

Morley Church of England Primary School

Inspection report

Unique Reference Number	121120
Local Authority	Norfolk
Inspection number	380170
Inspection dates	24–25 November 2011
Reporting inspector	Michael Miller

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	121
Appropriate authority	The governing body
Chair	Jane Coath
Headteacher	Lisa Blowfield
Date of previous school inspection	4 November 2009
School address	Deopham Road Morley St Botolph Wymondham NR18 9TS
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Age group	4–11
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Introduction

This inspection was carried out by two additional inspectors. They visited 10 lessons taught by all six class teachers. Most teaching assistants were seen working with individuals and groups of pupils. Meetings were held with representatives of the governing body, and teaching and non-teaching staff. Inspectors talked informally with many pupils, formally with the school council, attended an assembly, daily form-time sessions and looked at pupils' work. Inspectors examined a wide range of school documents including: development planning, policies, self-evaluation reports, monitoring files, safeguarding and curriculum materials, and information provided for parents and carers. Minutes of governing body meetings were examined, including the headteacher's reports to the governing body and other reviews of the school's performance. Inspectors received and analysed questionnaires from 69 parents and carers, 14 members of staff and 48 pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The ways the school has been working to improve the attainment and progress of its pupils by the time they leave at the end of Year 6.
- The progress made since the last inspection in ensuring a rigorous approach, at all levels of leadership, to the monitoring of the school's work and performance.
- The work the school has been undertaking to improve the effectiveness of the Early Years Foundation Stage, and outcomes for the children.
- The extent to which pupils' personal development, and the care, guidance and support provided are strengths of the school.

Information about the school

This is smaller than the average primary school. Since September 2010 it has been in partnership with Tacolneston Church of England Primary School. The schools share a headteacher, but have separate, independent governing bodies. The headteacher continues to share her time between the two schools each week. In September 2011, an assistant headteacher was appointed to enable continuity of leadership at Morley on a daily basis. Almost all pupils are White British. There are very few pupils from minority ethnic groups, and none who speak English as an additional language. The percentage of pupils with special educational needs and/or disabilities is below average, but covers a wide range of individual learning needs. The proportion with a statement of special educational needs is above average. The proportion of pupils known to be eligible for free school meals is below the national average. The school currently holds Healthy Schools status, the Green Tree School Bronze award from the Woodland Trust, and is a Young Enterprise Centre of Excellence. There are currently major construction works on the school site to build a new school hall and permanent classrooms to replace three temporary classrooms.

The Morley Under Fives Pre-School operates from a mobile classroom on the school site. This provides private, non-maintained childcare for children under the age of five, and an out-of-school club. This facility is inspected separately by Ofsted.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

4

The school's capacity for sustained improvement

3

Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to the quality of teaching in the Early Years Foundation Stage, and the quality of its coordination and organisation.

The governing body and headteacher, in partnership with the local authority, have been working together to improve the effectiveness of the Early Years Foundation Stage. The headteacher and specialist local authority advisors have been involved in regular monitoring and providing advice and training. This is beginning to bear fruit but weaknesses remain in the coordination, teaching and assessment in the Early Year Foundation Stage. As a result, this key aspect of the school's provision is inadequate and, although pupils in Years 1 to 6 make satisfactory progress, the school's overall effectiveness is, therefore, inadequate.

Since taking over the leadership the headteacher has worked alongside the staff in undertaking a thorough review of the school. This has focused well on what is taught, how it is taught, and the impact on pupils' learning. However, the monitoring of teaching and learning in lessons is currently undertaken entirely by the headteacher, and middle leaders are still developing this aspect of their work. Parents, carers, staff and pupils alike praise and appreciate the ethos, family nature of the school, and the good care and support it provides for pupils. This is one of its important strengths and underpins well the pupils' good attitudes to learning and the quality of their spiritual, moral, social and cultural development. The governing body has contributed effectively to helping the school develop its approach to community cohesion, and enable pupils to gain a broader perspective on life beyond the school community. This was an area for development at the last inspection. A key target now is to raise levels of attainment to above average by the end of Year 6, and accelerate pupils' progress from their individual starting points. Consequently, a realistic and practical whole-school action plan has been drawn up for the current academic year, which provides a measured approach to achieving the school's goals. The progress of this is subject to regular review and, as a result, initiatives are being duly modified to increase their effectiveness.

