



Morville CofE (Controlled) Primary School

Inspection Report

Unique Reference Number 123486
LEA Shropshire
Inspection number 281488
Inspection dates 5 October 2005 to 5 October 2005
Reporting inspector David Carrington

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

Type of school	Primary	School address	Morville
School category	Voluntary controlled		Bridgnorth
Age range of pupils	5 to 11		Shropshire WV16 4RJ
Gender of pupils	Mixed	Telephone number	01746 714219
Number on roll	49	Fax number	01746 714219
Appropriate authority	The governing body	Chair of governors	Mr Jonathan Smith
Date of previous inspection	8 November 1999	Headteacher	Mrs Bavita Williams

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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

Morville Church of England Primary School is a small village school in Morville, three miles west of Bridgnorth, Shropshire. Most pupils come from affluent homes and their attainment when they start school is typically average. All pupils are from White British backgrounds, very few have learning difficulties or disabilities, and all speak English as their first language. About a fifth of the pupils do not complete all of their primary education in the school. Although the total number of pupils increased significantly between 2000 and 2004, recently the school has seen a reduction in its admissions number by the local education authority.

Key for inspection grades

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

Overall effectiveness of the school

The school does well for its pupils. Morville Church of England Primary School is a happy, caring community where the pupils work hard and achieve good standards from a typically average starting point in Reception. The school knows itself well. The quality of self-evaluation is good and the system for setting, sharing and checking targets works well. This self-evaluation could be improved further, but it is the basis for an accurate pinpointing of what is effective and what requires improvement.

The school has shown good improvement since the 1999 inspection, especially in information and communication technology (ICT). Standards have risen well and pupils are now achieving more than was the case in the past. Overall standards are above average and pupils make good progress. Lessons are interesting, motivating and challenging, and they are taught well. All pupils build skills and knowledge effectively because of the good quality education. This includes pupils with learning difficulties and the higher attainers. On this evidence, there is good capacity to make further improvement. Whilst the spending on each pupil is above average, the money is well used and the school gives good value.

Grade: 2

Effectiveness and efficiency of boarding provision

What the school should do to improve further

- Enhance the target setting and tracking system to include more ambitious goals for the highest attaining pupils.

Achievement and standards

The judgement of overall standards and the progress made by learners has to be made cautiously, given the small number of pupils in each year group.

Pupils reach above average standards by the time they leave. This marks good progress given their average standards when they started in Reception.

Most children start school with average levels of skills and knowledge. They soon settle to good learning alongside the Years 1 and 2 pupils. The Reception children are given work that is well matched to their starting points and they make good progress.

Pupils in Years 1 and 2 continue to progress well. Their work is carefully planned to be hard enough for each of them. They learn effectively in all subjects and by the end of Year 2 they reach standards that are above average.

Progress is also good in the two classes from Years 3 to 6. Learning is purposeful

and enjoyable. Pupils throughout the school have a good sense of achievement and they are proud of their work. One Year 5 pupil said, "When I started here I was a long way behind with my reading, but I have caught up well". Other pupils said that they do well in school because the teachers are good at explaining things and the work is challenging. Over the past few years, the pupils have met or exceeded the targets that have been set for them, and have successfully gained ground from their starting points. By the end of Year 6 standards are above average.

Girls tend to do better than the boys in the national tests, but sometimes by slight margins only. The school is alert to the differences in achievement of boys and girls and it monitors their successes and difficulties in learning carefully and takes effective action to ensure they progress as well as each other.

Three years ago the weakest results in school were in mathematics. There has been good improvement in this subject, and in the 2005 national tests in Year 6 the results were above average. Subjects that were weak at the time of the 1999 inspection have been greatly improved. Pupils are now well skilled in computer use, especially in Years 5 and 6, and they use this technology in many other subjects to strengthen and extend their learning.

Grade: 2

Personal development and well-being

The mission of the school focuses on enriching pupils' experiences and ensuring that pupils enjoy life and their work while they learn. The pupils' good behaviour, positive attitudes, and above average attendance patterns show that the school is successful in meeting this goal.

Right from the start of the day, pupils show their happiness and enjoyment in being at school. Play is joyful and harmonious, pupils enter the buildings with a sense that there is something new awaiting them, and they start their activities with enthusiasm. Relationships are a strength of the school and there is a clear impression given to visitors of a friendly, caring and supportive group of learners and staff. Parents say that the small, family feel to the school is one of its chief assets, and this is borne out by the inspection.

The school takes its responsibility for the full development of each pupil very seriously. It provides good opportunities for pupils to grow into pleasant children and it develops their spiritual, moral, social and cultural education well.

Good emphasis is given to pupils' safety and health through the school's healthy eating fruit scheme, and lunchtime fitness club, for example. The pupils are currently planning part of the village celebrations to mark the 150th anniversary of the school. There are several other community-based events each year that give the pupils a clear feeling of having a worthwhile involvement. The good improvement

made to computer facilities in the school and the school's success in developing pupils' basic skills illustrates its commitment and success in preparing the pupils thoroughly for their future economic well-being.

