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Mrs Blowfield
Headteacher
Morley Church of England Primary School
Deopham Road
Morley St Botolph
Wymondham
NR18 9TS

Dear Mrs Blowfield

Notice to improve: monitoring inspection of Morley Church of England Primary School

Thank you for the help which you and your staff gave when I inspected your school on 3 July 2012, and for the information which you provided during the inspection. Please pass on my thanks to the pupils, the local authority officer and the Chair of the Governing Body, who all met with me.

Since the previous inspection the Early Years Foundation Stage leader and teacher has left the school. The Reception class is currently being taught by a temporary teacher. A Key Stage 1 teacher is temporarily acting Early Years Foundation Stage leader. The school has appointed an experienced teacher to lead the Early Years Foundation Stage from September 2012. The school is currently undergoing significant building work. A new school hall opened earlier this year. Two new classrooms are due to be completed early in the new academic year. During this inspection, most of the Year 5 and 6 pupils were away from the school on a residential activity week. They were accompanied by the assistant headteacher, who is also the mathematics subject leader. As a consequence, he was unavailable during this inspection.

As a result of the inspection on 25 November 2011, the school was asked to address the most important areas for improvement which are set out in the annex to this letter.

Having considered all the evidence I am of the opinion that at this time the school is making satisfactory progress in addressing the issues for improvement and in raising the pupils' achievement.

Achievement is improving. Pupils are making better progress so that pupils currently in Year 6 are likely to reach higher standards of attainment in writing and

mathematics. Attainment in reading remains above average. The most significant increase seen is in the proportion of pupils exceeding age-related expectations. More pupils are likely to reach Level 5 in writing and mathematics than in previous years. Achievement throughout the school is improving. Better use of assessment data and more consistent approaches to teaching and learning mean that these standards of attainment are more likely to be sustained in the future.

Higher-attaining pupils are making better progress in lessons because they are being challenged through more appropriate activities. Whole-school strategies are proving useful in developing a common understanding of how pupils' learning is to be promoted and adapted for individuals. The use of marking and questioning to challenge pupils and promote further improvement is becoming more consistently effective, although there remains some variance in the effectiveness of marking and feedback. Where marking works well, teachers are using it to encourage pupils to think about how they can improve their work. However, some marking focuses solely on errors and misses opportunities to help pupils who make few errors to make good work even better.

The Early Years Foundation Stage has moved forward a long way since being judged inadequate at the last inspection. Further improvements are well underway to put this part of the school in a strong position. The accommodation has been cleared of clutter and resources are being used more effectively to engage children so they develop across different areas of learning. As a result, children are better prepared for Key Stage 1. Children take advantage of the improved outdoor area. The classroom is organised so children can choose different activities, promoting different skills. Children enjoy the range of activities on offer and play well together. A scheme of work has been adopted to teach the sounds that letters make (phonics). This scheme continues into Key Stage 1 and children in Reception, Year 1 and Year 2 work in ability groups to ensure they are being taught these skills at the right level. Leadership of the Early Years Foundation Stage is improving. Data about children's achievements are better understood and used to plan for individuals' strengths and areas for development. The temporary teacher is new to Early Years and has been supported well by the Early Years leader and external local authority advisers. The new Reception classroom and outdoor area currently being built give a clear indication of the school's commitment to further improvement in this area.

Middle leadership is developing. Subject leaders have clear plans for improvement and can show how their actions are beginning to have an impact. Leaders acknowledge that change has been difficult for some teachers and teaching assistants but more are engaging with the process of school improvement with increasing commitment. It is imperative that middle leaders are given the time and authority to monitor the impact of their actions so that they can hold colleagues to account and evaluate the effectiveness of the actions taken.

The local authority has provided effective support and guidance. It produced a statement of action that is fit for purpose. Most importantly, it has provided

guidance in supporting the improvements in Early Years Foundation Stage. Local authority advisers have worked alongside middle leaders, developing their skills of evaluation and providing guidance for school improvement. The headteacher continues to lead two schools, and the staff at both schools have are beginning to work together in a mutually supportive role. Further support is being brokered to support the induction of the assistant headteacher, so he can learn from experienced leaders in similar settings.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Michael Sheridan
Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection which took place in November 2011

- 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 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.