

Inspection of Morehall Primary

Chart Road, Folkestone, Kent CT19 4PN

Inspection dates: 1–2 October 2019

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Overall effectiveness at previous inspection Not previously inspected

What is it like to attend this school?

Pupils enjoy their time at school. Older pupils told inspectors that leaders have made many improvements. They say that everyone is kind to each other and that teachers care about how they are doing. Pupils say that staff make them feel 'appreciated' and want them to achieve their very best. One pupil, echoing the views of others, told inspectors, 'This school has helped me become the person I am today.'

Pupils are keen to learn. They enjoy their lessons and say that there are lots of things going on at school that excite them. For example, some pupils attend a Latin club, others take part in sports such as hockey and rugby. Pupils enjoy learning poems, reciting these off by heart with impressive confidence.

Pupils behave well. They say that bullying and incidents of poor behaviour are very rare. They enjoy their friendships and treat each other with kindness and tolerance. Older pupils, for example, enjoy looking after the younger ones at lunchtimes.

The school is kept in shipshape condition and pupils learn in a calm atmosphere. It is a safe and inclusive place where staff care for pupils, making sure that they get the support they need.

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

Leaders are ambitious for pupils to do well and learn widely. They have carefully considered the curriculum and how teachers help pupils to learn. As a result, pupils' outcomes in English and mathematics are rising.

Leaders are now focusing their efforts on further strengthening teaching across the curriculum. They recognise that teachers need to be equipped with the necessary skills and knowledge, particularly in the foundation subjects, to ensure that pupils learn successfully. In some areas, the teaching of subject-specific knowledge is less well sequenced and emphasised. Work to rectify this is securely under way.

Leaders make sure that reading is a top priority. The teaching of phonics (letters and the sounds they represent) is well organised and effective. Teachers quickly spot pupils who start to fall behind and give them extra help, so they can catch up. Pupils read books that are at the right level for their reading ability.

As pupils move up the school their interest in reading continues to develop. The books they read in class engage their imagination and interest. Teachers use these texts skilfully to introduce pupils to new vocabulary and stimulate thoughtful class discussion.

Staff have high expectations of pupils' behaviour. Pupils and staff understand the behaviour policy and it is applied consistently so everyone is clear about the rules. Consequently, pupils concentrate on their work in lesson times, cooperate well with each other and show respect to all.

Pupils want to come to school. This, along with the intensive work leaders are doing to support families, is reflected in the school's high and improving attendance figures.

The curriculum is not limited to academic subjects. Pupils enjoy wide-ranging activities which broaden their learning. Leaders are determined that the school's strapline, 'Morehall, a school at the heart of the community', is brought to life. Pupils take part in local arts festivals and learn French, taking account of the school's proximity to the continent. Leaders liaise with nearby workplaces to help pupils consider future careers and have made strong links with diverse ethnic and Christian communities within the town.

Staff are skilled in meeting the needs of pupils with special educational needs and/or disabilities (SEND), including the small number of pupils in the specialist resource provision for pupils with a vision impairment. Leaders work closely with external agencies and local specialist schools to ensure that this group of pupils receive the right support.

Children get off to a flying start in Reception. They are happy and safe in their well-organised and attractive surroundings. Leaders have carefully considered what they want children to learn. For example, children learn about William the Conqueror by reading story books, making crowns and dressing up. Children enjoy learning rhymes and listening to stories. The very structured routines in place mean that children settle into school quickly and become confident learners.

Leaders show an admirable determination to provide pupils with the knowledge and skills they need to succeed. Their ambitious vision is shared by the whole staff community and more widely across the trust. Leaders are not complacent and continually challenge each other to improve.

Staff are extremely proud of 'how far the school has come'. They spoke to inspectors with great passion about the effective support they receive from leaders to improve professionally. Staff explained how leaders consider their well-being by putting in place thoughtful adjustments to reduce their workload.

Safeguarding

The arrangements for safeguarding are effective.

Staff know pupils and their families well. Staff are properly trained and given regular updates. As a result, they are highly alert to any pupil who may be at risk. They know what to do if they have concerns and act quickly. Leaders are prompt to pass on any worries so that pupils and families receive the help they need.

Leaders ensure that the site is kept safe and secure. Pupils say this makes them feel safe. Leaders carry out recruitment checks diligently. All parents who responded to Ofsted's online questionnaire agree that their children are safe at school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have an ambitious curriculum plan in place. The school's curriculum offers a wide range of subjects for pupils to learn. However, not all teachers have the necessary skills and expertise to deliver the intended curriculum effectively, particularly in the foundation subjects. Leaders need to strengthen the curriculum further by ensuring that teachers have the knowledge and skills to help pupils to learn well in all subjects.

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 Ofsted Parent View information 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.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

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	145012
Local authority	Kent
Inspection number	10111103
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	186
Appropriate authority	Board of trustees
Chair of trust	James Booth-Clibborn
Principal	Michele Sowden-Mehta
Website	www.turnermorehall.org
Date of previous inspection	Not previously inspected

Information about this school

- The school is a one-form-entry primary school.
- The school joined Turner Schools multi-academy trust on 1 January 2017.
- The principal leads two schools within the multi-academy trust.
- There is a new chair of the local governing body which is to be renamed 'the challenge and community committee'.
- The school operates a before and after-school club every day. It offers wraparound care for pupils who attend the school.
- The school runs a specialist resourced provision for pupils with a vision impairment.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- Inspectors held meetings with the executive principal, senior leaders and subject leaders.
- Inspectors began the evaluation of the quality of education by looking in detail at

the teaching of reading, mathematics, history and geography. Inspectors discussed curriculum design with leaders, carried out lesson visits, scrutinised pupils' work and spoke to pupils and teachers from lessons visited about the curriculum.

- The effectiveness of safeguarding was considered. The lead inspector met with the designated safeguarding lead and her deputy. The school's single central record was reviewed.
- The lead inspector met with representatives from the local governing body, including the new chair of governors.
- The lead inspector met with the chief executive of the Turner Schools multi-academy trust.
- Inspectors considered the views of the eight members of staff who responded to Ofsted's online staff survey as well as meeting with groups of teaching and support staff during the inspection.
- Inspectors took account of the 43 responses to the Ofsted Parent View survey including 32 free-text responses.
- Inspectors took account of the 20 responses to Ofsted's online pupil survey and met with groups of pupils during the inspection to gather their views.

Inspection team

Frances Nation, lead inspector

Her Majesty's Inspector

Judith O'Hare

Ofsted Inspector

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