

MORLAND AREA

CoFE

PRIMARY SCHOOL



‘ A small school for all, making a big difference’

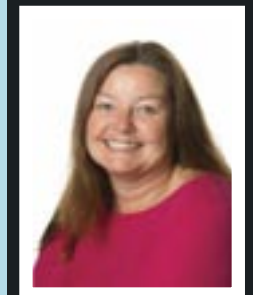
Set children off on the way they should go, and even when they are old they will not turn from it – Proverbs 22:6

Prospectus 2024-2025

www.morlandarea.cumbria.sch.uk



Rachael McMahon
Chair of Governors



Louise Donnelly-Stott
Head



Emma Williamson
Class 1 Teacher



Sarah Harrison
Class 1 Teacher



Beth Anderson
Class 3 Teacher



Joanne Berry
Class 2 Teacher



Mischa Monteverde
Class 2 Teacher



Becky Johnson
Class 3 Teacher



Melissa Morris
Teaching Assistant



Annette Thornton
Class 4 Teacher



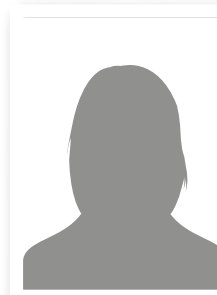
Caroline Armstrong
Teaching Assistant



Kate Elliott
Teaching Assistant



Aimee Byers
Teaching Assistant



Kate Henson
Administrator



Eime Hamilton
School Business Manager



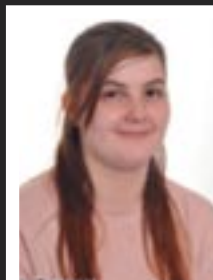
David Greenmaugh
Head Cook / Cleaner



Lucy Lamb
Kitchen Staff



Carol Richardson
Midday Supervisor,
Breakfast and After
School Club Leader



Sarah Richardson
Midday Supervisor,
Breakfast and
Afterschool Club



Debbie Harrison
Midday Supervisor

Welcome

I feel privileged to be the Head Teacher of Morland Area CE School. Our staff team work collaboratively to ensure the children receive the best education and care we can give. We first and foremost want our children to be happy at school, so they can learn more effectively. We want our children to be engaged with an exciting curriculum that meets their needs and ensure children receive the support they need during their primary years. Relationships are a strength of our school and we offer a warm and welcoming environment where everyone feels valued and safe. In this context children flourish. We provide the children with a range of opportunities to enable them to shine whether it's through their singing, acting, writing, art or sport, as well as expecting all children to achieve at least the national levels in reading, writing and maths. We have achieved a number of awards that recognise this work such as the Music Mark, Gold Arts Mark, International School Award and Gold Sports Award.

Mrs. Donnelly-Stott

Mrs. Donnelly-Stott
Headteacher



Morland Area C of E Primary School,
Morland, Penrith, Cumbria, CA10 3AT

www.morlandarea.cumbria.sch.uk

Telephone: 01931 714668

Email:
admin@morlandarea.cumbria.sch.uk





Mission Statement

Our core values are **honesty**,
togetherness, **compassion**,
reverence and **wisdom**

‘ A small school for all, making a big difference’

Set children off on the way they should go, and even when they are old
they will not turn from it – Proverbs 22:6

For ourselves we try to be **honest** about our mistakes so we can
change and improve.

For our school community we strive for **togetherness** being together
as one family.

For the wider world we look for **compassion** within ourselves so we
care for others and help them.

In our Worship we want **reverence** so we have deep respect for all
humanity and their beliefs.

When we are learning we will take time to have **wisdom** and
understand and learn as much as we can then use this
knowledge wisely.

Term Times 2024/25

Number of days in year – 190

Autumn Term 2024

73 Days

Starts Wednesday 4 September
Half-Term Monday 28 October - Friday 1 November
Ends Friday 20 December

Spring Term 2025

59 days

Starts Tuesday 7 January
Half-Term Monday 17 February - Friday 21 February
Ends Friday 4 April

Summer Term 2025

58 Days

Starts Tuesday 22 April
Half-Term Monday 26 May - Friday 30 May
Ends Friday 18 July

Good Friday - 18 April
Easter Monday - 21 April
Early May Bank Holiday - Monday 5 May

School Hours

The School will be staffed to receive children from 08.45hrs

Pre School, Reception, Years 1 & 2

Morning: 8:45-12:15
Break: 11.00-11.15
Afternoon: 13.15-15.15
Break: 14.00-14.10

Years 3, 4, 5 & 6

Morning: 8:45-12:15
Break: 11.00-11.15
Afternoon: 13.15-15.15



Ofsted Inspection

'Senior leaders and governors know the school well. They have ensured that the curriculum is planned well to meet the needs of pupils. Curriculum planning enables pupils to learn in a logical way. Teachers use their assessments to plan new learning which builds on what pupils already know. Parents and carers are very supportive of the work of school leaders.') Ofsted 2020)

www.primarysite-prod-sorted.s3.amazonaws.com/morland-area-ce-primary-school/UploadedDocument/cbd9fc00758f48a398b31e8192590d65/ofsted-2016-6905.pdf

EYFS Data , KS1 and KS2 SATS results and teacher assessment

2023-24 Results EYFS		% children achieving a good level of dev
Number in cohort 14	Reading	100%
	Writing	77%
	Number	88%

Phonics Year 1 Phonics - Attainment- Achieved 32+ Marks

	School	Cumbria	National
2020 (covid 19*)	89%		
2021 (covid 19*)	85%		
2022	93%	72.2%	75.5%
2023**	81% (87%)	tbc	81%
2024	93%	tbc	89%

