

# Morchart Bishop Church of England Primary School

Church Street, Morchart Bishop, Crediton, EX17 6PJ

**Inspection dates** 17–18 January 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- All groups of pupils make good progress through the school. They achieve well. By Year 6, standards in reading and mathematics are above average.
- Pupils are well taught. Lessons are lively and interesting. This, together with the strong relationships forged between adults and pupils, means that pupils like school, work hard and wish to do well.
- Pupils behave well in lessons and around the school. Of particular note is the way they support each other, feeling that they are part of a school 'family'. Pupils feel very safe in school.
- The headteacher is held in high regard by staff, the governing body, parents and carers, and pupils. With the support of these groups, he has successfully led developments that have promoted improvements in teaching, with consequent impact on pupils' learning and progress.
- Teachers' performance is managed well and their training is given suitable priority. Resources, such as the pupil premium, are used well to ensure that any pupil who is in danger of underachieving is helped to make better progress.
- The school benefits from good governance. Parents and carers are increasingly involved with the work of the school. This provides an increasingly strong partnership that supports pupils both academically and personally.

### It is not yet an outstanding school because

- Although standards in writing are rising, they remain a little below those in reading and mathematics.
- Some aspects of teaching in lessons and some aspects of marking are not yet promoting outstanding progress.
- The breadth and depth of pupils' cultural understanding is not as well developed as it could be.

## Information about this inspection

- This inspection was carried out with half a day's notice and took place over two days.
- The inspector held meetings with staff, groups of pupils and two members of the governing body. A telephone conversation was also held with a representative from the local authority.
- A range of evidence was reviewed including: the school's improvement plan; the school's data for tracking pupils' progress; monitoring reports; the work pupils were doing in their books; and a range of the school's documentation, including that relating to safeguarding.
- The inspector observed teaching and learning in eight lessons, listened to a group of pupils read and made a number of short visits to other lessons.
- The headteacher conducted four joint observations with the inspector.
- The inspector met some parents and carers informally and looked at results of the school's parental questionnaire. There were 30 responses from parents and carers to the online questionnaire (Parent View), which were taken into account, as were 15 responses to the staff questionnaire.

## Inspection team

Rowena Onions, Lead inspector

Additional inspector

## Full report

### Information about this school

- This is a smaller-than-average-sized primary school.
- A below-average proportion of pupils are known to be eligible for the pupil premium, which provides additional funding for looked after children, pupils known to be eligible for free school meals and children of service families.
- The proportion of pupils identified with special educational needs through school action is below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is average.
- The majority of pupils are White British with the others coming from a range of minority ethnic backgrounds. All pupils speak English as their first language.
- The school does not use any alternative provision to support its pupils.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- Children in the Early Years Foundation Stage are taught in a class with some Year 1 pupils.

### What does the school need to do to improve further?

- Raise the quality of teaching from good to outstanding by:
  - being precise in communicating to pupils what they are expected to achieve by the end of each lesson
  - ensuring that pupils are given time to act on the advice teachers give them through the marking of their work.
- Develop the curriculum to raise standards in writing and to improve pupils' cultural knowledge and understanding by:
  - making more links between what is taught in English lessons and what is taught in other subjects
  - ensuring that the development of pupils' cultural knowledge and understanding is a planned part of their day-to-day work.

## Inspection judgements

### The achievement of pupils is good

- Children in the Reception Year make good progress from an entry point that is below expectations overall. By the end of the year, most meet, and a good number exceed, the levels expected for their age. The children are particularly successful in learning how to learn. Good attitudes to learning remain evident as pupils move through the school.
- Pupils make rapid progress in mathematics. In lessons, a good emphasis on mental mathematics means they become confident in their ability to solve number problems. As a result of school improvement work, progress and standards have risen. By Year 6, a well-above-average number of pupils reach the higher Level 5 and some are on track to attain more highly.
- Work to accelerate younger pupils' progress in developing phonic knowledge (the links between letters and sounds) and to increase older boys' enthusiasm for reading has raised standards. Younger pupils read with confidence and enthusiasm. Early help for any pupil showing signs of struggling to learn to read has been successful in preventing failure. Older pupils use reading skills well to support learning in other subjects. Reading standards are above average in both Year 2 and Year 6.
- Standards in writing have risen pleasingly from a level that was below the national average in 2011. However, the school is right in identifying the need to further promote progress by providing pupils with well-planned opportunities to develop or consolidate writing skills through links with work in other subjects.
- The regular checking of the progress of individual pupils means potential underachievement is spotted early. Successful interventions are planned and implemented such as extra help with reading for pupils eligible for support from the pupil premium. As a consequence, pupils, including disabled pupils, those with special educational needs and those who are eligible for additional funding, are helped to make good progress. Pupils who are eligible for extra funding attain more highly than their peers nationally.

