

Inspection of Moreton Say CofE Primary School

Moreton Say, Market Drayton, Shropshire TF9 3RS

Inspection dates: 6 and 7 June 2023

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

Pupils achieve well and thrive at Moreton Say. This is because leaders and staff want the best for all pupils. They know pupils well as individuals. There is a real sense of community. Pupils care for each other exceptionally well. Parents agree, with one comment being typical of many when they said, 'I love the way all the children from all ages play together and include each other.'

Pupils, including those with special educational needs and/or disabilities (SEND), respond well to the high expectations of leaders and staff for their achievement and behaviour. The school's motto of 'be ready, be respectful, be safe' is central to school life. Pupils' behaviour in classes and around school is exemplary. They understand what bullying is but cannot recall it happening. They have faith that leaders will sort out any issues with behaviour.

Pupils benefit from a wide range of after-school clubs which go beyond sports. These include 'formula 1', 'make some noise', 'little samaritans', cookery, arts and drama. Pupils say that if they would like leaders to provide any other clubs, all they have to do is ask.

What does the school do well and what does it need to do better?

Leaders have a clear and ambitious vision for the school. They ensure that pupils experience a rich and exciting curriculum which takes in to account the mixed-aged classes that pupils are taught in. Leaders have recently refined the curriculum in some subjects to highlight the essential knowledge and vocabulary that pupils need to learn, and in what order. This is because some of the activities which teachers plan for pupils in these subjects do not allow pupils to remember what is most important. Pupils therefore do not learn as well as they could in these subjects.

Reading is at the centre of the curriculum. School librarians play an important role in promoting a love of reading, regularly reading to other pupils in the school library. Staff match books to pupils' interests, so pupils engage well in story times. Leaders have introduced a new phonics programme which starts in nursery, and staff have received training to deliver this. This allows most pupils to develop into confident and fluent readers.

Pupils who struggle with reading receive effective support to keep up. A small number of older pupils who are still learning phonics get appropriate support to catch up. However, they do not always get to practise the phonics they have learned. This is because, at times, the books they read are not well matched to the sounds they are learning.

Teachers use assessment strategies well. The assessment information they gather supports them effectively to plan new learning for pupils. Pupils enjoy learning inside and outside of school. As a result, they focus on their work and there is no disruption to learning.

Children in the early years settle well into school life. Those who need additional support are swiftly identified and get the help they need. Staff plan learning carefully based on what children know and can do, and build children's learning from this point. The early years curriculum helps to ensure that children are well prepared for learning in key stage 1. Leaders and teachers in the early years have thought deeply about how knowledge and skills build over time. This helps children to achieve well.

Staff identify pupils with SEND quickly. Teachers make appropriate adaptations to their teaching for pupils with SEND. For example, pupils with SEND may use equipment or receive extra adult support to help them to learn. As a result, these pupils participate fully in lessons and have work and support closely matched to their needs.

Provision for pupils' personal development is a strength. They have a wide range of opportunities to further engage in their learning through well-planned visits and visitors. Pupils can apply for a wide variety of roles and responsibilities, for example, on the school council, eco council, and teaching and learning council. They know their roles are important and that they help to improve school life. Many pupils are encouraged to follow their interests, such as playing for sports teams or learning a musical instrument. Pupils learn about different cultures and believe in equality. Leaders have enabled pupils to understand the wider world, build acceptance and understand inclusion. Pupils say, 'We are a friendly school and we welcome everyone.'

Staff work closely together and support each other well across the Addmore Federation. Governors support and hold leaders to account.

Safeguarding

The arrangements for safeguarding are effective.

All staff are well trained in keeping pupils safe. Staff are trained to spot signs of neglect, child-on-child abuse, radicalisation and extremism. Staff know pupils well and know what to do if they have a concern about a pupil. Leaders ensure that families get the support they need and work effectively with agencies in order to achieve this.

Pupils are taught to keep themselves safe through activities and visitors. This includes being aware of online safety, appropriate relationships and road safety.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- On occasion, the books that some pupils read do not allow them to practise the sounds that they know. This hinders some pupils' ability to read accurately and confidently. Leaders should ensure that the books chosen by staff match the sounds that pupils are learning, so that pupils can develop their reading fluency.
- In some subjects, the work given to pupils does not always support them to remember the essential learning. As a result, some pupils do not learn as well as they could. Leaders should ensure that the activities chosen for pupils support them to remember more across the curriculum.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	123485
Local authority	Shropshire
Inspection number	10227173
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	104
Appropriate authority	The governing body
Chair of governing body	Jenny Nixon
Headteacher	Stephanie Henney
Website	www.moretonsay.shropshire.sch.uk
Date of previous inspection	1 February 2017, under section 8 of the Education Act 2005

Information about this school

- Leaders do not make use of any alternative provision.
- The school has a breakfast and after-school club.
- The school is within the Diocese of Lichfield. Its most recent section 48 inspection took place in February 2023. Section 48 inspections were suspended due to the COVID-19 pandemic. They restarted in September 2021. The school's next section 48 inspection will take place within five years of the previous inspection.

Information about this inspection

The inspector(s) carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation of the school.
- During the inspection, the lead inspector held meetings with the headteacher. He also met three members of the governing body, including the chair of governors.

- The lead inspector held a meeting with a representative of the local authority. He also held a telephone conversation with a representative of the diocese.
- The inspectors viewed a range of safeguarding documentation. They examined checks on safer recruitment and spoke with members of staff to check their safeguarding knowledge.
- The inspectors carried out deep dives in early reading, mathematics and physical education. They met with subject leaders, visited lessons, spoke with teachers and pupils, and viewed examples of pupils' work. An inspector also spoke to the subject leaders for design and technology, music, art and design, and science.
- An inspector observed children in the early years and pupils in key stage 1 read to a trusted adult.
- The inspectors spoke with members of staff about their workload and well-being.
- The inspectors observed pupils' behaviour in lessons and around school.
- The inspectors considered the responses, including the free-text comments, to Ofsted Parent View. They also considered the responses to the staff and pupil surveys. An inspector also spoke to parents and carers at the end of the school day.
- Inspectors looked at a range of documentation provided by the school. This included the school's self-evaluation, school improvement priorities, school policies, curriculum documents, SEND records, behaviour records, attendance records and minutes of meetings held by the governing body.

Inspection team

Barry Yardsley, lead inspector

Ofsted Inspector

Rob Bourdon-Pierre

Ofsted Inspector

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