*2020 - test took place in autumn 2

**2023 - LAC no previous schooling/phonics



KS1 Results

Y2	Read			Write			Maths			SPaG		
	BE	AE	GD	BE	AE	GD	BE	AE	GD	BE	AE	GD
2020	78%	40%	7%	23%	22%	0	27%	13%	77%	78%	100%	73%
2021	87%	8%	28%	11%	33%	20%	23%	6%	0	14%	20%	77%
2022	94%	100%	87%	80%	23%	28%	22%	20%	20%	31%	22%	33%
2023	40%	27%	69%	78%	66%	60%	3%	15%	28%	44%	27%	0%
2024	13%	86%	0%	20%	80%	6%	20%	80%	6%	33%	67%	20%

KS2 Results

Y6	Read			Write			Maths			SPaG		
	BE	AE	GD	BE	AE	GD	BE	AE	GD	BE	AE	GD
2020	21%	47%	36(38)%	22%	20%	14%	12%	14(8)%	78%	80%	79%	88%
2021	86(93)%	33%	20%	28%	47%	29(31)%	22%	0%	28%	18%	28(23)%	78%
2022	100%	71%	82%	71(78)%	11%	27%	21%	12%	7(8)%	22%	20%	28%
2023	12%	14(8)%	78%	80%	71%	88%	86(93)%	11%	33%	28%	12%	14(15)%
2024	0%	100%	35%	5%	95%	40%	20%	80%	35%	10%	90%	20%

2023 1 KS2 pupil dis-applied but attainment percentage still out of 14. Brackets without SEN

Data for 2021 from internal tracking and teacher assessment

* 2024 Key Stage 1 SATS optional

Key: BE-Below expected standard AE – At expected standard GD - working at greater depth

The School Curriculum

The curriculum at Morland School is based on individual subject lessons as well as a cross-curricular topic approach. This method enables each teacher to plan work based on individual children's abilities and interests while also ensuring that the National Curriculum programmes of study are covered. Each pupil takes part in English and Maths lessons daily. We aim to provide a curriculum that displays breadth, balance and relevance matched to the needs of individual children. The children may be taught individually, in small groups or as a whole class. The groups may be based on ability, friendship or numbers. Staff at the school are continuously developing and updating whole school policies, including schemes of work for each curriculum area. Measuring attainment and the monitoring of the children's progress are also important factors when planning the curriculum.

ENGLISH - English - At Morland we are passionate about reading for enjoyment as well as enabling access to the whole curriculum and this is the starting point of English. Our curriculum for English, reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. The quality and variety of language that pupils hear and speak is vital for developing their vocabulary and grammar, using this understanding for reading and writing.

Reading is such a magical superpower that opens up the whole world to young learners. So our focus is on developing pupils' confidence in both word recognition and comprehension. We aim to develop pupils' pace, fluency and accuracy in their own reading as they progress through school. Children are guided towards a wide range of reading books at the appropriate level and some pupils will read alongside a reading buddy or adult as well to support progression. Phonics is taught daily from Nursery to Y2 and through Lexia for children who may benefit from accessing Phonics in Years 3-6.

Writing is an exciting and dynamic area of English and at Morland children develop their spelling and punctuation as they learn to become proficient writers. Starting in the EYFS with exciting resources to play with, children explore mark making and become emergent writers. This develops as their confidence grows and all children are encouraged to flourish and find a flair for their writing ideas. Alongside the writing focus of our English lessons, we also enjoy events that focus purely on the written word with events such as our writing week – a special week dedicated to a magical written theme.

At Morland Area CE School we want all children to gain a love of reading, writing and SPaG, through a thirst for learning, our English curriculum gives our children the tools they need to achieve this.

MATHS - All children at Morland Area C of E School follow the 2014 mathematics programme of study; they are supported through a variety of approaches, technologies and materials to help make their maths learning fun, engaging and challenging.

There are daily maths lessons for all children using our 'Busy Ants' maths scheme, daily mental maths sessions - 'Big Maths', as well as opportunities to access an online resource, Purple mash and Times Tables Rockstar. All children are carefully tracked in their learning and progress is monitored closely. Children complete weekly timetables tests, Big Maths tests and Busy Ants assessments. We have found that children enjoy improving their mental maths skills and these transfer into lessons where children have the opportunity to engage in deeper problem solving.

SCIENCE - Science is an exciting and dynamic subject that engages the children's curiosity about the world around them. At Morland we aim to reflect this through a practical and investigative approach to teaching and learning.





At Morland Area C of E School, a high quality of science education provides our pupils with the foundations for understanding the world through the core areas of Biology, Chemistry and Physics. The science curriculum is taught through topic areas and supported by the CUSP learning platform, where children are encouraged to explore how science can be used to explain what is occurring and predict how things will behave and why. Weekly lessons are practical and hands-on, developing a sense of excitement and curiosity for science. Children are regularly tracked in their learning through assessments and scientific investigations which demonstrates the students' learning.

Skills such as measuring, observing, recording, questioning and explaining are developed through a range of practical tasks related to the everyday world. During the initial stages of an investigation, children use their planning skills and build on previous knowledge. They use their collaboration skills through investigations, ensuring they work together and take advantage of each individual's strengths. They will explore the five scientific enquiry types: Research, Comparative and fair testing, Observing over time, Pattern seeking and Identifying, classifying and grouping. Other skills put into practise and strengthened during Science are; reasoning, questioning, and analysis. They are taught to develop respect for the environment and to be aware of their own health and safety. At Morland children become curious and excited about the world because of the investigations they do in Science.

COMPUTING - Our commitment to new and emerging technologies enables children to access state of the art equipment to enhance their learning including Ipad, Robots and Microbits- reflective of the range of technology beyond school.

In Key Stage Two all pupils have their own iPad for use across the curriculum and access to online learning platforms such as Google Classroom, Apple Technology and Raspberry Pi (within Teach Computing) which support many elements of the curriculum.

In EYFS and Key Stage 1 iPad are used frequently not only during Computing lessons but within other subject areas to support learning and curriculum work.

