

# Moreton Christ Church CofE Primary School

Upton Road, Moreton, Wirral, Merseyside , CH46 0PB

**Inspection dates** 19–20 November 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	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.

- Pupils make good progress from their different starting points as they move through the school. Attainment at the end of Year 6 is broadly average and this demonstrates pupils' good achievement from their starting points on entry to the school. There has been good improvement since the previous inspection.
- Pupils' good behaviour and attitudes to learning help them to make good progress. They enjoy school, get on well with one another and work hard. They feel safe in school. Attendance is average and improving in the current year.
- The quality of teaching is good. Some is outstanding. Teachers manage pupils well and their expectations are high. The overall quality of teaching has improved since the previous inspection.
- Leadership and management of the school have also improved. There is very strong governance. Leaders at all levels have an accurate picture of how well the school is doing. Teaching and learning are managed well and this has helped to bring the improved progress.

### It is not yet an outstanding school because

- There is not enough outstanding teaching to judge the quality outstanding overall. Pupils' use of technology in lessons to help their learning and the effectiveness of teachers' marking are aspects that could be improved.
- Standards in mathematics could be higher. Pupils do not use their mathematical knowledge and skills sufficiently in different ways and in different subjects. Sometimes, work in lessons is not challenging enough and does not meet the different learning needs of pupils.

## Information about this inspection

- Inspectors observed 19 lessons or part lessons.
- Meetings were held with staff, members of the governing body, pupils, parents and a representative from the local authority
- Also taken into account were the views of 19 parents who responded to the online questionnaire (Parent View) as well as questionnaires completed by staff.
- Inspectors observed the school's work and examined a wide range of documentation including: national assessment data and the school's own assessments; recent external reports on the school's work; the school's own view of its performance; minutes of governing body meetings; samples of pupils' work and safeguarding documents.

## Inspection team

Kevin Johnson, Lead inspector	Additional Inspector
Terry Bond	Additional Inspector
Patricia Cope	Additional Inspector

## Full report

### Information about this school

- This is a larger than average sized primary school in which almost all pupils are White British.
- A broadly average proportion of pupils are supported by school action.
- The proportion supported by school action plus or with a statement of special educational needs is average.
- An average proportion of pupils are known to be eligible for support through the pupil premium. The pupil premium is additional funding for pupils known to be eligible for free school meals, children from service families and those looked after by the local authority.
- The school meets the government's current floor standards which are the minimum expectations for pupils' attainment and progress.
- The school currently receives light touch support from the local authority.
- Before and after-school care is provided on site. This provision is not managed by the governing body. The provision receives a separate inspection and a separate report, which is available on the Ofsted website.

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

- Increase the amount of outstanding teaching across all subjects in order to improve the overall quality of classroom practice by:
  - giving pupils more opportunities to use technology in lessons to help them to learn and improve their skills in working on their own
  - using the skills of teaching assistants to ensure pupils begin their practical work early in the lesson, so that learning time is used to the full
  - making sure that teachers' marking gives pupils clear information about their progress and also examples of how to improve their work
  - checking to see that the guidance they give pupils about their work is followed up.
- Improve standards in mathematics at both key stages by:
  - planning more opportunities for pupils to use their mathematical knowledge and skills in different subjects
  - making sure that there is appropriate challenge in all lessons, in order to meet pupils' different learning needs.

