

Moreton Morrell CofE Primary School

Address: Moreton Morrell, Warwick, Warwickshire, CV35 9AN

Unique reference number (URN): 148955

Inspection report: 21 April 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Achievement

Expected standard 

Overall, most pupils are ready for the next stage in their education. Typically, pupils learn the knowledge and skills they need across the whole curriculum. The work they produce is generally of an appropriate standard.

Most pupils achieve well from their starting points. In some subjects, attainment and progress are not in line with national averages. This is partly due to very small cohorts of pupils and historic underachievement in some subjects.

Leaders prioritise making sure that pupils secure basic knowledge in reading, writing and mathematics. Most pupils develop this basic knowledge and skills successfully. Staff make sure that most gaps in pupils' basic knowledge and skills are closing quickly.

Pupils with special educational needs and/or disabilities, pupils who are disadvantaged and those known or previously known to social care make suitable progress from their starting points. Most of these pupils develop appropriate knowledge and skills across the whole curriculum. Most gaps in their knowledge and skills are closing quickly.

Attendance and behaviour

Expected standard 

From the start of the school day, children settle into routines quickly. The environment is calm and safe. Leaders have set high expectations for how pupils should behave. Staff uphold these high expectations, and pupils understand them. In lessons, most pupils listen and concentrate well. Caring and respectful relationships between staff and pupils and between pupils exist. Staff occasionally need to provide some pupils with helpful reminders about behaviour expectations during lessons. Pupils respond to these reminders appropriately. During lunchtimes and play times, pupils behave very well. They know that staff will deal with any problems that arise, such as unkind behaviour, although this is incredibly rare.

Attendance rates are high. Pupils take pleasure in attending school and value the praise they are given for this. Leaders' approach to maintaining and improving attendance works well. Pupils who experience challenges with attending regularly are given extra help and guidance. When pupils are absent too often, leaders respond quickly to tackle the issue. Leaders know each pupil and their individual circumstances well. They work with families and form positive relationships so that attendance becomes a point of pride rather than a concern.

Curriculum and teaching

Expected standard 

Leaders have an accurate understanding of the quality of the curriculum and teaching. Since the previous inspection, leaders have designed and implemented a new curriculum for each subject. It is suitable and clearly sequenced so that pupils build knowledge over time. Leaders have identified that aspects of the handwriting curriculum need further refinement and have appropriate plans in place to make sure that handwriting is taught effectively.

Pupils in the early stages of learning to read receive daily phonics teaching. Phonics is taught effectively. Where pupils have not secured basic knowledge and skills in reading, spelling, handwriting and/or mathematics, extra support helps them to keep up with their peers. Leaders use assessment information to check pupils' learning. However, this practice is not consistently used by staff to revisit pupils' learning that is not secure.

Leaders ensure that staff have the knowledge and skills needed to teach the full curriculum, including through professional learning in adaptive teaching strategies. Teaching across the curriculum is generally effective. Leaders have previously identified improvements to how mathematics is taught. This work is successfully supporting improvements in the quality of mathematics teaching.

Early years

Expected standard 

The early years curriculum is thoughtfully designed. The curriculum sets out clear learning intentions for children to meet at each age and stage. This supports staff in directing activities towards what every child should be learning. Children learn in a stimulating environment. Staff interact with children and ask thoughtful questions. However, high-quality discussions are not consistently expanded on.

Leaders ensure that the pre-school curriculum prepares children well for their next stage, and this is having a positive impact. For example, children develop their fine motor skills through manipulating small objects by pegging washing on a washing line. In Reception Class, children learn about life cycles and have recently watched chicks hatch. This prepares them well for learning in Year 1 about the wider world.

Staff maintain high expectations of what children can achieve. Generally, children respond positively to these expectations, demonstrating enjoyment and engagement with learning activities. They move successfully through the curriculum and build secure understanding across each area of learning. Reading and phonics are prioritised, alongside mathematics. Most children are well prepared for Year 1.