Apple technology is used across the curriculum, with classes engaging in their learning through airplay, apple classroom and use of a wide-range of APPs. Children are encouraged to apply their skills in computing across the curriculum and to appreciate how computing is applied to support a whole range of tasks in life after school.

DESIGN TECHNOLOGY - At Morland Area Primary School, we aim to develop skills and knowledge in design, structures, mechanisms and food. Design and Technology is taught alongside our topic work, where appropriate, which provides our children with a context for their designs and products.

GEOGRAPHY - Geography - Our high-quality geography education inspires pupils to be curious and fascinated about the world and its people. They develop an interest in learning that will remain with them for the rest of their lives. Morland Primary School geography curriculum is designed to ensure we explore the diversity of places, people and resources, of natural and human environments. The students develop a greater understanding of the Earth's key physical and human processes. As pupils progress through school, they build on their knowledge about the world and the interaction between physical and human processes, and of the formation and use of landscapes and environments both at a local level as well as developing an understanding of their planet on a global scale – where possible first hand. At Morland Primary School we want all children to become aware of the importance of the environmental changes in our ever-changing world and how its impact affects them both now and, in the future, helping them consider their role and responsibilities developing their compassion for our Earth.

HISTORY - History is taught by class teachers using a topic based approach. Regular history lessons cover a wide range of historical events, people and significant eras such as The Stone Age, Kings and Queens, Romans, Ancient Greece and the Windrush Generation. History is well resourced with individual topic boxes accessible for each topic area. Boxes contain a wide range of materials including artefacts and photographs. Visitors are invited into school to talk about matters of interest or to share their expertise whenever possible. We try and incorporate trips to local archives and places of interest to support historical learning.

ART - Art, craft and design embody some of the highest forms of human creativity. At Morland we believe high-quality art and design education should engage, inspire and challenge pupils. Within our bespoke curriculum we plan to enthuse and equip our pupils with the knowledge and skills to experiment, invent and create their own pieces of art, craft and design.

Within Art we learn to think critically and develop a more rigorous understanding of art and design by discussing our own work and the work of others, including well known pieces we study and visit at local and national galleries in London.

Throughout our curriculum children also learn how art and design has reflected and shaped our history and contributed to the culture, creativity and wealth of our nation.

MUSIC - We believe at Morland Area Primary School that all children should have the opportunity to experience a variety of skills in music including performing, composing and appraising pieces. We make every effort to make our music curriculum cross-curricular by using ICT to enhance musical performances. All children take part in learning and performing songs for our Christmas nativity performances each year. Within these performances, there are opportunities to sing solos, in rounds and in small groups. We have peripatetic music teachers who run private music lessons once a week for those children wanting to learn piano or guitar. Whole class recorder is taught in KS1.

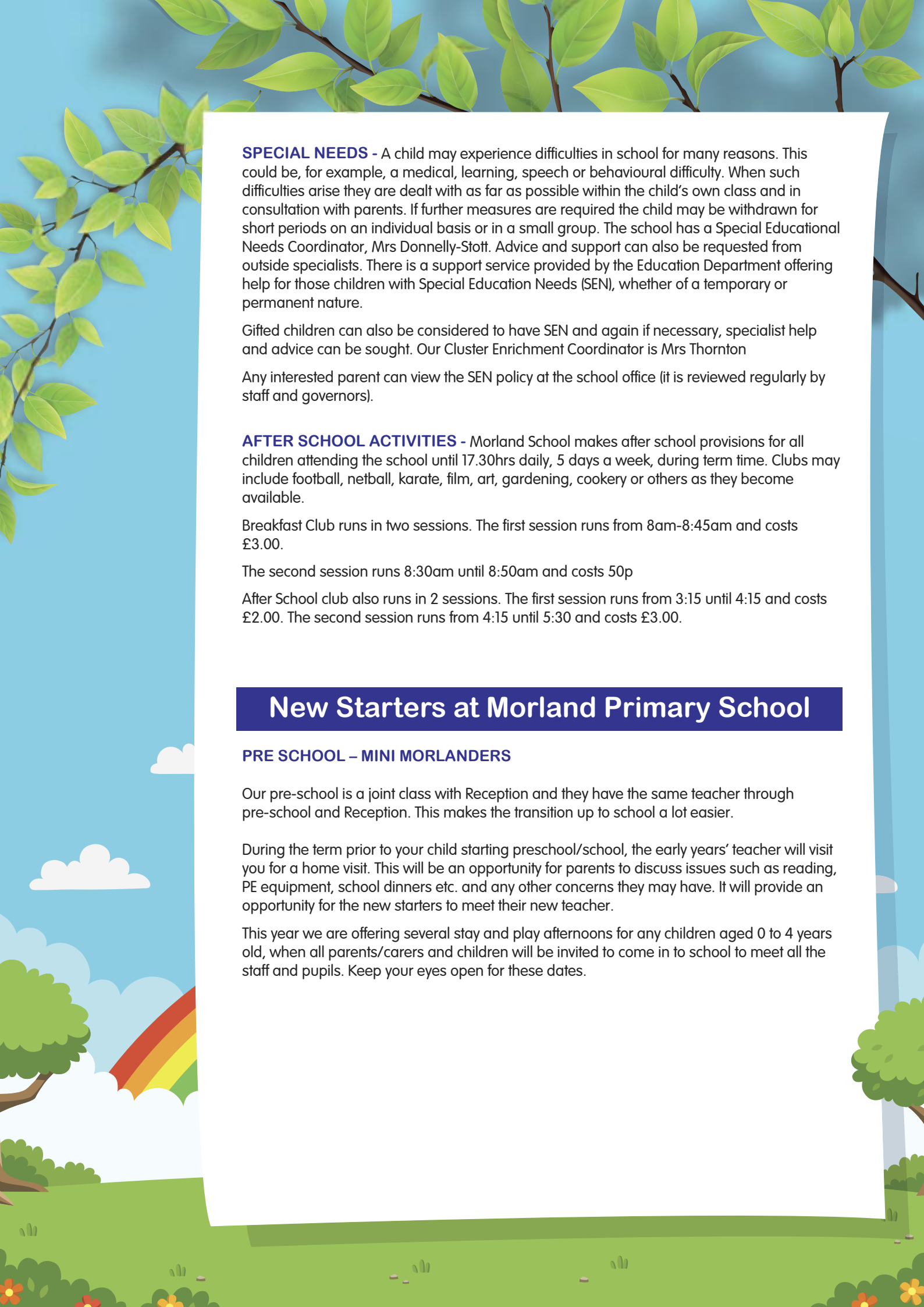
Children use their recorder skills alongside the music curriculum lessons and we hold termly music assemblies or shows to showcase the children's talent.

