

Inspection of Morland Area C of E Primary School

Morland, Penrith, Cumbria CA10 3AT

Inspection dates:	10 and 11 December 2024
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Early years provision	Outstanding
Previous inspection grade	Good

What is it like to attend this school?

Pupils thrive in this extremely nurturing school, which sits at the heart of its rural community. Pupils are happy and know that staff care about them. The strong relationships fostered between the school and families help children in the early years to settle quickly. Pupils flourish as they discover, learn and play harmoniously alongside their friends.

Pupils, including pupils with special educational needs and/or disabilities (SEND), strive to live up to the high expectations that the school has of them. Pupils behave exceptionally well and listen attentively in lessons. They work hard and endeavour to do their very best. This helps pupils achieve well in a range of subjects.

Pupils talk enthusiastically about the extraordinary opportunities that the school provides. These include learning to ride a horse in the Reception class, visits to the theatre and performing with the school choir. Pupils know how to keep themselves safe when they are out on the fells and elsewhere. They proudly represent their school in a broad range of sporting competitions.

Residential visits to major cities contribute positively to pupils' confidence and resilience. As members of the farming club, pupils learn about stewardship of the land. Pupils are aspirational for their future careers. As role models, older pupils embody the school's core values of honesty, togetherness and compassion.

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

The school's ambitious curriculum has been well designed to meet the needs of all pupils, including those who are disadvantaged. From the Nursery Year through to Year 6, the school has carefully identified the most important knowledge that pupils should learn and when this should be taught, including for pupils who are taught in mixed-age classes.

Across a broad range of subjects, teachers use their knowledge and skills well to design appropriate learning activities. Teachers ensure that pupils' knowledge builds securely over time. This helps pupils to make connections between what they know already and new learning.

In most subjects, teachers' checks on pupils' learning quickly identify any gaps that pupils may have. Teachers use this information effectively to provide opportunities for pupils to revisit missed or forgotten knowledge. Pupils achieve well. However, in a small number of subjects, when gaps in learning are not identified swiftly, it sometimes leads to some pupils developing misconceptions.

From the early years onwards, skilled staff quickly identify children or pupils who may need additional support. Appropriate adaptations help pupils to learn the same curriculum as their classmates. The support that pupils receive enables them to participate fully in all aspects of school life. Pupils with SEND achieve well in a broad range of subjects.

In the early years, children's confidence and independence blossom. Communication and language sit at the heart of children's learning. Teachers provide stimulating activities both inside and outdoors. Staff engage in high-quality conversations as children learn and play. Children get off to a flying start. They are prepared well for Year 1.

Pupils talk enthusiastically about their favourite books and the authors that they study. They read widely and often across a broad range of subjects. A love of reading permeates the school. Skilled staff teach phonics consistently well. Children in the Reception class quickly learn the sounds that letters make. Most pupils are confident, fluent readers by the start of key stage 2. Pupils who struggle with their reading are supported well. This helps them to catch up quickly.

Pupils understand the importance of attending school each day. They are rarely absent. Pupils' behaviour in lessons, and at social times, is impeccable. Pupils are extremely polite and well mannered. From the early years, positive attitudes to learning are fostered and promoted consistently well by staff. Older pupils' good conduct helps to create a calm and caring environment in which to learn. This helps all pupils to achieve their very best.

The school's approach to supporting pupils' personal development is exceptional. As part of an enterprise initiative, pupils learn how to run a successful business. Older pupils make a positive contribution to the life of the school by organising sports and after-school clubs. Pupils are encouraged to look after their local community with the work they do to promote recycling, composting and keeping the community free from litter.

Pupils also learn about different faiths. Hosting pupils from a school in Ghana helps to broaden pupils' understanding of other cultures. Pupils know how to keep themselves safe, including when using the internet. They are extremely well prepared for life in modern Britain.

Governors use their wide-ranging expertise and experience well. They ensure that they are well informed about the quality of education that pupils receive. This enables them to provide appropriate support and challenge. Staff are proud to work at the school and value the consideration that is given to their workload when decisions are made.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, gaps in pupils' knowledge and understanding are not routinely identified by staff. This means that some misconceptions persist and pupils move on to new learning without establishing secure foundations. The school should ensure that, in these subjects, teachers identify the gaps in pupils' learning swiftly so

that they can reshape learning activities to help all pupils gain missed or forgotten learning.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	112324
Local authority	Westmorland and Furness
Inspection number	10348107
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	107
Appropriate authority	The governing body
Chair of governing body	Rachel McMann
Headteacher	Louise Donnelly-Stott
Website	www.morlandarea.cumbria.sch.uk
Date of previous inspection	21 January 2020, under section 8 of the Education Act 2005

Information about this school

- The school is part of the Diocese of Carlisle. The school's last section 48 inspection, for schools of a religious character, took place in November 2022. The next section 48 inspection is due to take place within the next 5 years.
- The school does not currently make use of any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point in time evaluation about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record and other relevant documentation; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors met with the headteacher and the special educational needs coordinator. They met with subject leaders and staff during the inspection. The lead inspector met with members of the governing body, including the chair of governors. She also met with a representative from the local authority and spoke to a representative from the diocese by telephone.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and physical education. For each deep dive, inspectors discussed the curriculum with subject leaders and visited a sample of lessons. They spoke with teachers and support staff. They also spoke with some pupils about their learning. Inspectors looked at samples of pupils' work. They also considered the curriculum in other subjects.
- Inspectors considered the responses to Ofsted's online staff and pupil surveys. They also spoke to staff and pupils about their experiences of school.
- Inspectors considered the responses to Ofsted Parent View, including the free-text comments. Inspectors spoke to parents and carers at the start and end of the school day.

Inspection team

Amanda Stringer, lead inspector

Ofsted Inspector

Keith Wright

Ofsted Inspector

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