have statements of special educational needs. Many of these pupils are integrated into the mainstream classes for part of the week. In addition, a Sure Start Children's Centre is sited within the grounds and is managed by the governing body of the school. There is also a nursery for children up to the age of five providing after-school and holiday clubs for pupils of the school. This is not managed by the governors.

The school has National Healthy Schools status and is an Investor in People organisation.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

1

The school's capacity for sustained improvement

1

Main findings

Morelands continues to provide an outstanding education for its pupils. Pupils thrive in both their personal and academic development because there is a very calm, purposeful and inclusive environment in which all the adults work closely together for the benefit of the pupils. Behaviour is excellent and pupils have highly positive attitudes to school and learning. However, this is not reflected in the pupils' levels of attendance. There are very few pupils that are persistently absent and the school has in place a wide range of measures to boost attendance. However, too many parents remove their children during term-time and this reduces attendance to average levels. Relationships between staff, pupils, parents and governors are excellent and staff morale is high. This stems from the headteacher, who has helped other teachers and staff to develop into highly effective leaders and managers. There is a deep commitment to teamwork which is successfully fostered by the various management teams as they strive to help all pupils do their best. There are rigorous procedures to monitor and evaluate the school's provision and pupils' progress. Outcomes from this self-evaluation are used well to strengthen provision further. There is an unswerving commitment to improvement, and plans for further development are ambitious and realistic. Linked to the school maintaining its outstanding overall effectiveness, all of this gives the school excellent capacity for sustained improvement.

Teaching is outstanding and this ensures the school provides equally well for all groups of pupils regardless of ethnicity, background or ability. Pupils make outstanding progress, and it is particularly evident in mathematics, reading and science. By the time that they leave at the end of Year 6, attainment is significantly above the national average in mathematics and science although overall it is average. This is because in the past, progress in writing has not been as strong as in reading, and this draws attainment in English down to average levels. However, due to a concerted effort, the school's priority to improve writing is paying dividends and currently the gap between reading and writing is closing. These overall levels of attainment mark outstanding progress from pupils' very low starting points on entry to the school. Pupils' excellent learning is supported very effectively by a vibrant curriculum which is exceptionally well planned to capture and build on the pupils' own interests. Staff are particularly adept at ensuring that pupils in the many mixed-aged classes are challenged well to do their best.

Parents and carers praise the school and almost all say that overall they are happy with what the school provides for their children. Their views are summarised by the parent who wrote: 'Morelands has exceeded my expectations. All the teachers have been outstanding and seem to have a genuine passion for teaching and the children. I have

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nothing but praise for them.' Pupils themselves also praise the school highly; as one pupil wrote, 'My school has helped me to improve in friendship and learning. We have a great time!' Pupils have an excellent understanding of how to keep themselves safe, fit and healthy, and large numbers participate wholeheartedly in the wide range of exercise activities available to them. This is reflected in the school having secured Healthy School status.

What does the school need to do to improve further?

- Ensure that the gap between pupils' attainment in reading and writing continues to be closed.
- By September 2011, lift levels of attendance to meet the local authority's challenging target.

Outcomes for individuals and groups of pupils**2**

Children enter the Reception Year with levels of skills and abilities that are very low in comparison with those expected particularly in their communication and personal development. Although provision is good and children achieve well in the Early Years Foundation Stage, only a small minority reach the expected goals. Progress accelerates in Years 1 and 2, and in all classes, pupils make excellent progress. This then continues in Years 3 to 6. Inspection evidence and national comparative data show excellent progress overall. Current Year 6 pupils are making particularly strong progress and the more able pupils are already attaining standards that are above those expected at the end of Year 6. Progress in writing is strengthening and is good. This is because the school-wide focus on accelerating progress in writing is paying dividends and the gap between pupils' attainment in reading and writing is closing. In an outstanding Year 5 and Year 6 English lesson, for example, pupils showed above average skills in providing a wide range of ideas when writing about an alien invasion. All the pupils were thoroughly engaged in the task and produced high quality work. This was confirmed in a further outstanding Year 6 literacy lesson in which pupils enjoyed the writing task because the teacher ensured that there was a clear context and pupils were given an interesting and exciting writing project. Here too, the pupils made excellent progress and attained above average standards.

Although a few pupils enter the school with challenging behaviour, their behaviour and social skills develop exceptionally well because there are clear structures to support them. By the time that they leave the school, pupils have become mature and responsible young people who are confident and have high self-esteem. They are sure of their place in the world and demonstrate respect for others. Pupils thoroughly enjoy taking responsibility, such as through the very influential school council which has a direct role in improving the school. They are also keenly aware of the plight of the less fortunate. In response to the Haiti earthquake, for example, the school council raised 439 for the appeal.

Pupils thoroughly enjoy the practical approach to learning adopted throughout the

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school. Their good number skills help them to solve problems in mathematics, they demonstrate good investigative skills in science and they use computers well to consolidate and extend their learning. The excellent support that pupils with special educational needs and/or disabilities receive ensures that they too learn and progress well throughout the school and are happy and secure. Parents of pupils who attend the two units were fulsome in their comments about how well their children progress.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Outstanding levels of care and support extend to all pupils who are treated with equal respect by the adults, whatever their background or ability. There is a wide range of support structures to meet the divergent needs of all the pupils and their families. There is a specialist teaching assistant to support children with particular emotional needs, and pupils attending the two units are cared for exceptionally well. The children's centre makes an excellent contribution to the support, care and development of pupils and their families and is an invaluable resource. The school has a wide range of strategies to boost attendance. These include rewards for good attendance for pupils, the rapid and

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Careful follow-up of any pupils not attending school and the use of the parent support adviser and welfare officer. However, these strategies have yet to have a significant impact and attendance remains much below the school's target set by the local authority.

