

Moreton Say CofE Controlled Primary School

Inspection report

Unique Reference Number	123485
Local Authority	Shropshire
Inspection number	340351
Inspection dates	6–7 May 2010
Reporting inspector	Derek Aitken

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	85
Appropriate authority	The governing body
Chair	Des Machin
Headteacher	Gary Lester
Date of previous school inspection	17 January 2007
School address	Moreton Say Near Market Drayton TF9 3RS
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Introduction

This inspection was carried out by two additional inspectors. Six teachers were observed, teaching eight lessons. Meetings were held with governors, staff and groups of pupils, and informal discussions were held with parents and carers on the playground. The inspectors observed the school's work and looked at school documents, including policies relating to the safeguarding of pupils, self-evaluation records and the school's own assessment data. The inspectors analysed 41 questionnaires from parents and carers, 50 from pupils and seven from staff.

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

- how well more able pupils are challenged by the teaching, and their skills extended by the provision
- pupils' standards and progress in mathematics
- how well the school promotes pupils' cultural development
- the effectiveness of provision for Reception children.

Information about the school

Moreton Say is a small village school which draws its pupils from a large rural area to the west of Market Drayton. The vast majority of pupils are White British. The proportion of pupils with special educational needs and/or disabilities is above average. The number of pupils on roll has increased by a quarter since the previous inspection. Almost all children join Reception from the on-site nursery, Goslings, which is independently managed and subject to a separate inspection. Reception children are taught in a combined class with Year 1 and a few Year 2 pupils. There are two other mixed-age classes for the older pupils. The headteacher took up his post in September 2008. The school has Healthy Schools status and holds the Activemark award.

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?

2

The school's capacity for sustained improvement

2

Main findings

Moreton Say Primary provides its pupils with a good education. Despite the school's increasing roll, which has imposed constraints on its accommodation, it has preserved intact its sense of close community. In this happy school, pupils of different ages get to know and understand each other well through being taught in mixed-age classes and through their siblings' friendships.

Children get off to a satisfactory start in Reception. They settle well and feel safe, but their learning and progress are held back because the Early Years Foundation Stage leader does not have enough accountability for developing and monitoring provision, and assessment is not used sharply enough to accelerate children's progress. Pupils make good progress in Key Stages 1 and 2 to reach above-average standards by the end of Year 6. Pupils' progress accelerates in Years 5 and 6 as a result of consistently good teaching combined with increasingly mature attitudes to work. While pupils' overall achievement is good, it is better in reading and writing than in mathematics, where their progress lags a little behind. This is because they do not always choose the best method for carrying out calculations and some pupils make unnecessary mistakes in setting out their work.

The curriculum promotes pupils' personal and academic development well. Effective use is made of topic work that spans different subject areas to reinforce pupils' basic skills and to enhance their enjoyment of school. A recent innovation, booster and extension lessons for Year 6 pupils, has been successful in raising standards for the more able pupils who attend these lessons, especially in mathematics. However, although the school itself is a very settled community, planning for developing the national and global strands of community cohesion is at an early stage. This is reflected in a lack of cultural awareness about the wider world on the part of some pupils.

The headteacher analyses pupils' progress rigorously to inform adjustments to the curriculum and to ensure that resources are put to best use. With support from the governors he has developed clear strategic plans for the school's future development, for example through acquiring extra accommodation. The headteacher has managed the disruptions caused by recent maternity leaves well to ensure pupils' education has not been affected. These positive features, backed up by the way the school has maintained above average standards since the previous inspection, provide it with a good platform for further improvement in the coming years.

What does the school need to do to improve further?

- Improve children's progress and the quality of provision in Reception by:

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- making sharper use of assessment to inform lesson planning
- ensuring that the Reception leader has greater accountability for developing and monitoring provision.
- Raise standards in mathematics by ensuring that pupils:
 - make better-informed choices of calculation methods
 - always pay close attention to setting out their work carefully.
- Develop a substantial action plan for community cohesion by July 2011 and in so doing, enhance pupils' cultural awareness by providing them with more first-hand experiences of people from different national and/or ethnic backgrounds.