Staff work closely with parents to support children's transition into school and on to the next stage of their education.

Inclusion

Expected standard 

Leaders identify pupils' needs swiftly and accurately, including disadvantaged pupils, pupils with special educational needs and/or disabilities (SEND) and those known or previously known to social care. Information is shared appropriately so that support is timely, proportionate and reviewed regularly.

Leaders maintain high expectations for vulnerable pupils so that they can access a broad curriculum. They ensure that staff know how to support pupils with SEND. Staff use classroom adaptations and targeted support. This support typically reduces barriers to learning and enables pupils to positively engage in learning. Leaders monitor the impact of support and adjust provision where needed. They seek and follow specialist advice to ensure that extra support is well matched to pupils' needs. As a result, pupils' needs are met and they access learning successfully.

Leaders understand pupils' needs and use this knowledge to prioritise support. The pupil premium strategy identifies specific barriers and matches actions to address them. Staff understand the strategy and implement it through targeted interventions appropriately. Pastoral support leaders routinely review the impact of these strategies to refine provision and use funding effectively.

Alternative provision is commissioned appropriately and matched to pupils' needs. Leaders use clear decision-making and agree intended outcomes with families and professionals.

Leadership and governance

Expected standard 

Leaders have an accurate understanding of the school's strengths and areas for development. They act swiftly on identified priorities, such as with the curriculum and teaching of mathematics. This has led to clear improvements, including to the curriculum and teaching. Leaders ensure that improvement work is focused and purposeful.

Subject leaders have made appropriate checks on the quality of the curriculum and its implementation. For some aspects of the curriculum, this practice is not consistently supporting improvements to teaching.

Staff professional learning is closely aligned to school priorities. Staff collaborate well with colleagues in school and across the trust, sharing effective practice and supporting each other. Leaders promote a culture of reflection, enabling staff to refine and improve aspects of teaching and assessment. Leaders are mindful of staff workload and wellbeing. This is well managed and supported.

Trustees and members of the local governing committee (LGC) have a very clear understanding of the school's context. They understand their roles and responsibilities and enact these effectively. Trustees and members of the LGC support leaders while holding them to account fully.

Leaders work effectively with parents and other stakeholders who value the school's caring approach.

Personal development and wellbeing

Expected standard 

The personal development programme, including what pupils are taught in personal, social and health education (PSHE) and relationships and health education, is appropriate. It ensures pupils understand the importance of being kind to others and how different families function. Pupils learn how to stay safe and healthy, online and offline. They identify local risks and discover the importance of a balanced diet. The PSHE curriculum helps pupils to appreciate diversity and the important values that support their school and wider society. Pupils are developing their knowledge of the taught personal development programme and do not have a detailed knowledge at this stage.

Pupils learn about life in modern Britain. They understand what fundamental British values are and enact these well. Pastoral support is effective at supporting pupils' wellbeing successfully.

Pupils have the opportunity to take on a leadership responsibility, such as play ranger, Fosse follower and sports advocate. They are beginning to have a positive impact on their school community through these roles. Pupils are encouraged to help in the local community, for example by developing a 'pocket park' in the local area to develop the natural environment and wildlife.

Pupils can take part in a range of inclusive extra-curricular activities, such as multi-sports, choir and football club. They can learn to play an instrument, such as the ukulele. Pupils perform in concerts and performances.

Pupils value the educational trips they participate in, such as to museums and places of historical importance. These help pupils to learn more about the natural environment, historical periods and local issues. Older pupils visit a local agricultural college to learn about potential careers.

What it's like to be a pupil at this school

This is a very small school that sits at the heart of the local community. It is welcoming and friendly to all. Pupils understand and enact the school's values of being bold, resilient, aspirational, versatile and enlightened. Most pupils achieve well across the curriculum and are ready for the next stage in their education.