Since the last inspection, when it was graded outstanding, the curriculum has been remodelled to ensure that themes and topics are planned that link learning across subjects; pupils are now involved well in determining some of their own learning. This brings learning to life for the pupils who thoroughly enjoy the focus weeks such as the Victorians, Evacuation Week and Trailblazer Days. These themed events contribute to a vibrant, exceptionally well-planned curriculum with learning closely matched to pupils' individual needs.

A majority of lessons are outstanding in quality and teaching is never less than good. Teachers plan work exceptionally well to ensure that all pupils are provided with a good range of activities that are matched well to the wide range of learning needs present in each class. Teachers are skilled at directing questions at different pupils, challenging them to think more deeply about what they are learning. Time is used well in lessons, giving pupils opportunities to share views with each other before answering; this provides a buzz of excitement in most lessons. Pupils are given targets and they know how to reach them. In addition, teachers invariably outline the purpose of lessons and what the pupils have to do to be successful.

These are the grades for the quality of provision

The quality of teaching	1
Taking into account: The use of assessment to support learning	1
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher ensures that the school operates as a cohesive community that is sensitive to the needs of the local and wider community. This commitment is evident in the development of the children's centre and the links with the local council. An action plan has been developed that focuses on strengthening the global dimension of community cohesion and the school already has good links with a school in the Gambia. All leaders and managers are highly successful in ensuring that all pupils have equal opportunity to succeed in an environment free from discrimination or harassment of any kind.

All staff have a clear view of their responsibilities and are open and receptive to advice that helps to improve their teaching. There is a deep commitment to the continuing professional development of all staff and this is reflected in the school being awarded

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the Investor in People standard. The senior leadership group effectively drives improvement. The children's centre is led very well by a dedicated and committed leader who ensures that children and their families are supported outstandingly well. The school's relationships with parents and carers and other schools and external agencies are excellent as are its safeguarding procedures. The school is extremely vigilant in its care of all pupils especially those it deems vulnerable for whatever reason. Governors keep a close eye on the school's work, supporting it well and sensitively challenging it when necessary. However, even though governors make visits to the school and some check provision, they are over-reliant on the headteacher for information.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Good leadership and management, which are characterised by an excellent understanding of how young children learn, set a clear vision for this age group to which all the staff subscribe. This results in children being provided with a good range of exciting activities that are challenging and interesting. Although fewer than a third reach their expected goals, children make good progress overall from low starting points and their personal, social and emotional development is excellent. This is because staff induct children well so that they settle quickly and soon become secure in the supportive and caring environment.

Most children talk confidently to adults and to each other. They are proud of what they do, for example in a 'write-dance' session when the children collaborated well to draw huge trees on paper that was taped to the floor. There is a good balance between activities that are directed by adults and those that children choose for themselves.

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However, outdoor learning is limited because, at present, there is too little space to enable staff to provide for all areas of learning. Staff are vigilant in assessing, noting down and tracking progress, and encouraging children to think about how well they are doing.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Parents and carers expressed overwhelmingly positive views about the school and were almost unanimous in saying that their children enjoy school and that they are happy with their children's experiences there. Many parents commented on the warm and friendly environment and the accessibility of the staff. A few parents felt that the school does not deal effectively with unacceptable behaviour and that the school does not take account of their suggestions and concerns. Inspectors found that behaviour is excellent and that there are outstanding procedures to support the pupils' personal development and their behaviour in particular. The school's procedures for involving parents are good and stronger than those typically found.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered Morelands Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 119 completed questionnaires by the end of the on-site inspection. In total, there are 271 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	73	61	42	35	1	1	0	0
The school keeps my child safe	79	66	35	29	3	3	0	0
The school informs me about my child's progress	74	62	41	35	1	1	0	0
My child is making enough progress at this school	75	36	40	34	2	2	1	1
The teaching is good at this school	88	74	30	25	1	1	0	0
The school helps me to support my child's learning	80	67	35	29	4	3	0	0
The school helps my child to have a healthy lifestyle	69	58	48	40	3	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	75	36	41	35	1	1	0	0
The school meets my child's particular needs	75	36	45	38	0	0	0	0
The school deals effectively with unacceptable behaviour	66	56	51	43	5	4	0	0
The school takes account of my suggestions and concerns	50	42	54	46	5	4	0	0
The school is led and managed effectively	67	56	47	40	4	3	0	0
Overall, I am happy with my child's experience at this school	86	72	33	28	1	1	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



15 February 2010

Dear Pupils

Inspection of Morelands Primary School, Purbrook, Hampshire PO7 5QL

We really enjoyed meeting you and listening to what you had to say about your school. We enjoyed listening to all your positive comments and we particularly enjoyed watching the Year 1 'Gruffalo' performance for your parents!

Yours is an outstanding school and this letter is to tell you what we found when we visited.

- We can understand why you and your parents and carers told us that you enjoy school and learning, because all the adults look after you exceptionally well and make sure that you are happy and safe and enjoy your time at school.
- Your headteacher is doing an excellent job and, together with the staff, she makes sure that your school runs smoothly and well.
- You work hard, behave outstandingly well, and your teachers make sure that you make excellent progress by making lessons interesting. Teachers also give you an exciting range of things to learn and do.
- You have an excellent understanding of how to stay safe and be healthy.

We have asked your school to improve two things. Even though it is evident that you really love school and learning, your attendance is no more than average. We have asked that levels of attendance improve over the next few terms and that your school meets the attendance targets set for it by Hampshire County Council. In addition, we have asked your headteacher and teachers to make sure that you progress as quickly in writing as you do in reading, mathematics and science.

You can help by making sure that your attendance is very regular and you continue to work hard.

Yours sincerely

Keith Sadler

Lead inspector

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