

# Morville Church of England Primary School

Inspection report

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<b>Unique Reference Number</b>	123486
<b>Local Authority</b>	Shropshire
<b>Inspection number</b>	327921
<b>Inspection dates</b>	7 October 2008
<b>Reporting inspector</b>	John Eadie

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 controlled
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	68
Government funded early education provision for children aged 3 to the end of the EYFS	12
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Carolyn Spafford
<b>Headteacher</b>	Mrs Helen Heaton Cooper
<b>Date of previous school inspection</b>	5 October 2005
<b>School address</b>	Morville Bridgnorth Shropshire WV16 4RJ
<b>Telephone number</b>	01746 714219
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Morville is much smaller than the average primary school. It serves the village community, although increasing numbers of pupils travel some distance to attend because of the school's popularity. This popularity means that some year groups are over-subscribed, as parents often win when they go to appeal so that their children can attend. The result is that there are significantly larger numbers joining the school after the normal starting time than usual. In September 2007, a private nursery, which was run on the school site, was taken over by the school and this has enabled a separate Early Years Foundation Stage (EYFS) class to be run for children of Nursery and Reception age. The headteacher took up her post in September 2007.

## Key for inspection grades

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

## Overall effectiveness of the school

**Grade: 2**

This is a good school. It is extremely popular with parents, who say such things as, 'We consider our children fortunate indeed to be part of this vibrant, exciting and welcoming community.' Parents regard the school as providing very good information, particularly about their children's progress, and appreciate the openness and approachability of the headteacher and all staff. Pupils have a great sense of pride in and thoroughly enjoy their school, which was typified when one said, 'Lessons are fun and that helps us to learn.' They develop into sensible and responsible young people who behave extremely well. They are prepared very well for their future and the next stage in their education as they leave as confident and willing learners.

When children of Nursery age join, they have levels of skills and knowledge broadly in line with those expected. The EYFS class is organised well and children make good progress and join Year 1 having reached above average standards. This good progress continues through the school and, by the time pupils leave Year 6, they have reached standards which are well above average. Pupils, including those with learning difficulties and/or disabilities, achieve well. However, the rate of progress of more able pupils could be faster as they are not always given sufficiently challenging work.

Pupils' good progress is due to good teaching. Lessons are lively and engaging and, from an early age, pupils are given the freedom to make choices about their own learning. This independence prepares them well for the future. A great deal of thought has been put into modifying the curriculum to make it interesting and engaging. Links between subjects are particularly strong and information and communication technology (ICT) is beginning to be used well to support pupils' learning.

Pastoral care is outstanding. This is recognised by parents, who typically say, 'this is a happy place where everyone respects and looks after each other' and 'there is an exceptionally warm and caring environment. Children are treated as individuals and yet develop a strong sense of community and belonging.' This contributes well to pupils' good personal development and well-being. The high levels of care are also demonstrated in the speed with which new pupils, joining higher up the school, settle in. They quickly make friends and feel part of the school community. Good systems have been implemented to check on pupils' progress and these are being used well to identify any at risk of falling behind. These pupils are then provided with good support to help them catch up. However, these systems are not being used to identify what pupils need to learn next, or to involve them in checking on their own progress.

The success of the school is largely due to good leadership and management. The headteacher provides a strong lead and her clear vision is shared by all staff and governors. With the good progress that the school has made since its last inspection, and the very evident teamwork and shared desire to move forward, the school is well placed to continue this improvement.

## Effectiveness of the Early Years Foundation Stage

**Grade: 2**

Good links with parents before children enter Nursery enable staff to find out what each child can do. This information is used well to plan appropriate activities for the children as soon as they arrive, which helps them settle in. Children's learning is observed in the EYFS using a good variety of strategies, and recorded well using photographs and annotated notes. Parents are encouraged to view these assessments regularly. Children make good progress and reach above average standards by the end of the Reception Year.

Curriculum planning is detailed and takes account of tasks that children choose for themselves, which is actively encouraged. All abilities are catered for, resulting in a wide range of interesting activities that children engage in with curiosity and enthusiasm. For example, planned work stopped to enable the children to look closely at a spider that was spinning a web on the classroom ceiling. Children are encouraged to complete evaluation sheets with staff to measure their levels of enjoyment and achievement.

Relationships are excellent and this results in children behaving well and treating each other with care and respect within a safe, secure learning environment. Personal development is a strength and children play well together. They know why it is important to have regular drinks and they are taught how to keep safe. Staff act as good role models and take every opportunity to reinforce and extend each child's learning.

The EYFS is led and managed well and a cohesive team work together closely. The indoor environment is divided into stimulating areas to enhance independent learning. Although the outdoor area is used, it is not conducive to creative opportunities for learning due to limited space and old resources.

### What the school should do to improve further

- Ensure that pupils know what they need to learn next and are involved in the process of checking on their progress towards these targets.
- Ensure that more able pupils are consistently given work that matches their needs so that their progress is accelerated.

## Achievement and standards

**Grade: 2**

Standards have been variable over the years, as might be expected with small cohorts. In the national tests in Year 6 in 2008, standards rose considerably in all three core subjects. They were well above average overall and particularly high in English. Pupils' progress through the school and the standards they reach in reading are particularly good. Standards in mathematics have risen well in all year groups over the last year. The school has rightly recognised the need to focus efforts on raising standards in writing, which are significantly lower than those in reading. Pupils achieve well, but the more able do not always reach their full potential as they are not consistently challenged with really demanding work.