Outcomes for individuals and groups of pupils

2

Children's skills when they start Reception vary widely, but overall they are broadly in line with those expected for their age. By Year 6, they are usually above average. Lessons seen during the inspection confirmed a picture of above average standards coupled with good progress for all groups of learners, including the more able. Pupils make best progress in literacy lessons, because they enjoy and engage fully with the good opportunities they have to use their imagination and provide personal responses. Pupils with special educational needs and/or disabilities quickly acquire the confidence to take the necessary short steps in their learning.

Good relationships underpin pupils' sense of community. They contribute very effectively to the school as house captains and school councillors, for example, in selling old books to raise funds for making smoothies to sell at the summer fair. Older pupils carry out their duties minding the buddy bus-stop or as helpers in the dinner hall responsibly, and are quick to provide the younger ones with a quiet, friendly word of sound advice. Pupils adopt healthy lifestyles well, as is shown by the school's awards. They feel safe in school, because they are well cared for by the staff and have a good knowledge of safety-related issues. Pupils' above-average levels of key skills, good behaviour and positive attitudes set them up well for secondary school and later life.

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	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2

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

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	
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being Taking into account: Pupils' attendance ¹	2
	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers relate to pupils well and pose questions carefully to ensure that all pupils get the chance to answer. This promotes good attitudes to learning, as most pupils quickly develop the confidence to participate fully in lessons. Older pupils work hard, especially in literacy lessons, and learn quickly, because teachers carefully plan lessons which are enjoyable, capture pupils' imagination and promote their active engagement in lessons. For example, in a Key Stage 2 literacy lesson pupils identified accurately examples of personification, alliteration and onomatopoeia, prompted by a suspenseful video-clip, while more able pupils drew on their wide reading to illustrate their answers. In a few other lessons slightly lower expectations and/or less varied planning slow the pace of learning. Teachers use assessment, including marking, well to test pupils' understanding and provide them with useful guidance on how they can improve their work.

The curriculum meets the needs of pupils well. Pupils enjoy the good range of enrichment activities, including after-school clubs and residential visits. Pupils' cultural awareness is satisfactory. While they enjoy their lessons on the ancient Egyptians, their knowledge of multicultural Britain is less sharp. Specialist teaching in a range of modern languages adds spice to pupils' learning and the increased number of planned opportunities for more-able and gifted and talented pupils to extend their learning has raised standards for individual pupils.

All adults work hard to ensure pupils' welfare requirements are met. A good range of relevant programmes, especially for literacy, supports the learning of pupils, including those with special educational needs and/or disabilities, well. Pupils appreciate the help they receive from teaching assistants, who provide them with just the right balance of support and challenge. Pupils' attendance is monitored efficiently to ensure it is maintained at a steady above-average level. Pupils' views are gathered through 'pupil impact forms' and these are used purposefully to plan improvements, for example, to lunchtime play equipment or the merits system.

These are the grades for the quality of provision

<p>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</p>	
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<p>The quality of teaching Taking into account: The use of assessment to support learning</p>	2
	2
<p>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</p>	2
<p>The effectiveness of care, guidance and support</p>	2

How effective are leadership and management?

The headteacher's hard-working approach, backed up by his meticulous record-keeping, are important factors in the school's continued success. School development planning is appropriately focused on key priorities and backed up by regular reviews, such as the attainment improvement plan, to highlight and tackle areas of weakness. The headteacher is supported effectively by subject leaders. Data on pupils' progress are extensively analysed and the good tracking system enables the school to set realistic, challenging targets for pupils to aim for. Self-evaluation is accurate in most respects, although provision in the Early Years Foundation Stage has not been scrutinised as thoroughly as other areas of the school's work. Arrangements for safeguarding pupils are of good quality, and are supported effectively by the school's participation in the local authority's safer schools scheme. The school promotes equalities well, as reflected in the way all groups of pupils make good progress. The headteacher is well supported by a forward-looking and proactive governing body. Community cohesion is satisfactory. Despite some positive features, such as the school's engagement with the village hall committee, the school has yet to plan in detail to develop national and global initiatives.