FRENCH - Madame Walsh is our specialist French teacher who delivers French in KS2. An example of topics would be - Healthy eating and going to the market and clothes, colours and fashion. Class teachers deliver French to year 1 and 2 – all work is taken from the primary Languages scheme.

PHYSICAL EDUCATION - In physical education children develop their skills in gymnastics, dance, games, swimming, outdoor activities and adventurous play (including Forest schools) to develop good body co-ordination and control. This work is connected to encouraging healthy living. We endeavour to give every child at Morland the enjoyment and satisfaction from physical activity and the opportunity to develop positive sporting attitudes. The children in our school participate in a minimum of 2 hours PE per week, with the opportunity to access at least one other extra-curricular PE club out of school hours.

RELIGIOUS EDUCATION - Religious Education is a core subject in our Church of England school; we help the children learn from religions as well as about religions and we enable the children to develop a sound knowledge, not only of Christianity but also of other world religions and faiths. Children will reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We support the children to grow and respect the diversity of our world and appreciate the skills and talents of all.





SPECIAL NEEDS - A child may experience difficulties in school for many reasons. This could be, for example, a medical, learning, speech or behavioural difficulty. When such difficulties arise they are dealt with as far as possible within the child's own class and in consultation with parents. If further measures are required the child may be withdrawn for short periods on an individual basis or in a small group. The school has a Special Educational Needs Coordinator, Mrs Donnelly-Stott. Advice and support can also be requested from outside specialists. There is a support service provided by the Education Department offering help for those children with Special Education Needs (SEN), whether of a temporary or permanent nature.

Gifted children can also be considered to have SEN and again if necessary, specialist help and advice can be sought. Our Cluster Enrichment Coordinator is Mrs Thornton

Any interested parent can view the SEN policy at the school office (it is reviewed regularly by staff and governors).

AFTER SCHOOL ACTIVITIES - Morland School makes after school provisions for all children attending the school until 17.30hrs daily, 5 days a week, during term time. Clubs may include football, netball, karate, film, art, gardening, cookery or others as they become available.

Breakfast Club runs in two sessions. The first session runs from 8am-8:45am and costs £3.00.

The second session runs 8:30am until 8:50am and costs 50p

After School club also runs in 2 sessions. The first session runs from 3:15 until 4:15 and costs £2.00. The second session runs from 4:15 until 5:30 and costs £3.00.