## Personal development and well-being

**Grade: 2**

Pupils develop well into mature young people who have a keen sense of their place in society and their responsibilities to it. They adopt healthy and safe lifestyles well, many enjoying the fruit made available daily and taking advantage of the range of sporting opportunities. They feel very secure in school, saying such things as, 'Everyone feels safe and older pupils have the responsibility to look after the little ones and set a good example.' In this way, they make a significant contribution to the smooth running of the school. They are also involved in the locality and parents describe the school as being a hub of the community. Pupils' moral and social development is very good however; their cultural development is hindered by their relative lack of awareness of the broad range of cultures represented in Britain today.

## Quality of provision

### Teaching and learning

**Grade: 2**

Lessons are lively and interesting, engaging pupils and adding to their enjoyment of learning. Relationships are excellent and this leads to pupils' positive attitudes and their keenness to learn. Teachers plan well for the range of ages and most abilities in their classes, though the more able pupils are insufficiently challenged. Lessons are fast moving and pupils are often expected to plan their learning themselves, giving them good opportunities to develop independent learning skills. Although teachers provide opportunities for pupils to discuss in small groups, there are occasionally times when teachers are too directive.

### Curriculum and other activities

**Grade: 2**

The curriculum has recently been very carefully redesigned. Strengths noted at the last inspection have been built on and good links have been developed between subjects. For instance, in an English lesson, pupils' used work from their history lesson about the Vikings as a stimulus for writing a newspaper article. Such added relevance is bringing the curriculum to life and giving pupils the opportunity to practise core skills in other subjects. A good range of extra-curricular clubs and visitors into school give pupils further opportunities to extend their learning, although the range of visits is rather more limited. The curriculum makes good provision for pupils' personal, social and health development and contributes well to their adoption, for example, of healthy and safe lifestyles.

### Care, guidance and support

**Grade: 2**

'Children are nurtured and well cared for, and their education benefits greatly from this supportive environment.' This comment, typical of many made by parents, exemplifies well the extremely caring attitude of all adults. Safeguarding procedures are rigorous and every effort is made to ensure that children learn and play in a safe and secure environment. The school has good links with outside agencies which offer support when necessary, and give advice on how best to meet the needs of pupils who might be struggling. Academic support and guidance is not so strong. The

recent systems to track pupils' progress are thorough and are used well to identify those pupils who would benefit from extra support. However, they do not include a process for setting targets for pupils' next steps in learning. Pupils are therefore insufficiently aware of how they can improve their work. This limits their ability to check on their own progress.

## **Leadership and management**

**Grade: 2**

The headteacher has a very clear vision for the school and has continued the very good teamwork characterised in the last inspection report. Governors offer good support and expertise, and have a clear picture of the school's strengths and areas for development. They and all staff are fully involved in self-evaluation, although the governors' monitoring role is more limited. Staff other than the headteacher, also have too few opportunities to monitor the quality of teaching and learning and share good practice. The school's promotion of community cohesion is good, with very good involvement in the local community. The school is beginning to develop links with a more ethnically diverse school to help the children understand wider faith and cultural perspectives. Challenging targets are set, both for pupils' progress and for school development, and most of these are met each year.

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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 capacity to make any necessary improvements	2

### 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 is 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?	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/or disabilities make progress	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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	<b>2</b>
The extent of learners' spiritual, moral, social and cultural development	<b>2</b>
The extent to which learners adopt healthy lifestyles	<b>2</b>
The extent to which learners adopt safe practices	<b>2</b>
How well learners enjoy their education	<b>1</b>
The attendance of learners	<b>2</b>
The behaviour of learners	<b>1</b>
The extent to which learners make a positive contribution to the community	<b>2</b>
How well learners develop workplace and other skills that will contribute to their future economic well-being	<b>2</b>

## The quality of provision

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	<b>2</b>
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	<b>2</b>
How effectively leaders and managers use challenging targets to raise standards	<b>2</b>
The effectiveness of the school's self-evaluation	<b>2</b>
How well equality of opportunity is promoted and discrimination eliminated	<b>2</b>
How well does the school contribute to community cohesion?	<b>2</b>
How effectively and efficiently resources, including staff, are deployed to achieve value for money	<b>2</b>
The extent to which governors and other supervisory boards discharge their responsibilities	<b>2</b>
Do procedures for safeguarding learners meet current government requirements?	<b>Yes</b>
Does this school require special measures?	<b>No</b>
Does this school require a notice to improve?	<b>No</b>

**Annex B**



8 October 2008

Dear Pupils

**Inspection of Morville CofE Primary School, Bridgnorth, WV16 4RJ**

Thank you so much for welcoming us so warmly to your school recently. We really enjoyed our day with you and hearing you tell us how much you enjoy school, which was so clear from all the smiling faces that we saw. We thoroughly enjoyed your lively singing as well! You told us you are really proud of your school and we think you are right to be proud as it is a good school.

**These are some of the best things we found about your school**

- You are developing very well into responsible, caring and sensible young people.
- You are making good progress, right from the Nursery to Year 6, because you are being taught well.
- You are given lots of opportunities to develop independence. For instance, young children in Nursery and Reception choose activities for themselves and the rest of you can often choose how you tackle work that is given to you.
- Your teachers make your lessons interesting and you told us that they are often fun.
- All adults take extremely good care of you and you told us that you feel very safe.
- Your headteacher and other teachers have good plans to make your school even better.

**We have suggested two things that could be improved**

- To improve your work you need to be told what you should learn next and this will help you check on how well you are doing.
- Those of you who find work easy need to be given work that really makes you think.

We are sure you will continue to work hard and help your headteacher and teachers to continue to improve your school.

With best wishes

John D Eadie  
Lead inspector