## Inspection judgements

### The achievement of pupils is good

- Pupils enter Reception from a large number of pre-school settings and their skills and knowledge are below the expectations for their age. During the Reception year they make good progress, especially in their personal, social and emotional development, which helps them become ready to learn. Currently and as in previous years, most children are on track to reach a good level of development and to be ready to face the challenges of Year 1.
- Since the previous inspection there has been an intense focus in the school on accelerating pupils' progress. Assessment systems and the use of assessments have tightened up considerably to give an accurate step-by-step picture of the performance of every pupil. This has resulted in an improving trend of progress through the school.
- Pupils in Key Stage 1 make good progress from their starting points and standards in reading writing and mathematics have improved. In the Phonics (letters and the sounds that they make) Screening Check for Year 1 the proportion reaching the expected standard has risen considerably. This is reflected in the improved standards reached in reading at the end of Year 1 and Year 2.
- Performance in Key Stage 2 has also improved since the previous inspection. In both 2012 and 2013, pupils reached average standards in English and mathematics from below average attainment at the end of Year 2. This demonstrates good progress, especially in writing, from their starting points.
- Indeed, standards in English have risen considerably. Attainment and achievement in mathematics have improved too, but standards could still be higher. The school recognises that planning could ensure pupils are given more opportunities to apply their mathematical skills across the curriculum.
- Pupils enjoy and are enthusiastic about reading. As one younger pupil said, 'It's the most important thing we do in school.' In Year 2, pupils love to talk about their favourite books and the story characters they like. They read regularly at home and in school. Pupils know the difference between fiction and non-fiction writing and use their phonics skills well to tackle unfamiliar words. Most –able pupils read fluently and accurately even when seeing a book for the first time.
- By the end of Year 6 the vast majority of pupils have made at least expected and often better progress in reading. Pupils read confidently and with good understanding and expression. They have little difficulty with unfamiliar words. They have a good knowledge of the works of current authors and select their reading from a wide range.
- Challenge for the most –able pupils is good, and their progress is increasing. Year 6 pupils for example could clearly explain the mathematics of rotating angles on a grid at the end of their lesson. Year 4 pupils learned to read different measures for litres and kilograms, using their decimal notation to get the precise measures. In the 2013 tests more pupils achieved the higher levels 3 and 5 than previously. Occasionally more could be expected of most –able pupils in Key Stage 1 classes.
- Disabled pupils and those with special educational needs make good progress. A good range of testing is used to identify pupils' specific needs. That allows teachers to plan closely for the learning of each individual. The school works effectively with outside agents and parents to address pupils' needs. This good level of support has a positive impact on pupils' academic and personal development.
- The impact of pupil premium spending is good and spending is adjusted to meet individual needs for example, by providing one-to-one tuition for mathematics. Gaps in attainment gaps are closing and pupils known to be eligible for free school meals are beginning to reach broadly the same standards as other pupils.

**The quality of teaching is good**

- There is now more consistency in the quality of teaching as a result of the school's continuous drive to improve its quality. Some is now outstanding. Local authority evaluations and the school's own records show how it has improved and its subsequent impact on pupils' progress. Indeed, inspection evidence, including lesson observations and the scrutiny of pupils' work confirms that teaching is now good.
- Pupils learn well because they enjoy lessons. They work well with partners or in groups and are not afraid to ask questions because they know that their ideas are valued by teachers.
- Teachers' subject knowledge is generally good and their particular passion for a topic rubs off well on the pupils. In a history lesson about the Titanic, for example, Year 3 pupils were truly captivated by the story, asked a lot of sensible questions and gained excellent historical knowledge and insight about the event.
- Literacy and mathematics are taught well. The range of pupils' writing is good and includes a good measure of poetry. Writing is linked well to other subjects. Pupils benefit from their ability grouping for mathematics in Key Stage 2, but there is sometimes an insufficient level of challenge in mathematics in Key Stage 1. A highly successful scheme to boost pupils' basic mathematics skills is well established and pupils who receive this intensive support make rapid progress.
- There is usually good pace to pupils' learning because planning builds well on what they have done before. Teachers' expectations are high. For most pupils the challenge is good. Teachers assess pupils' performance accurately and check their learning during lessons to make sure they are making the progress they should.
- Teaching assistants contribute well to the teaching team. They know pupils well and have their respect because of the sensitive way in which they deal with pupils' particular learning and pastoral needs. There are occasions when their skills could be better used to get pupils started more quickly on practical learning rather than have them marking time on the carpet.
- Some imaginative methods are used to help pupils focus on their learning and some practical resources are used well. Teachers make good use of electronic whiteboards, and opportunities for pupils to discuss problems with a partner all feature in lessons. Pupils' use of technology to help them learn, however, is a weakness and this also reduces opportunities for pupils to take charge and learn on their own.
- There are inconsistencies in marking quality. While there is some good marking, particularly in literacy, pupils are not always given the clearest guidance about how to improve. There are missed opportunities to model correct work and for pupils to correct errors. In short, there is not enough rigour in marking across different subjects.