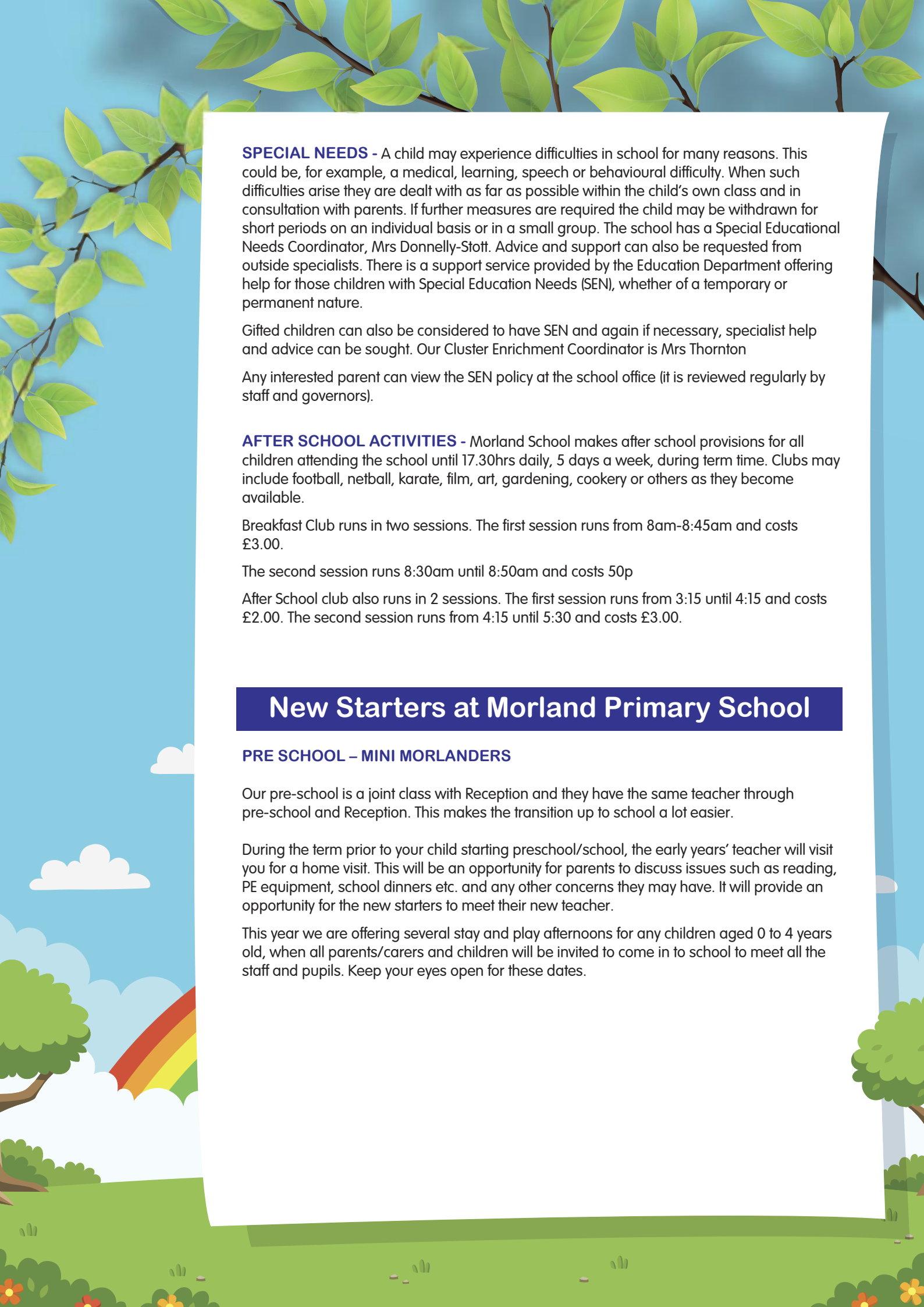
New Starters at Morland Primary School

PRE SCHOOL – MINI MORLANDERS

Our pre-school is a joint class with Reception and they have the same teacher through pre-school and Reception. This makes the transition up to school a lot easier.

During the term prior to your child starting preschool/school, the early years' teacher will visit you for a home visit. This will be an opportunity for parents to discuss issues such as reading, PE equipment, school dinners etc. and any other concerns they may have. It will provide an opportunity for the new starters to meet their new teacher.

This year we are offering several stay and play afternoons for any children aged 0 to 4 years old, when all parents/carers and children will be invited to come in to school to meet all the staff and pupils. Keep your eyes open for these dates.





Other General Information

HOLIDAYS - Details of school holidays and term dates are sent to parents as and when they become available. They can also be found on the website and in this prospectus. Children should not be taken out of school except in exceptional circumstances such as a bereavement. All absences have to be authorised by Mrs Donnelly-Stott.

UNIFORM - The school uniform consists of a white/or Royal Blue polo shirt, black or grey trousers/skirt/shorts or blue and white summer dress, a royal blue hoody and black indoor school shoes (Fully black trainers/plimsolls also acceptable). The hoody will also be worn for PE. During outdoor play children will need separate sturdy shoes/trainers and/or wellington boots. Over trousers are required for playing on the field in the winter.

PE kit will consist of a blue t-shirt with the school logo on. Children should wear black shorts (black joggers in winter) that are **unbranded**. Trainers, plimsolls or boots for playing on the field in the winter.

All clothing should be clearly marked with children's names. It is school policy that no jewellery should be worn during PE, games or swimming (for safety reasons).

Pre-school uniform is available from Lakeland Embroidery, Penrith Tel: 01768 899095

School uniform (Reception – Year 6) is available from Sam Scott, Penrith Tel: 01768 866961

DISCIPLINE - The governors, staff and pupils of the school have drawn up a list of guidelines, which children are expected to observe. The children are encouraged to collaborate with each other and the staff in a responsible manner showing mutual respect.

HEALTH - It is essential for us to know if your child has a serious or recurring medical problem. If on any occasion they contract an infectious disease, please notify school as soon as possible.

Children who are unwell should not be sent to school. Parents are expected to make arrangements for children who become unwell at school by collecting them to take them home or to the hospital or doctor if necessary. If your child is off for any reason please telephone the school as soon as possible. It is school policy to know within the first hour where a child is if absent. If your child has a sickness bug we have a strict 48 hour rule from the last time they were sick to when they can come back into school.

PASTORAL CARE - All teachers are sympathetic to the problems children may face inside or outside school. Bullying is not tolerated at Morland and Parents are expected to support the school's efforts to prevent bullying taking place and to advise school of any concerns which they may have.

INFORMATION FOR PARENTS - Half termly newsletters are produced and other letters are sent home with the children and/or electronically as the need arises (also available on the school website). In addition, a number of documents relating to the Education Reform Act and LA and school policies, including the charging for school activities, are found on the school website.

PARENT EVENINGS AND REPORTS - Parents are offered a face to face parents evening in the autumn and spring terms. We expect all parents to attend our autumn parents evening. We send out a short monitoring report at the end of autumn and spring term and a full report in the summer term.

CHARGING & REMISSON POLICY - The Act applies to any activities at school where a charge is made. For outdoor education it applies to -

The board and lodging element of residential visits deemed to take place within school hours see Governors' policy section 2b, and it allows us to 'seek voluntary contributions from parents to fund activities either within or outside school hours' - see Governors' policy section 2d.

Section 3 of the Governors' policy states that at the time when any such activity is organised, all parents should be advised that anyone in receipt of Family Credit or Income Support is entitled to claim remission of charges for all board and lodging on residential trips during school hours or trips which form part of the National Curriculum.



SCHOOL ROLL

There are currently 90 pupils on roll
Plus 14 Nursery

14 Reception
9 Year 1
14 Year 2
15 Year 3
15 Year 4
15 Year 5
8 Year 6

Totalling 104 Students

Claims for remission of charges should be made in writing to the Headteacher for any visit on the programme by the date requested, showing to which visit or visits the claim relates.

Under the terms of the Act, we are no longer able to make a direct charge for the full cost of a visit, but we may ask for voluntary contributions to meet the costs. We could not prohibit a child from taking part if his or her parents were unable or unwilling to contribute and insisted on their child taking part. However the Governors' policy states that 'the school would be entitled to cancel if such activity ceased to be financially viable'. Copies of the full Governors' Policy for Charging and Remission are available on the school website.

FORMAL COMPLAINTS PROCEDURE - If you become concerned in any way about your child's education, it is important that you tell us about this. As a first step you should discuss your concerns with your child's teacher. If you are still concerned after talking with the teacher, you should arrange to meet with the Headteacher. Obviously, as staff we will do all we can to resolve your concerns and to ensure that you are happy with your child's education. Having spoken to the Headteacher, hopefully matters will have been resolved, if not the Chair of Governors should be contacted.