Most pupils progress well through the curriculum. However, sometimes, staff do not address gaps in pupils' learning as quickly and comprehensively as they could. In the early years, children achieve well; however, high-quality discussions are not always utilised in the best way to develop children's knowledge.

Pupils enjoy coming to school and feel safe here. They know that they can talk to staff about any worries they have and that staff will help to keep them safe. Pupils attend school regularly.

Typically, pupils behave well. They know the school's rules and routines and follow these. Staff provide helpful reminders about behaviour expectations so that pupils can listen and learn successfully. Playtimes are a positive time of the school day. Pupils engage in purposeful learning and get along well with their friends.

Pupils can take part in a range of inclusive extra-curricular activities to develop their talents and interests, such as multi-sports, choir and football club. There are opportunities to take part in performances and large-scale concerts.

The curriculum is enriched through trips and visits, for example to the Black Country Living Museum, to support learning in history lessons. They can also take part in sports competitions. Pupils have the opportunity to participate in an overnight camping experience to build resilience and independence. Pupils also learn about potential careers through visits to a local agriculture college and by engaging in careers projects.

Next steps

- Leaders should ensure that subject leaders make a consistently positive contribution to curriculum and teaching improvements.
 - Leaders should ensure that staff consistently identify and address gaps in pupils' knowledge across the curriculum.
 - Leaders should ensure that the handwriting curriculum is implemented consistently across the whole school.
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About this inspection

This school is part of Fosse Multi-Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), David Briggs, and overseen by a board of trustees, chaired by Michael Glover.

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

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with school leaders, including the headteacher, acting headteacher, deputy headteacher, special educational needs coordinator and other leaders. They also spoke with representatives of the trust, including the CEO, trustees, members of the local governing committee and a representative of Coventry diocese during the inspection.

The inspectors confirmed the following information about the school:

This school is registered as having a Church of England religious character. The most recent section 48 inspection took place in June 2025.

The school currently uses one alternative provision.

Headteacher: Sarah Eadon

Lead inspector:

Emma Titchener, His Majesty's Inspector

Team inspector:

Lynda Townsend, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.



This data is from 21 April 2026

School and pupil context

Total pupils

112

Well below average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

105

Well below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

17.35%

Below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

2.68%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

24.11%

Well above average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Well below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average		61%	
2024/25 (revised)	55%	62%	Close to average
2023/24 (final)	56%	61%	Close to average
2022/23		60%	

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average		74%	
2024/25 (revised)	91%	75%	Above
2023/24 (final)	75%	74%	Close to average
2022/23		73%	

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average		72%	
2024/25 (revised)	82%	72%	Above
2023/24 (final)	56%	72%	Below
2022/23		71%	

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average		73%	
2024/25 (revised)	73%	74%	Close to average
2023/24 (final)	69%	73%	Close to average
2022/23		73%	

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average		46%	
2024/25 (revised)	S	47%	S
2023/24 (final)	S	46%	S
2022/23		44%	

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average		62%	

Year	This school	National average	Compared with national average
2024/25 (revised)	S	63%	S
2023/24 (final)	S	62%	S
2022/23		60%	

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average		59%	
2024/25 (revised)	S	59%	S
2023/24 (final)	S	58%	S
2022/23		58%	

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average		60%	
2024/25 (revised)	S	61%	S
2023/24 (final)	S	59%	S
2022/23		59%	

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		68%	
2024/25 (revised)	S	69%	S
2023/24 (final)	S	67%	S
2022/23		66%	

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		80%	
2024/25 (revised)	S	81%	S
2023/24 (final)	S	80%	S
2022/23		78%	

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		78%	
2024/25 (revised)	S	78%	S
2023/24 (final)	S	78%	S
2022/23		77%	

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		80%	
2024/25 (revised)	S	81%	S
2023/24 (final)	S	79%	S
2022/23		79%	

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	3.7%	5.2%	Below
2023/24 (3 term)	3.6%	5.5%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	10.6%	13.3%	Close to average
2023/24 (3 term)	4.9%	14.6%	Below

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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