

# Morley Primary School

## Inspection report

---

<b>Unique reference number</b>	112595
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	395504
<b>Inspection dates</b>	31 May-1 June 2012
<b>Lead inspector</b>	Bogusia Matusiak-Varley

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3-11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	76
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mo Hickling
<b>Headteacher</b>	Kate Marsland
<b>Date of previous school inspection</b>	1 May 2009
<b>School address</b>	Main Road Morley Derby DE7 6DF
<b>Telephone number</b>	01332 831295
<b>Fax number</b>	01332 831295
<b>Email address</b>	info@morley.derbyshire.sch.uk

---

<b>Age group</b>	3-11
<b>Inspection date(s)</b>	31 May-1 June 2012
<b>Inspection number</b>	395504



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012



## Introduction

Inspection team

Bogusia Matusiak-Varley

Additional Inspector

This inspection was carried out with two days' notice. The inspector visited 12 lessons taught by three teachers. She heard pupils read and scrutinised their work in workbooks and on displays. Groups that support disabled pupils and those who have special educational needs and those falling behind in aspects of their classwork were observed. Meetings were held with senior staff, representatives of the governing body, pupils, parents and carers. The inspector took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. She observed the school's work, looked at a wide range of documentation including the school's self-evaluation, school improvement plan and systems of performance management as well as assessment data to monitor the progress of different groups of pupils. Questionnaire returns from 47 parents and carers, 39 pupils and nine staff were analysed.

## Information about the school

This is a smaller than average-sized school. The proportion of pupils known to be eligible for free school meals is below the national average. The number of pupils moving into the school at other times than the official start of the school year is high and many of these have learning difficulties. The proportion of pupils supported by school action plus or with a statement of special educational needs is above average. Most pupils are from White British backgrounds and there are no pupils at an early stage of acquiring English as an additional language. Pupils are taught in three mixed-age classes. Children in Reception are taught alongside pupils from Years 1 and 2.

The school has gained The Basic Skills Quality Mark, Activemark, the Eco-schools silver award, the Derbyshire Anti-Bullying Commitment award and has National Healthy Schools status. The school meets current floor standards which set the minimum expectations for pupils' attainment and progress.

**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

<b>Overall effectiveness</b>	<b>1</b>
<b>Achievement of pupils</b>	<b>1</b>
<b>Quality of teaching</b>	<b>1</b>
<b>Behaviour and safety of pupils</b>	<b>1</b>
<b>Leadership and management</b>	<b>1</b>

## Key findings

- This is an outstanding school. Pupils make outstanding progress and they engage in memorable learning experiences which promote their spiritual, moral, social and cultural development exceptionally well.
- Standards are well above the national average in reading, writing and mathematics by the time pupils leave school. Their achievement is excellent because of teachers' high expectations and the headteacher's rigorous review of performance. However, pupils' exercise books in Years 1 and 2 show that they sometimes spell key words and subject-specific words incorrectly.
- Children make rapid progress in the Early Years Foundation Stage from low starting points and move into Year 1 with attainment that matches that seen nationally. They make particularly fast progress in linking letters to sounds (phonics) but during independent activities, their progress is slower. This is because planning for these activities does not identify precisely what children are meant to learn. Teaching in the Early Years Foundation Stage and Years 1 and 2 is rapidly improving as new staff are learning from best practice in the school.
- Teaching is outstanding, particularly in Years 3 to 6. Teachers make learning come alive as they relate it to real-life issues, carefully model what is expected and regularly check pupils' understanding. Staff are vigilant to the needs of all pupils and this contributes to the exceptional progress of disabled pupils and those who have special educational needs.
- Behaviour is exemplary and pupils demonstrate excellent attitudes to learning. They persevere when tasks are difficult and they are taught how to get over their sticking points. The school is a safe and happy place where everyone is respected.
- Outstanding leadership has ensured that the correct priorities for continuous

**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

improvement are identified. The headteacher's leadership of teaching is excellent. Performance management, monitoring and target setting are rigorous and the headteacher encourages staff to use their creative flair such as using drama, film and music to plan exciting lessons. This contributes to the outstanding curriculum.