A full copy of our Complaints Procedure can be found on the school website. There may be some occasions when parents wish to complain about matters relating to the curriculum and collective workshop, which are the responsibility of the Governing Body and/or the Local Authority. Special formal arrangements exist for dealing with complaints of this kind. Advice on how to pursue such a complaint is available from the school and also available from the Children's Services.

EMERGENCY CLOSURE - In rare occasions when the school may need to close (e.g. heating failure, extreme weather) and pupils be sent home early, all parents will be notified using the emergency contact list, who will inform you if the school is unable to open on any particular day.

SCHOOL TRANSPORT - The LA provides transport, for all children within the catchment area who live more than a certain distance from school or who would have to walk along roads classed as 'dangerous'. A free bus is provided from Sleagill, Little Strickland and Newby and there is also a free bus from Cliburn and another from Kings Meaburn, information on how to apply for transport is available from school.

MORLAND SCHOOL PTFA - We have a very active PTA that is committed to raising funds for the school and providing social events. During the year they hold many events to which all are invited. All parents are automatically member of the PTA and we hope that you will be actively involved in raising funds for your child. The PTA welcomes anyone who feels that they may be able to help in any way.

SCHOOL MEALS - Our meals are cooked by David Greenhaulgh and his assistant Lucy Lamb. They are tasty, healthy and affordable, currently £2.40 a day. Our 3 weekly menus are available on our website. School meals are paid through our online system, Parent Pay and can be done weekly, monthly, half-termly or termly to suit. Meals are free to children of parents whose income falls below a certain level together with Reception and KS1. Further details available from the school office.

ABSENCE PROCEDURE - Time lost by children and young people due leave in term time can be disruptive to their education. Wherever possible, absence from school should be avoided as it can have a serious effect on your child's educational progress and can create difficulties for them on their return to school.

From September 2024 new guidance came into place, which removes the ability for parents to take their child out of school for an authorised term time holiday. Please see our website for the full attendance policy and notification of a pupil's leave of absence form.



Inspection of a good school: Morland Area C of E Primary School

Morland, Penrith, Cumbria CA10 3AT

Inspection date:

21 January 2020

Outcome

Morland Area C of E Primary School continues to be a good school.

What is it like to attend this school?

Pupils enjoy the school and they love being with their friends. Relationships between the staff and pupils are strong. Leaders have high expectations for pupils. Pupils are happy to come to the school and attend regularly. They behave well in lessons because they want to learn.

Pupils are positive in their views about behaviour. There have been some instances of name-calling in the past, but these are now rare. Leaders deal with such instances, so they are not repeated. Pupils know that adults will listen to them when they are concerned. Pupils feel safe in the school. They learn about how to stay safe near water, on the roads and when using the internet.

Pupils work hard to live out their school values of honesty, compassion and reverence. They respect the views of one another. They try their best to be kind, look out for each other and always tell the truth.

By the time pupils leave Year 6, they achieve as well as other pupils nationally in English and mathematics. The small number of disadvantaged pupils and those with special educational needs and/or disabilities are given support to enable them to achieve well.

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

Senior leaders and governors know the school well. They have ensured that the curriculum is planned well to meet the needs of pupils. Curriculum planning enables pupils to learn in a logical way. Teachers use their assessments to plan new learning which builds on what pupils already know. Parents and carers are very supportive of the work of school leaders.

Staff feel supported by leaders. Staff work together as a team and learn from each other. Staff benefit from many training opportunities. Most recently, they revisited the importance of teaching physical education skills in a coherent manner.

The teaching of reading is given a high priority. Phonics is taught systematically, enabling children to learn new sounds. Children practise new sounds through reading books that match these sounds. This is helping them develop their reading fluency. Staff have recently worked with a local English hub. This has strengthened their skills, so that they are experts in the delivery of phonics. Children who fall behind receive support to help them catch up. Leaders ensure that pupils in key stage 1 and children in the early years have access to a wide range of books to read for pleasure. Leaders do not check that these books are regularly accessed.

The development of mathematics begins in the early years. Many opportunities enable children to practise and explore. Children use mathematics language when discussing which objects are heavier. Older pupils are enthusiastic about mathematics. They know why mathematics is important and some of the ways that they can use it in later life. Leaders have mapped out the knowledge and skills that they want pupils to know and develop. They continue to adapt and refine the curriculum. Most recently, they have adjusted how teachers deliver problem solving so that pupils apply their basic mathematical skills with higher levels of confidence. Leaders do not regularly check to see if the improvements are having the desired impact on the mathematics curriculum.

The scheme of work for science reflects the national curriculum intentions. Leaders have considered the knowledge and investigative skills they want pupils to acquire. Pupils remember their science learning well. They recall previous learning about earth and space. They know that different materials have different melting points. The subject leader has not checked if the planned progression of knowledge and development of investigative skills are having the intended impact.

A range of additional activities and responsibilities promote pupils' personal development effectively. Many pupils take part in the football and netball clubs. They take on extra roles, such as school councillors. Pupils learn about their place in modern Britain. They engage in writing projects with schools in London. Pupils have forged strong links with a school in Ghana, as part of their global awareness. They learn about different cultures and religions through these varied activities. Pupils leave Morland Area school ready for the next stage of their education.

Safeguarding

The arrangements for safeguarding are effective.

Staff and governors receive regular safeguarding training. This helps them to spot signs that may indicate neglect or abuse. Staff are aware of their responsibilities to safeguard pupils. They know how to record and share their concerns.

