

# Morley Church of England Primary School

Deopham Road, Morley St Botolph, Wymondham, NR18 9TS

## Inspection dates

7–8 March 2013

Overall effectiveness	Previous inspection:	Inadequate	4
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- The achievement of pupils in Years 1 to 4 requires improvement.
- Teachers in these classes do not always set tasks that meet the needs of pupils of all abilities.
- Some pupils have few opportunities to decide for themselves how they will complete their tasks and do not know what they have to do to achieve higher levels of attainment.
- Pupils cannot see how they have improved over time in the writing tasks designed to measure their progress because teachers do not record comments on this work.
- There are a few pupils in Key Stage 2 who do not have secure phonic skills (the sounds letter combinations make) and find it difficult to spell correctly.
- Pupils are not always expected to respond to their teachers' marking in their books or given time to do so.

### The school has the following strengths

- Good leadership and management mean that there have been significant improvements since the last inspection.
- Good, and sometimes outstanding, teaching in Years 5 and 6 helps these pupils to make good progress.
- The teaching and organisation in the Early Years Foundation Stage is now good and children make good progress.
- Leaders, managers and teachers track pupils' progress accurately and set challenging targets for improvement.
- Pupils are well-cared for and behave well. They work hard in lessons and many are skilled in deciding how well they have completed their tasks.
- Governors work closely with school leaders, checking teaching and learning to make sure that the school continues to improve.

## Information about this inspection

- The inspector observed teaching in all classes. She observed seven lessons, four of which were shared observations with the headteacher, and heard some pupils read.
- She had discussions with pupils, staff and governors and a representative of the local authority.
- The inspector examined a range of the school's documents and samples of pupils' work across the school.
- She had informal discussions with some parents at the start of the school day and on other occasions and analysed the views of 26 parents through the Parent View website.

## Inspection team

Judith Dawson, Lead inspector

Additional Inspector

## Full report

*In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.*

### Information about this school

- The school is much smaller than the average primary school. Most pupils are from White British backgrounds with a very few from minority ethnic backgrounds.
- It is in partnership with another local school and the headteacher is shared between them.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average. The proportion of pupils supported at school action plus or with a statement of special educational needs is also above average.
- A very small proportion of pupils attend the Manorfield Specialist Resource Base in Long Stratton for some of their schooling.
- Fewer pupils than average are known to be eligible for the pupil premium, additional funding for pupils known to be eligible for free school meals. There are no looked-after children or pupils from service families.
- The last inspection judged the school to require significant improvement in the leadership and management and teaching of the Early Years Foundation Stage and was given a notice to improve. A monitoring inspection by one of Her Majesty's Inspectors in July 2012 found the school had made satisfactory progress towards addressing the issues.
- All pupils except those in Year 6 are taught in mixed-aged classes.
- There is an independently run pre-school in the school grounds which also provides before- and after-school care. This is inspected separately.

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

- Improve the teaching in Years 1 to 4 to help pupils make good progress by:
  - setting work that both supports and challenges pupils of all abilities
  - having high expectations of the quality of pupils' work, making sure that they respond to their teachers' marking
  - giving all pupils opportunities to make their own choices about their learning and showing them what they need to do to achieve higher levels of attainment.
- Help pupils throughout the school become even more involved in improving their learning by providing written comments on pupils' regular writing tasks that check how well they are doing, so that they can see how their writing improves over time and how to make it better.
- Teach pupils in Key Stage 2 who do not have secure phonic skills the sounds letter combinations make to help them spell new words accurately.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Standards in reading, writing and mathematics by the end of Year 2 vary from year to year, depending on pupils' starting points. They were below average in 2011 and above average in 2012. Pupils do not have enough opportunities to make decisions about how they will learn to help them make good progress.
- Few pupils make more than the expected progress in English and mathematics in Years 3 and 4. Many found the task they were given in an English lesson observed during the inspection was too difficult. Some of the work in their books is unfinished and the teacher's marking is often not responded to. In a few books pupils' handwriting deteriorates over time.
- Most children start school with the knowledge and skills at those expected for their age. By Year 6, standards in English and mathematics are broadly average. In 2012 they were above average and the school's tracking shows that the rate of progress speeds up in Years 5 and 6.
- Pupils generally work hard in lessons, enjoy their learning and work well together. Pupils worked hard to write gripping opening chapters for their stories, for example, helping each other by identifying what their partners had done well or how they could improve.
- Children get off to a good start in the Reception Class. They have a good range of interesting activities to help them learn. As a result, they are independent and enthusiastic learners. Well-planned adult-led activities, including the thorough teaching of phonics, are helping children to acquire good skills across all areas of learning.
- This good progress in gaining phonics skills continues in Years 1 and 2 and the outcomes of the phonic screening check in Year 1 were above average. Some pupils in Year 3 join these sessions. However, some older pupils have not got a secure knowledge of the sounds letter combinations make.
- Pupils now in Year 6 and in the mixed Year 4 and 5 class make good progress in English and mathematics because they evaluate their work and are fully involved in setting their targets. Most respond to their teachers' marking and take a pride in their achievements. Pupils' writing is of a higher standard than last year. Outstanding mathematics teaching in Year 6 has given pupils excellent methods for solving problems. Many more pupils than average attain the higher levels of attainment.
- Disabled pupils and those who have special educational needs make similar progress to their peers. They are supported well and have clear plans for improvement.
- Pupils known to be eligible for the pupil premium also progress as well as their peers. The gap between them and that of their classmates is often less than that nationally. There were too few eligible pupils in 2012 to comment on their attainment anonymously.
- Pupils who have attended the specialist resource base have developed good attitudes to work.