## What does the school need to do to improve further?

- Improve the spelling of pupils in Years 1 and 2 by ensuring that:
  - key words and subject-specific words are correctly copied from the white board
  - pupils have opportunities to correct mistakes following marking.
- Ensure that planning for independent learning in the Early Years Foundation Stage is underpinned by clear learning objectives and that children know exactly what is expected of them.

## Main report

### Achievement of pupils

Children join the school with skills that are low compared with expectations for their age. They make rapid progress in the Early Years Foundation Stage, are keen to learn, and meet age-related expectations in all areas of learning on entry to Year 1. The well-structured outdoor area, which represents good improvement since the last inspection, is used effectively to support learning. Nevertheless, during independent activities, progress sometimes slows as learning objectives are not defined clearly enough and children do not know exactly what is expected of them

By the end of Year 2, standards are above average in reading, writing and mathematics. Disabled pupils and those who have special educational needs make exceptional progress from their starting points because they receive tailor-made support matched exactly to the next steps in their learning. Pupils make exceptional progress in reading due to the tremendous emphasis that has been placed on learning letter sounds. By the end of Year 6 standards in reading, writing and mathematics are high and all groups of pupils make outstanding progress in response to excellent teaching.

In Years 3 to 6 in particular, pupils eagerly ask questions of their teachers to find out more information and work exceptionally well in groups. After recently researching information in relation to the Queen's Jubilee, pupils produced some excellent descriptions of their thoughts on 'My England'. This involved filming their parents' and carers' responses to what England means to them.

In lessons, the atmosphere is electric, with pupils hanging on their teachers' every word. They are confident, articulate and use information and communication

**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

technology exceptionally well. This has an excellent impact on developing their higher order thinking skills and supporting their research. The use of film to support learning makes an excellent contribution to the learning of all pupils, especially boys, who are also making outstanding gains in learning. Pupils glow with pride when they present their work to their parents and carers or to an audience.

Parents and carers are delighted with the school. 'Our children do not want to leave at home time. They want to be with their teachers as they really enjoy learning', said one parent.

### **Quality of teaching**

The outstanding quality of teaching contributes to pupils' excellent achievement and their love of learning. Teachers stop at nothing to improve their practice. They regularly observe one another teach and share best practice, which has contributed to improvements in the quality of teaching. Teachers use an excellent range of teaching methods such as enabling the pupils to identify their own success criteria and modelling how to overcome sticking points. Excellent relationships based on fun and respect are evident in all classrooms and contribute to pupils' outstanding behaviour and attitudes to learning. Pupils say that their teachers are great fun and that they admire them tremendously. 'They always have time for you', said a member of the school council.

In all subjects, teachers' enthusiasm is passed on to their pupils which makes a very positive contribution to pupils' spiritual, moral, social and cultural development. Every lesson starts with an interesting point of entry. Pupils are not sure what to expect and this curiosity fuels the desire to learn. For example, pupils in the oldest class were asked to help solve the problem of how to increase the viscosity of ketchup for a sauce factory. They made excellent gains in understanding the skills of fair testing in science. In an excellent English lesson in Year 6 where pupils were analysing Shakespeare's 'Henry V' Agincourt speech, they were so intensely absorbed in their work that not a minute was lost and they forgot that it was break time.

Teachers ensure that pupils have plenty of opportunities to develop their reading skills in all subjects. They encourage pupils to look beyond words when reading text and enthuse them to get inside the author's head to understand word choices that are made for effect. In guided reading, teachers ask pertinent questions in order to deepen pupils' comprehension skills but above all they ask them which words they could 'magpie' to make their writing more interesting.

The teaching of pupils with disabilities and those who have special educational needs is extremely thorough and systematic. Support staff make an important contribution to learning and ensure that these pupils are fully engaged in learning.

Teachers assess work thoroughly; marking is regular and clearly identifies the next steps in learning. However, teachers have sometimes missed opportunities to draw younger pupils' attention to words that are wrongly spelled. When this happens it

**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

results in pupils repeating their mistakes.

Parents and carers are delighted with the quality of teaching. 'Teaching in this school has helped our children see the value of learning', said one parent.