Leaders work closely with a range of partner agencies to ensure that vulnerable pupils and their families receive the correct support. Records of this work indicate that they are

proactive and determined to keep pupils safe. Leaders have ensured that safeguarding is a key component of the curriculum at Morland. Leaders make sure pupils are kept up to date about how to stay safe online and when using social media. Leaders consider risks carefully. All pupils learn about the dangers of water in preparation for their sailing lessons in physical education.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Reading is promoted well across the school. However, there is currently no system in the school to encourage pupils in key stage 1 and children in Reception to select books from the library to take home for pleasure. Leaders should find ways of encouraging and developing the love of reading in children and pupils.
- Leaders ensure that the science and mathematics curriculums have been planned carefully to meet the requirements of the national curriculum. Leaders do not regularly check that the planned curriculums have been implemented consistently in all year groups. Leaders should strengthen their monitoring systems to ensure that planned improvements for subjects are having the intended impact.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the second section 8 inspection since we judged Morland Area C of E Primary School to be good on 22–23 March 2011.

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 are the school and you are 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	112324
Local authority	Cumbria
Inspection number	10122086
Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	113
Appropriate authority	The governing body
Chair of governing body	Shirley Austin
Headteacher	Louise Donnelly-Stott
Website	www.morlandarea.cumbria.sch.uk/
Date of previous inspection	29 April 2016, under section 8 of the Education Act 2005.

Information about this school

- The school's last section 48 inspection for schools with a religious character took place in October 2015.

Information about this inspection

- We met with the headteacher, subject leaders and teachers throughout the inspection.
- We spoke with a representative of Cumbria local authority.
- We spoke to pupils about their views of behaviour and safeguarding. We observed their behaviour and conduct throughout the inspection, in lessons and as they moved around the school.
- We examined the school's approach to safeguarding. We scrutinised documents in relation to safeguarding. We spoke to staff about their training and checked their knowledge of the systems in place to keep pupils safe. We examined records of multi-agency work and records in relation to safe recruitment.
- We examined the school's attendance and behaviour records.

- We spoke to parents and considered the 27 responses to Parent View, Ofsted's online questionnaire. We took account of the 10 responses to the staff survey, 38 responses to the pupils' survey and the 18 free-text comments.
- We considered reading, mathematics and science as part of the inspection. We met with the subject leaders and visited lessons. We spoke to teachers and examined examples of pupils' work. We spoke to pupils about their learning and listened to pupils read.

Inspection team

John Donald, lead inspector

Her Majesty's Inspector

Julie Brookes

Ofsted Inspector

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Policy for School Admissions

The Governors of Morland Area Church of England VA School are the Admissions Authority for the school. Following consultation with the Diocesan Board of Education and the Local Authority the Governors have set the published admission number for access to the reception class as 15.

The school website and the school office provide information and **an application form for admission to our school**. It is also possible for an application to be made on the Local Authority's website.

An application for entry in September 2025 must be made subject by 15th January 2025.

Parents are encouraged to name three schools in order of preference on the application form. The Governors operate a system whereby they consider all preferences equally. So the order of your preferences will not be used in considering your application. (It will only be used if a place is available for your child at more than one school.) Places at this school will be allocated according to this Admissions Policy and the Local Authority's Coordinated Admissions Scheme. Parents will be advised of their allocated school place by the Local Authority on 16th April 2024.

Parents of those children not offered a place will be informed of the reason and offered an alternative school by the Local Authority. They will be informed of their right of appeal.

All children will be admitted unless there are more applicants than places in which case the Governors will make allocations using the following criteria. These are listed in order of priority.

1. Children who are in Public Care or who have been adopted or became subject to a child arrangements order or special guardianship order. This also includes children who were previously in Public Care outside of England. A child in public care is defined as a child who is looked after by the Local Authority within the meaning of section 22 of the Children's Act 1989.

2. Children who have physical and/or medical needs who would be disadvantaged by travelling to another school. Written evidence from an appropriate professional would be required for the Governors to consider admission in this category.

3. Children living within the catchment area having a brother or sister attending our school at the time of their admission giving priority, if necessary, to those children with the youngest siblings. Brothers and sisters are those living at the same address including step, adopted and foster children.

4. Children living in the catchment area

5. Children living outside the catchment area who, at the time of their admission, have brothers or sisters in the school giving priority, if necessary, to those children with the youngest siblings. Brothers and sisters are those living at the same address including step, adopted and foster children.

6. Children living outside the catchment area.

A copy of the catchment area can be seen on the school website or the school office that indicates the geographical and/or ecclesiastical boundary of Morland Area C. of E. Primary School.

The criteria outlined above will be strictly followed there being one exception. If a child has an Education, Health and Care Plan naming Morland Area Church of England Voluntary Aided Primary School then irrespective of the criteria the child will be admitted as in these circumstances the Governors have a statutory duty to admit the child concerned.

Tie Break:

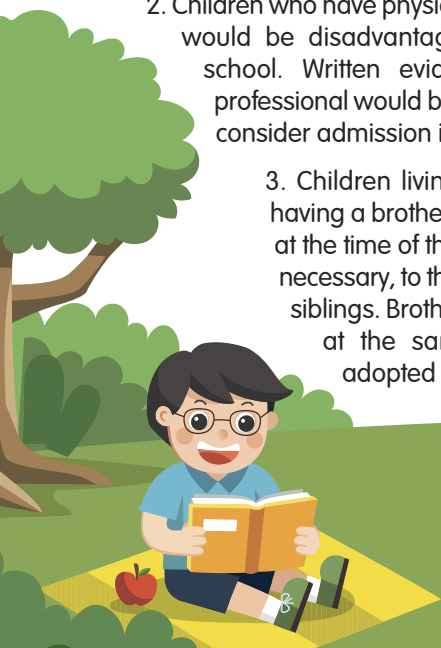
In some categories, where there are more applicants than places available, age will act as the determining factor. In the remaining categories, distance will be the determining factor. The distance is measured from the centre of the pupil's home to the school's main entrance door, which is the one facing the car park. The route used will be the shortest walking route by road as identified by the Local Authority Geographical Information System (GIS) at that time and the closest home addresses will have priority.