Work between the partner schools has enabled the sharing of good practice and the appointment, where appropriate, of joint subject coordinators. This has enabled the

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development of a good curriculum for Key Stages 1 and 2, which is already having an impact on pupils' learning. Examples of good teaching and learning were seen in all Key Stage 1 and 2 classes during the inspection. Adapting the curriculum to meet the needs of pupils with special educational needs and/or disabilities has proved particularly successful. Individualised support in and out of lessons has enabled these pupils to achieve levels above those of similar groups nationally in the 2011 Year 6 tests. However, the challenge for higher-attaining pupils is not consistently demanding enough. Curriculum planning is starting to help resolve this, for example through new initiatives to promote pupils' writing. These are being introduced gradually throughout the year; current work on non-fiction writing is already challenging and inspiring pupils well. Such positive measures have not yet enabled the school to establish a track record where an increasing proportion of pupils are reaching higher levels in national tests. Consequently, teaching is satisfactory overall. While there is good practice, teachers are inconsistent in their approach to the use of questioning during lessons, either to challenge pupils to explain their thinking or check their understanding. There are good examples of marking, particularly in English, which help pupils to understand how to improve, but there are inconsistencies of approach across other subjects.

Capacity to improve is satisfactory because the school is taking action to resolve the issues surrounding the Early Years Foundation Stage. In addition, it has successfully established a good curriculum in Key Stages 1 and 2, which is helping to improve gradually the quality of teaching and learning. Through sound self-evaluation, the school is setting itself increasingly challenging targets. The drive to secure further improvement is shared by staff and leaders.

What does the school need to do to improve further?

- Improve the effectiveness of the Early Year Foundation Stage by: -
 - ensuring the headteacher's action plan to improve the Early Years Foundation Stage is implemented fully, and with immediate effect
 - ensuring the Early Years Foundation Stage coordinator develops the skills necessary to produce an action plan for the area which is related specifically to the learning needs of the children
 - planning more effectively to meet the day-to-day needs of children in the Reception year, through a wider range of teacher-directed activities, work on letters and sounds, and the more focused monitoring of child-initiated investigations
 - ensuring assessment data is accurate and progress tracking is used more effectively to enable all children to make good gains in their learning.
- Raise attainment, accelerate pupils' progress through Key Stages 1 and 2, and increase the proportion of good and better teaching by:
 - challenging more consistently the higher-attaining pupils, through different learning activities and alternative starting points for them in lessons
 - establishing a more consistent approach to the use of assessment in the

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- classroom, particularly through marking and the use of questioning ensuring the completion, by the end of the current academic year, of the phased introduction of the school's curriculum developments relating to literacy and writing, in order to challenge and inspire pupils even further.
- Strengthen and enhance the leadership and management of the school by ensuring all middle leaders and subject coordinators develop fully the skills needed to support the headteacher in the monitoring of teaching and learning.

Outcomes for individuals and groups of pupils

3

Children join the school in Reception with skills and abilities that are broadly in line with expectations. Progress is inadequate in the Early Years Foundation Stage, but data show pupils are making satisfactory progress as they move through Key Stages 1 and 2 and their achievement is satisfactory. Results in the Year 6 national tests for the past three years have been average. In 2011, the attainment in Year 2 was below average, but this particular year group also had lower starting points and made satisfactory progress. Well-focused teaching is now helping to accelerate the progress of these pupils, currently in Year 3; this is a specific target in the school's improvement plan. The good progress of pupils with special educational needs and/or disabilities is enabled by well-directed and skilful teaching support. The good, written records maintained by teaching assistants enable teachers to have a clear picture of the pupils' progress and help them to target intervention and support.

Pupils typically show good attitudes to school and learning. They relish being involved actively in learning, and cooperate well in group activities and pair discussion work. In the Year 5/6 class, this was observed to good effect in linked personal, social and health education (PSHE) and English lessons. The work in PSHE on understanding the feelings of others helped pupils to empathise with Anne Frank's situation in hiding when preparing notes for their writing work. Pupils also showed good retention of a previous year's history work on the Second World War. In the Year 4/5 class good progress was made in using photographic sources to define 'fact' from 'opinion'. In a Year 3/4 English lesson, the acting out of 'action' words not only added fun to learning but also enabled the teacher to check pupils' understanding. In a history lesson, pupils benefited well from group discussion work when identifying reasons for and against the Roman invasion. The impact of targeted, small group work was seen in a Year 1/2 class mathematics lesson where different starting points enabled pupils to explore alternative methods for adding and subtracting coinage.