Grade: 2

Quality of provision

Teaching and learning

From their very first days in school, children are taught well. This is the most significant factor in their continuing success in meeting the targets for their work and their personal development.

Lessons are productive, enjoyable and well planned to provide challenging work. Learning is, therefore, effective. There is good focus on the development of knowledge, skills and understanding for all pupils, regardless of background. This is evident, for example, in the carefully matched work for pupils with learning difficulties. Their tasks are interesting and motivating, and the pupils rise with eagerness to the challenges provided. Higher attainers are also given taxing work, which contributes effectively to their achievements at the upper levels in the national tests in Years 2 and 6, though the targets for the top attaining pupils could be more ambitious. The quality of teaching and learning is good in Reception.

The school has successfully met the test that mixed-age classes provide. Because of the small numbers, all pupils work with learners from at least one other age range. Teaching assistants are targeted well in giving good support to learners, so that factors such as age, attainment level and gender are well catered for. Parents say that their children learn well and make good progress because the teachers and other staff care about their pupils and they make learning interesting. They are not wrong in this assessment.

Grade: 2

Curriculum and other activities

Pupils' effective learning is underpinned by a good curriculum.

Although there are few pupils, the staff work hard to ensure that they have a richness of learning experiences that sets them up well for future education and life outside school. Each year the oldest pupils visit the residential centre at Arthog in Wales where they are given opportunities to develop new and taxing skills in their outdoor work. All pupils enjoy a full programme of physical education and sports activities despite the lack of a hall. Rain and wind do not interrupt these lessons. Pupils (and adults) are frequently to be seen in rain capes in the playground as new skills are learned in games and gymnastics.

Reception children also enjoy an interesting programme of work. The emphasis here is on fun and learning through play. The activities are well focused on the development of personal and social skills as much as they are on early literacy and numeracy.

There is a varied programme of activities outside school time. The pupils enjoy the many clubs and events provided, and there is good attendance at them. A sports coach is employed to work with all pupils and this extends pupils' opportunities to do well in games and gymnastics. Art Club is another popular choice amongst the pupils and the Yogabugs sessions in the Village Hall gets the thumbs-up from the pupils. The pupils benefit from participation in these activities because their knowledge, skills and understanding are strengthened and extended well.

Grade: 2

Care, guidance and support

The school provides good guidance and support for the pupils. It is working successfully to develop pupils' independence and responsibility in learning. A key priority at present is to improve pupils' opportunities to self-assess their work. This is designed to enhance the already good quality assessment system in the school and to contribute to the effective target setting and tracking process that is in place. During the inspection, Years 5 and 6 pupils ended their morning mathematics session with a useful short self-evaluation of their own learning and a sharing of ways to make it better in future.

There are good arrangements for safeguarding pupils. Child protection procedures, although not very often necessary, are up to the mark and meet legal requirements. Staff knows how to deal with any sign or incident that may mean a child has problems.

Grade: 2

Leadership and management

The leadership and management of the school are good. The headteacher leads the school well and is supported effectively by the governors, who have an accurate understanding of the strengths and areas for improvement. There are good procedures to involve all staff in checking and evaluating the work of the school, and the pupils are given good opportunities to make their thoughts known. Parents' views are taken seriously in planning future developments. Parents are very positive about the work of the school.

In the space of less than three years there has been a total change in the teaching staff, including the headteacher. During this time, a manageable system of checking and evaluating the quality of teaching and learning has been introduced, and good

improvements have been made to the ways in which the school tracks how well the pupils are doing. Increasingly challenging targets are being set for pupils in relation to the standards they reach, the rate of progress they make, and their development as well-rounded people. There is scope still for these targets to be even more ambitious, but the school's track record of improvement in this area has been good to date. The overall quality of school self-evaluation is good. It is accurate, and it is a firm basis for the sensible change and improvement that the school has made. There is good capacity for improvement, which is founded on the good progress made by the school since the headteacher arrived. Overall, the school gives good value for money.

Grade: 2

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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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	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

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

Personal development and well-being

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

The quality of provision

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

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for the warm welcome that you gave me when I visited your school. I enjoyed my day with you. Lots of you spoke to me, and gave me the same message: "We like our school and we do well because our teachers care for us." I think that the following things are what help learning to be good at Morville School:

Children in Reception are settling well into school and they enjoy their work.

Children in Years 1 and 2 are doing well. They are learning to read, write and do mathematics successfully.

Children in the juniors work hard and get good results.

You told me that you think that you are taught well. I agree.

You said that sports, games and the Yogabugs sessions are great. You clearly work hard in them.

You work well together and help each other out in lessons and in your play.

There are many things to celebrate in school, but I think there is one thing that could be better:

Whilst you enjoy the challenging work set by your teachers, this could be even harder for some of you.

You can help your teachers with this change by trying hard with your writing and by telling your teachers how well you are learning.

The school will send my report home. You might like to read some of it because it says a lot of good things about your school. See if you can find the bit about the rain capes. Good luck in your work and enjoy your life in school.