Address of Pupil:

The address on the application form must be the current one at the time of application. Where a child can live at more than one address the home address is to be the one where the child sleeps and thus wakes up for all or the majority of the school week. Where there is any doubt the governors reserve the right to verify the information provided by the parent(s), for example, through the GP or the child benefit address.

In Year Admissions.

In year admissions are those which occur outside the "normal" admission time. If you wish your child to attend Morland Area Church of England Primary School you should visit our school and admission details will be provided. If your child is refused a place you will be informed of your right to appeal.



Fraudulent applications:

If the Governors of Morland Area Church of England Primary School discover that a child has been awarded a place as a result of an intentionally misleading application from a parent, for example, an incorrect address and as a result it effectively denies a place to a child with a stronger claim then the Governors will withdraw the offer of a place. The Governors will reconsider the application and the right of appeal offered if a place is refused.

Deferred Admission:

For children beginning School following their fourth birthday admission is normally in September. However, if you wish entry can be deferred until later in the year or until the term in which your child reaches compulsory school age. For example if your child's fifth birthday is between September and December then, if you wish, admission may be deferred until the beginning of the Spring Term. If it is between January and April admission may be deferred until the beginning of the Summer Term. You can also request part time education until the term in which your child reaches compulsory school age. The Governors recommend that in your child's interests full time education is deferred no later than the start of the Spring Term.

Appeals Procedure:

If the Governors are unable to offer your child a place because of over subscription you as a parent have a right of appeal under the School Standards and Framework Act 1998 as amended by the Education Act 2002 and subsequent legislation. You should notify the Clerk to the Governors of Morland Area Church of England Primary School within 10 school days of receiving the letter which will give the grounds for refusing a place. As a parent you will have an opportunity to submit your case to an independent (of the Governors) appeals panel. You must set out your grounds for the appeal in writing. You will normally receive at least 10 school days' notice of the time and venue for the appeal hearing where you will be able to present your case in person. This right of appeal does not prevent you from making an appeal in respect of any other school. The Independent Appeal will be organised on behalf of the Governors by the Local Authority Legal and Democratic Services Unit at Carlisle.

Waiting List:

Those children who are not offered a place may, if the parents so wish, be placed on a waiting list. The names will be placed on the list in the order of the admissions criteria. Late applicants will be slotted into the list according to the admissions criteria. It is thus possible for a child recently arrived in the area to have

a higher priority than a child who has been on the waiting list for sometime. Irrespective of whether an appeal has been submitted, if a place becomes available it will be offered to the child at the top of the list. The waiting list will remain open for the whole of the first term in the year to which it relates.

Infant Class Size:

If your child was refused a place in a reception or key stage one class because of Government limits on infant class size, the grounds on which your appeal could be successful are limited. You would have to show that the decision was one which no reasonable governing body would have made or that your child would have been offered a place if the governors' admissions policy had been properly implemented.

Multiple births:

The Governors of Morland Area Church of England Primary School will ensure as far as possible that twins, triplets or those children born in the same year are not separated. Such children will be given priority in any particular category.

Excepted pupils:

While no infant class is to contain more than 30 pupils there can be very limited exceptional circumstances. The admittance of such a child(ren) will be known as an "excepted pupil" for the time they are in an infant class or until the numbers fall back to the size limit. An excepted child would be one whose twin or sibling from a multiple birth is admitted otherwise than as an excepted pupil. It might also include a child born in the same school year, a statemented or looked after child or a child of a UK Serviceman to be admitted outside the normal admission period.

Nursery:

If you have a child in our Nursery School/Class then you must make a separate application for the Reception Class. A place in our Nursery School/Class does not guarantee a place in our Reception Class.



Governors 2024-25

Area of responsibility

Resources and Finance (RF)

Rachael McMann (Chair), Louise Donnelly-Stott, Joyce Berry,
Amanda McKirdy, Phil Thornton, Frances Chittenden,
Stephen Tudway, Ellie Hamilton (Assoc)

Curriculum and Staffing (CS)

Helen Keogh (Chair), Joyce Berry, Louise Donnelly-Stott,
Annette Thornotn, Lizzie Martin, Marti Barker,
Simon Gordon, Rachael McMann

Special Committee A

(re Staff discipline and capability etc. and appeals to Committee B)
Rachael McMann - Chair

Chair of Govs. and RF Governors (minus the Staff Govs,
Vice Chair of Govs, and Associate Members)

Special Committee B

(re Pupil grievance and complaints etc. and appeals to Committee A)
Helen Keogh - Chair

Vice-Chair of Govs. and other CS Governors (minus the Staff Govs,
Chair of Govs and Associate Members)

Working Party

Open to all

Head's Performance Review Panel

(Min of 3)

Rachael McMann, Helen Keogh, External Headteacher

Pay Committee

Joyce Berry, Rachael McMann, Amanda McKirdy,
Phil Thornton, Frances Chittenden

Special Responsibilities:

Chair	Rachael McMann
Vice Chair	Helen Keogh
Safeguarding+Child Protection, Safer Recruitment	Amanda McKirdy, Joyce Berry
Early Years Foundation Stage (EYFS)	Becky Johnson
Equality	Lizzy Martin
Finance	Frances Chittenden, Ellie Hamilton (Assoc)
Health and Safety	Amanda McKirdy
Computing and Technology	Marti Barker
Link Governor	Lizzie Martin
English	Helen Keogh
Music	Simon Gordon
ECT	Becky Johnson
Maths	Rachael McMann
Nursery, Primary and Secondary Liaison	Louise Donnelly-Stott
PE and PE Premium	Phil Thornton
Religious Education	Stephen Tudway
Science	Phil Thornton
Humanities	Helen Keogh
Art	Joyce Berry
Special Educational Needs and Disability (SEND)	Joyce Berry
Pupil Premium and Looked after Children (LAC)	Joyce Berry



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