Pupils respect each other, are polite and courteous, and monitor their own behaviour well. This approach has proved particularly helpful with the current building works as playground areas have been significantly reduced and are overcrowded. Pupils naturally enjoy exuberant play, and there has been an increase in minor bumps and grazes, but the 'buddy' system, where pupils look out for each other, has proved successful. Pupils have a good voice in the running of the school. They have been involved in designing and monitoring the progress of the new buildings. The school

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council shows a thoughtful and well-considered approach to school improvement.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

There are good working relationships between adults and pupils. This is central to the school's ethos and underpins the way it cares for and supports its pupils and their families. The needs of those whose circumstances may make them more vulnerable are served well. Effective links with support agencies, and other education partners, benefit the pupils well; they also enable good support for those with special educational needs and/or disabilities. There are good opportunities for curricular, and extra-curricular, enrichment and enhancement. These are typified by the recent Class 5/6 work with an opera company on Puccini's 'La Bohème'. The eyes of both staff and pupils lit up when discussing the experience; this clearly added significantly to the pupils' spiritual development as well as their cultural education.

The proportion of good teaching and learning in Key Stages 1 and 2 is improving as staff successfully implement curriculum developments and planned improvements. The work on non-fiction writing, for example, is helping pupils not only to think carefully about what they write, but for whom they are writing. The initiative on writing is to be extended to poetry and fiction writing as the year progresses. However, the use of questioning in lessons, to check pupils' learning, remains variable; in some instances, teachers give pupils a little too much information, without requiring them to think for themselves. Pupils say they feel they learn a lot in lessons, but would like more information as to how well they are doing. New target

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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cards have been introduced to help pupils understand their next steps in learning, but their use is not yet fully established. Challenge for the more able pupils is not always specific enough in lesson planning. Marking does not always record regularly, or consistently, a pupil's key points for improvement.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account:	
The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

All staff responding to their questionnaire were positive about the way the school is being led, and indicate they are proud to be on the staff; they understand and are committed to what it is trying to achieve. This reflects the school's ambition to secure further improvement. The headteacher plays a strong role in the monitoring of teaching and learning. Nevertheless, although subject leaders are developing well the ways they are monitoring pupils' work, they are not yet involved in lesson observations. Equality of opportunity is satisfactory and discrimination is effectively tackled. The school is still working on closing some gaps in performance between girls and boys, and accelerating the progress of more able pupils to enable them to reach the higher levels of which they are capable. Safeguarding is satisfactory. The school ensures that pupils are safe, but some related policies, identified as being required in the school's improvement plan, are either in draft form or are awaiting final approval from the governing body.

Governance is satisfactory. There are good aspects to the work of the governing body, members of which demonstrate a clear knowledge and understanding of the school's performance and the needs of its pupils and challenge and supports the school effectively. The school promotes community cohesion well in its responsiveness to the needs of its families and in the ways pupils are developing their understanding and experiences of life beyond their local community. Satisfactory leadership and management have ensured that pupils make satisfactory progress in Key Stages 1 and 2, where the provision is improving, but work by senior leaders and the governing body to ensure the necessary improvements in the Early Years Foundation Stage is not yet complete.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and	3
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driving improvement Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

The work of the Early Years Foundation Stage is often based around themes, such as that on 'Pirates' seen during the inspection, which have the potential to fire children's enthusiasm and develop their creativity. However, the planning of lessons, activities and learning is weak and provides insufficient challenge for children across their key areas of learning and development. In the lessons observed, the teaching tended to focus more on the small minority of Year 1 pupils in the mixed-age class. During one lesson observed, the whole class introduction to writing an invitation to a pirate party lasted 20 minutes. Most of this teaching was inappropriate for the Reception children. The opportunity to involve all children in work on linking letters and sounds was lost entirely. Reception children were observed as being left more in the care of teaching support or to unfocused play.