### **Behaviour and safety**

Parents and carers consider behaviour to be exemplary. Pupils say that behaviour is excellent and that they all get on well together. Nearly all pupils, parents and carers say that the school is a safe, calm and orderly environment where pupils work hard and take up every opportunity from the excellent range of activities provided to deepen their learning. A very small minority of parents and carers raised concerns about the safety of pupils. Direct observation and careful scrutiny of the school's systems and records did not reveal any health and safety issues and inspection findings support parents' and carers' positive views. The consistent application of the behaviour policy, alongside rewards such as stickers and certificates, has reaped dividends. Pupils are confident, polite, caring and look after one another well. They manage their own behaviour and that of their peers very well and make constant reference to class rules should any pupil occasionally veer from the norm.

One parent said that she felt as if she personally knew all the children as her child never stopped talking about his friends when he came home. A member of the school council said, 'We are one big family here. We care and share and make sure that no-one is left out.' In lessons, pupils have excellent attitudes to learning. They are highly skilled at working in groups, pairs or on their own. They are resilient learners who know how to get help when they need it due to excellent classroom routines and very well-prepared teaching resources.

Pupils know about different forms of bullying from cyber-bullying to name-calling and racist comments but are adamant that there is never an oppressive atmosphere and say that, 'It's cool just to be yourself.'

Attendance is above average and there is no lateness as pupils want to come into their classrooms and start work straight away.

### **Leadership and management**

The vast majority of parents and carers believe that the school is exceptionally well led and managed and inspection findings support their views. Outstanding leadership has enabled the school to consistently attain outstanding outcomes. Since the last inspection, standards have risen in writing and mathematics and progress has accelerated in the Early Years Foundation Stage. Good improvements have been made in developing outdoor provision in the Early Years Foundation Stage, an issue identified in the last inspection. Staff also ensure that there is an appropriate balance between play and more structured learning for the youngest children. Self-evaluation is accurate, senior leaders consistently share best practice among the staff and the

**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

management of teachers' performance is robust. Coaching and working alongside one another has been key to the successful leadership of teaching, and has improved both teaching and learning. The headteacher undertakes excellent monitoring of teaching and learning and ensures that staff have clear performance management targets which are supported by well-chosen training. The school has an excellent capacity for improvement.

The governing body offers an appropriate balance of challenge and support. Its members receive accurately analysed information on the progress made by different groups so that they can closely monitor equality of opportunity. All statutory requirements are met and the school is a safe and orderly community with regular monitoring undertaken of all safeguarding and welfare procedures.

The outstanding curriculum is steered by the pupils who have a say in what they want to learn. Staff create excellent opportunities for pupils' spiritual, moral, social and cultural development by ensuring that lessons are steeped in opportunities for comparing cultures. For example, the story of Cinderella is explored in various countries and the human struggle for living out values was considered during the inspection in relation to the Queen's reign and her life as a monarch. Information and communication technology underpins all aspects of learning and has made a valid contribution to pupils' skills of independent learning. The school works closely with local schools, the church and various teacher training establishments and has excellent links with the local community. This has contributed to developing teaching methodology and curriculum enrichment for all groups of pupils.



## 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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	29	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

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

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**

4 June 2012

Dear Pupils



### **Inspection of Morley Primary School, Derby, DE7 6DF**

Thank you for the warm welcome you gave me when I visited your school and thank you for taking the time to tell me, both in discussions and through your questionnaires, how much you enjoy learning and how much you respect and like your teachers. I found that your school gives you an outstanding quality of education and I agree with your parents and carers that you make excellent gains in learning.

These are some of the things that I liked most.

- You make excellent progress in reading, writing and mathematics and you are exceptionally well prepared for secondary school.
- You are polite, exceptionally well behaved and friendly, and are excellent ambassadors for your school.
- You behave very well in lessons, demonstrating outstanding attitudes to learning and you take all of your responsibilities very seriously.
- You are safe in school and you get on very well with all of your friends.
- Your teachers take excellent care of you and they teach you very well. As a result, you are very confident learners.
- You are punctual to lessons and attend regularly.

We have asked your headteacher, staff and governing body to do the following things to improve the school, to:

- ensure that you do your corrections in spelling so that you do not keep repeating the same mistakes
- for those of you who attend the Early Years Foundation Stage class, we have asked your teacher to help you learn even better when you choose your own activities.

All of you can help by always doing your very best and continuing to work hard.

I wish you all the very best for the future.

Yours sincerely

Bogusia Matusiak-Varley  
Lead inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234**, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**