### The quality of teaching is good

- Teachers know pupils very well. Accurate assessment of their work means that activities planned for lessons are appropriately challenging. Pupils cite the clarity of their teachers' explanations as being particularly positive in helping them to learn. This was evident in a Year 5 and 6 mathematics lesson, where the importance of the order of calculations was clearly explained and enabled pupils to rapidly work out missing numbers in a given equation.
- Teachers are adept in spotting when a pupil is having difficulty and providing support as needed. They use good questioning skills well to help pupils understand the work. Where available, the time of teaching assistants is used well.
- Teachers are generally clear in explaining to pupils the overall aim of a lesson. They are not, however, always as clear in communicating exactly what they are expecting pupils to achieve by the end of the lesson. This means that pupils are not able to target their efforts as precisely as they might. This sometimes prevents good teaching from being outstanding.
- Teachers try hard to make lessons interesting and fun. Pupils report that they are often successful in this, both through the types of activities they choose and through interesting subject matter. There are occasions, however, when, in their desire to enthuse pupils with an interesting activity, teachers forget to emphasise what learning is being targeted.
- Pupils have good general knowledge of how to improve their work through the targets their teachers set for them. Targets are regularly referred to in lessons. For example, in an English lesson focused on the writing of direct speech, some pupils were reminded of the importance of remembering their individual target for the correct use of capital letters. The development of marking has been a focus of improvement work. Helpful advice is regularly given to pupils as to how a piece of work could have been improved. The impact of marking is, however, reduced

because pupils are not given regular opportunities to act on this advice.

### **The behaviour and safety of pupils** are good

- Pupils behave well in lessons and around the school. They follow the strong role models set by the adults in the school and show a respect for each other and for adults. Pupils relate well to each other, for example older pupils are often seen supporting younger pupils in school and in the playground. A small number of pupils who have behavioural difficulties are successfully helped to improve.
- Lessons are well managed and allow pupils the opportunity to concentrate on the work in hand. Pupils are very biddable and want to meet the expectations set for them. Some are also good at challenging themselves in lessons but this is not yet evident in a sufficient number of pupils to allow an overall evaluation of behaviour as outstanding.
- Pupils feel very safe in school. They are also aware of how to keep themselves safe when out of school. They report there is no bullying in school. They are, however, confident in saying that they know what to do if any should occur. Pupils are suitably aware of a range of ways in which people can be bullied and are also aware of the need to be careful that they do not use language that could be hurtful or discriminatory. Parents and carers are fully confident that their child is safe and well looked after in school.
- Pupils' enjoyment of school is reflected in the good rate of attendance of the vast majority. The school is proactive in promoting and rewarding good attendance. Punctuality is also good.

### **The leadership and management** are good

- The headteacher has worked very hard to develop a team that has a shared vision for the development of the education provided. Governors, parents and staff have been involved in creating this vision and this partnership has been productive in promoting improvement.
- There is good monitoring of the effectiveness of teaching through the careful checking of pupils' progress and through observation of lessons. Improvements have been made and the success of these can be seen, for example, in the acceleration of progress in mathematics. The performance management of teachers has promoted stronger teaching. The local authority supports the school and the governing body appropriately, for instance with advice as to how to improve teaching.
- Developing links with parents and carers and the community, for example through the shared building of a roundhouse in the school grounds and through inviting parents and carers to participate in school development activities, mean that parents and carers feel fully involved. All who responded to the school's own and the Ofsted online questionnaires said they would recommend the school to others. Good-quality links with parents and carers also actively promote the personal well-being and safeguarding of pupils.
- The school's curriculum successfully underpins the systematic building of basic skills in English and mathematics. It also provides pupils with wide breadth of experience, for example musical and physical education are particularly effectively promoted. The care taken to promote good personal development throughout the curriculum is highly effective in supporting pupils' spiritual, social and moral development. Although action has been taken to strengthen provision to promote pupils' cultural development since the school's previous inspection, this has tended to be as an add-on to the day-to-day curriculum, for example by holding an 'India Day'. As a result, pupils' knowledge and understanding of cultural diversity is patchy and in need of more systematic development.
- Finances, including the way pupil premium funding is spent, are carefully managed. Pupil premium is used to very effectively support early reading and to enrich the curriculum with trips.
- **The governance of the school:**
  - The governing body is well informed about how well the school is doing and has a secure understanding of school data and how this compares with other schools. Governors monitor

effectiveness both through data and through regular visits to the school. They are very supportive, but are keen to hold the school to account. Governors have contributed to the discussions on how pupil premium funding should be spent and have checked the impact on pupils' progress. Governors are well informed about systems for managing staff performance and the way that pay rises should be decided with this taken into account. They know about the quality of teaching in the school. Governors are appropriately trained and meet their responsibilities well, including those associated with the safeguarding of pupils.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	113457
<b>Local authority</b>	Devon
<b>Inspection number</b>	403210

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

<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 of pupils on the school roll</b>	103
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Kate Moore
<b>Headteacher</b>	Christopher Sargeant
<b>Date of previous school inspection</b>	3 July 2008
<b>Telephone number</b>	01363 877328
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