Teaching support shows some helpful strengths, particularly when questioning children and encouraging the development of their speaking and listening skills. However, teaching and planning provide insufficiently detailed guidance to enable additional adult support to be consistently effective. Planning is too general and does not focus sufficiently on the needs of individual children. There is insufficient variety in the activities organised; these often go on too long and the children lose interest and attention. At times, child-initiated, investigative play is left unsupervised and the children lose challenge, direction and purpose. Best use is not being made of the resources available, including the outside area, and learning areas tend to be disorganised.

With advice from the local authority, the coordinator has produced an action plan to improve resources, but aspects of the plan that focus on learning have been developed by the headteacher as part of whole school improvement planning. Teaching assistance helps with recording observations of children, but although data is collected on children's performance, little practical use is made of this to plan for

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individual pupils' development. Year 1 staff are having to implement intervention strategies to improve children's literacy skills and confidence in working independently because these are not developed sufficiently in the Reception class.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	4
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	4
The quality of provision in the Early Years Foundation Stage	4
The effectiveness of leadership and management of the Early Years Foundation Stage	4

Views of parents and carers

The proportion of parents and carers responding to the questionnaire was well above average, and the very large majority responded positively to all the questions. The vast majority were particularly appreciative of the ways the school keeps their children safe. Most parents and carers say their children enjoy school, and are happy with their children's experience at the school. This was borne out by additional written comments, discussions with parents and carers at the school gate, and in discussions with pupils. A few parents and carers expressed some concern about the way the school deals with unacceptable behaviour. However, the school's approach to behaviour management is unobtrusive but effective. The pupils themselves prove good at monitoring their own behaviour. A few parents and carers would like more information about their children's progress in addition to the twice yearly reports. There are always additional opportunities for parents and carers to contact, and talk informally, with staff each day. The views of the very large majority can be summed up by one family who wrote, 'Our children love the school; we are highly appreciative of all that it does for them.'

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Morley Church of England Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 69 completed questionnaires by the end of the on-site inspection. In total, there are 121 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	45	65	21	30	2	3	0	0
The school keeps my child safe	45	65	22	32	0	0	0	0
The school informs me about my child's progress	34	49	27	39	7	10	1	1
My child is making enough progress at this school	36	52	28	41	4	6	0	0
The teaching is good at this school	38	55	28	41	1	1	0	0
The school helps me to support my child's learning	39	57	26	38	2	3	1	1
The school helps my child to have a healthy lifestyle	31	45	34	49	1	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	35	51	25	36	4	6	1	1
The school meets my child's particular needs	35	51	28	41	4	6	0	0
The school deals effectively with unacceptable behaviour	20	29	39	57	6	9	2	3
The school takes account of my suggestions and concerns	26	38	34	49	6	9	1	1
The school is led and managed effectively	38	55	27	39	2	3	0	0
Overall, I am happy with my child's experience at this school	45	65	21	30	2	3	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



28 November 2011

Dear Pupils

Inspection of Morley Church of England Primary School, Wymondham, NR18 9TS

I would like to thank you for making us so welcome when we visited your school recently. We enjoyed talking with you, watching you at work, and listening to what you had to tell us. You told us your school is a friendly place and feels like a family. We saw that for ourselves in the way you get on with each other.

Your headteacher has only been at the school for four terms, but she has a good understanding of what is needed to help your school to improve. She is working together with your other teachers to make the school better, and they have already started to put some of their good ideas and plans into practice. We have suggested that your teachers ask you more questions during lessons to make sure you understand your work. We have asked them to make sure they put more comments in your books to remind you of the things they want you to improve. Those of you who find learning easier will be given an added element of challenge in your work. We know you enjoy your writing, and we have asked your teachers to make sure their plans to develop this part of your literacy work are fully in place by the Summer term. Some of your teachers have only recently taken responsibility for different subjects. They are working closely with your headteacher to make sure you achieve well. You will now find them visiting your lessons more often.

However, there is still work to be done to make some important improvements and changes for those of you in the Early Years Foundation Stage. We have therefore given your school what is called a 'Notice to Improve'. This means other inspectors will be visiting your school again in five to seven months time to check that progress is being made. They will be interested to hear your views on how things are improving. Your school will then be re-inspected in about 12 to 16 months' time.

Your school motto is, 'Work together. Learn together. Grow together'. You can help by continuing to support your teachers, enjoy the ways you work and learn together, and therefore play an important part in helping your school to grow and prosper.

Yours sincerely

Michael Miller
Lead inspector

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