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

- Pupils' good behaviour and attitudes to learning underpin their good achievement. They enjoy school and recognise its importance saying, 'It prepares us for our future life.' The many after-school clubs are well attended and pupils like especially the opportunities for sports, dance, music and drama.
- They feel positive about the level of their behaviour, as do parents who have few concerns about how the school manages their children and fosters their good personal development. Pupils know how to adjust their behaviour for different occasions such as in assemblies or more informal times in the dining room.
- Pupils' spiritual, moral, social and physical development is good. It is nurtured by the strong Christian values of the school. Pupils are mindful of each other, always friendly and keen to help. They show respect for others' different backgrounds and circumstances and contribute generously to several charities. They listen carefully to their teachers and are very polite and well mannered.
- Pupils have no concerns about their safety in school. They feel very well cared for and say that

there is no bullying or offensive name-calling. They have good understanding of different types of bullying including that linked to the internet and mobile phones. They are aware of some of the potential dangers outside school. Older pupils accompany members of the governing body when they carry out their risk assessments of the school premises.

- Pupils contribute well to the everyday life of the school. The school council canvasses ideas for improvements from pupils so that they all have a voice. The eco committee act as guardians of the school's use of energy and various daily tasks carried out conscientiously by pupils help things to run smoothly.
- By the time pupils leave the school they are confident of their abilities and well prepared socially and emotionally for the next stages in their education.

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

- The headteacher is entirely focused on driving the school forward. His thoughtful and determined leadership has brought good improvement since the previous inspection. Earlier support from the local authority quickly established that the school were on the right track for improvement. The vision was clearly shared with all staff and governors, and their combined efforts have successfully moved the school from satisfactory to good.
  - A crucial part of this process has been the moulding of the effective senior leadership team. Responsibilities and accountabilities are clear. Its members work as a strong team to check on the work of the school and gain an accurate picture of how well it is doing. The school's record of improvement is such that the local authority now sees the school as able to improve on its own and offers only very light support when needed.
  - The management and improvement of teaching and learning has been central to the school's success. All staff members have rallied to meet the high expectations of the Teachers' Standards document which now underpins teachers' performance management. Lesson observations by senior leaders are backed up by focused target setting for teachers' performance. This leads to planned training to improve their skills and, subsequently, pupils' progress. Teachers are aware that salary increases are linked directly to their successes in the classroom.
  - The leadership and management of subjects is good. This aspect, too, has been a focus for improvement since the previous inspection. Subject leaders already have action plans for the introduction of the new primary curriculum in September 2014. Currently, the way pupils record their literacy work has been successfully revised in order to promote better links between subjects, but this positive action has not been extended to mathematics. There is good breadth to the curriculum, which includes learning Italian, and a good selection of after school clubs to help pupils develop skills and physical well-being.
- **The governance of the school:**
- Governance of the school is an outstanding feature of leadership and management. The level of expertise among governors, and their ambition for the school, means that no stone is left unturned in their analysis of the school's performance and in holding it to account.
  - Governors check the progress of individual pupils and match this against use of the pupil premium in their determination to provide equality of opportunity. The allocated sports funding for primary schools is used to motivate pupils in sport and improve their well-being. Teachers also increase their skills by working alongside specialist coaches so they can continue to provide good quality teaching in the subject.
  - The governing body is aware of the overall quality of teaching in the school and how it is linked to the salaries structure. It knows how and why the school has improved and what it must do to become outstanding. Finances are managed expertly and other responsibilities such as policy reviews are managed efficiently. Safeguarding policies and practice meet all statutory requirements.

## 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>	105076
<b>Local authority</b>	Wirral
<b>Inspection number</b>	426076

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>	363
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Graham Cousins
<b>Headteacher</b>	Ian Thomson
<b>Date of previous school inspection</b>	6 October 2011
<b>Telephone number</b>	0151 677 5152
<b>Fax number</b>	0151 678 8165
<b>Email address</b>	headteacher@christchurch-moreton.wirral.sch.uk



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