These are the grades for leadership and management

<p>The effectiveness of leadership and management in embedding ambition and driving improvement Taking into account: The leadership and management of teaching and learning</p>	2
	2
<p>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</p>	2
<p>The effectiveness of the school's engagement with parents and carers</p>	2
<p>The effectiveness of partnerships in promoting learning and well-being</p>	2
<p>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</p>	2
<p>The effectiveness of safeguarding procedures</p>	2
<p>The effectiveness with which the school promotes community cohesion</p>	3

<p>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</p>	
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Typically, around a dozen children join Reception every year. Most of the children start in January. Children develop their personal and social skills well indoors, for example in following the lead of the older children in understanding the need to wait for their turn in responding to the teacher's questions during lesson summaries. They respond well to the staff's warm and caring approach, settle well and feel safe. The quality of their learning in the mixed-age class is satisfactory. Children enjoy their work most of the time and contribute well orally, for example, when asked to impersonate the feelings of the animals on Noah's Ark. Appropriate ongoing assessment procedures are in place, but the resulting information is not used systematically to inform lesson planning and so ensure that time is used to best advantage to enable children to make consistently good progress. While leadership and management are satisfactory overall, the leadership role of the Reception teacher is underdeveloped and this constrains her ability to review provision and drive improvement.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Proportions have to be treated with some caution in a statistical table for a small school. In this case each response represents 2-3% of the total. The questionnaire responses indicate a strong level of satisfaction with the school's work. The written comments were uniformly positive. According to the statistical table, a few parents and carers consider that their children do not enjoy school and that unacceptable behaviour is not tackled appropriately. The inspectors found no evidence to support the former contention and note the contrasting response indicated by most parents and carers on this point. Observations in school and discussions with pupils confirmed a picture of good behaviour, managed well by the staff.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Moreton Say CofE Controlled 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 41 completed questionnaires by the end of the on-site inspection. In total, there are 85 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	30	73	6	15	3	7	2	5
The school keeps my child safe	26	63	15	37	0	0	0	0
The school informs me about my child's progress	25	61	13	32	3	7	0	0
My child is making enough progress at this school	24	59	14	34	3	7	0	0
The teaching is good at this school	26	63	15	37	0	0	0	0
The school helps me to support my child's learning	24	59	13	32	4	10	0	0
The school helps my child to have a healthy lifestyle	23	56	18	44	0	0	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)	21	51	18	44	0	0	2	5
The school meets my child's particular needs	24	59	17	41	0	0	0	0
The school deals effectively with unacceptable behaviour	24	59	13	32	4	10	0	0
The school takes account of my suggestions and concerns	19	46	21	51	0	0	1	2
The school is led and managed effectively	28	68	13	32	0	0	0	0
Overall, I am happy with my child's experience at this school	30	73	11	27	0	0	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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 pupils' 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.



10 May 2010

Dear Pupils

Inspection of Moreton Say CofE Controlled Primary School, Near Market Drayton, TF9 3RS

Thank you for making the inspectors welcome in your school. We enjoyed talking to you about your interests and finding out your views about your school.

Moreton Say is a good school. It is clear, as you said, that the staff look after you well. Your behaviour is good and this helps to make sure that your school is a happy, friendly one where you know what to do to keep healthy and stay safe. The headteacher and his staff keep a close eye on your progress and step in quickly to give you the extra help you need to raise your standards.

By the time you leave school your standards are above average and you have made good progress overall in your learning. We have asked the school to do the following things to help you make even faster progress;

- make sure that the Reception staff use their assessment of the children's progress to plan really carefully for their learning, and give the Reception leader more responsibility for leading improvements to the children's education
- make sure that you choose the best methods for doing mathematical calculations. You can help your teachers by always making sure you set down your work accurately
- make sure you have better chances to get to know about the modern-day lives of people of different nationalities and backgrounds.

You can help by keeping up your good attendance and by working hard, especially in mathematics.

Yours sincerely

Derek Aitken

Lead inspector

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