### The quality of teaching

### requires improvement

- Teachers do not write comments on pupils' writing assessments so pupils cannot see how their

work improves over time or remember what they need to do to gain higher levels.

- Although pupils in Key Stage 2 have regular spelling tests, teachers do not teach phonic skills to those pupils who need it, missing opportunities to help them spell new words accurately.
- There have been improvements in teaching since the last inspection. There are now good systems for marking pupils' work that are applied consistently throughout the school. However, pupils are not always expected to respond to the teachers' comments.
- All teachers have good relationships with their pupils. Lessons are interesting and parents and pupils feel that teaching is improving. Most teachers explain things clearly and some give pupils scope to decide for themselves how they will complete their tasks. In lessons where teachers give lots of instructions, pupils have little opportunity to make their own choices about their learning, so cannot make good progress.
- Good systems for tracking pupils' progress mean that all teachers know what pupils need to learn next. In one lesson, however, the teacher planned work that was too difficult. Pupils were asked to write a newspaper report on an event they had taken part in, without first learning how to change their writing style from a personal experience to that of an observer.
- Most teachers expect a great deal of their pupils and expect work to be well-presented and completed. In a minority of classes teachers do not expect enough of their pupils. This results in untidy or incomplete work.
- Pupils are encouraged to say how well they have done and, where teaching is at its best, to decide for themselves how to improve. Some of the oldest pupils know exactly what is needed to attain higher levels of attainment, especially in mathematics. This gives them responsibility for their learning and means that they make good, and sometimes rapid, progress. However, this is not always the case, especially in Years 1 to 4.
- Throughout the school, teaching assistants offer valuable support. They question pupils skilfully and support disabled pupils and those who have special educational needs effectively, working closely with the teachers.

### **The behaviour and safety of pupils** are good

- Parents and pupils are rightly unanimous in their praise of the care pupils receive in school. Pupils feel safe and are eager to come to school.
- Their behaviour is almost always good. The school promotes pupils' spiritual, moral, social and cultural development well so that they have a strong sense of values, fair play and their responsibility to themselves and others. As a result, the school is an orderly and happy place where all are valued.
- Children in the Early Years Foundation Stage rapidly develop good personal and social skills. They are encouraged to make decisions about their learning and to cooperate with each other. Strong links with parents, who attend the beginning of school each Friday, help children to feel secure and share their learning confidently.
- Unacceptable behaviour is rare and dealt with efficiently. Pupils are aware of the different types of bullying, including that based on prejudice and cyber-bullying, but feel this does not happen

in their school. The school works closely with the specialist resource base to make sure that systems for managing behaviour and attitudes are consistent.

- Pupils delight in the many clubs and activities on offer. During the inspection it was 'World Book Day'. Pupils and adults dressed as fictional characters and all enjoyed the visit of an author to school. Many showed empathy with their fictional characters.
- Many pupils take a great deal of responsibility for evaluating their work. Some, however, do not have enough opportunities to do this, and when asked to do so, find the task difficult.

## **The leadership and management**

## **are good**

- The headteacher is highly regarded by the staff and parents. She has successfully helped all leaders and managers to become more engaged in school improvement. They track progress in their subjects and check teachers' planning, teaching and how well teachers promote literacy and numeracy skills within their subjects. They report regularly to the teachers and governors and set challenging targets for improvement.
- The leadership of the Early Years Foundation Stage, inadequate at the time of the last inspection, is now good. The leader is skilled in promoting all aspects of learning effectively. Flexible arrangements within the school make it possible for pupils in Year 1 who would benefit from the less formal learning in the Early Years Foundation Stage to remain in the Reception Class for as long as necessary.
- The school has robust systems for monitoring the performance of teachers. Each is set agreed targets based on pupils' performance, leadership issues and whole-school improvement. Training targets teachers' needs appropriately.
- The local authority has provided good support for the school, especially in the improvement of the Early Years Foundation Stage and leadership. It has worked closely with the headteacher in checking the work of the school.
- Good links with the partner school, including the sharing of subject responsibilities, have been helpful in driving improvement. Teachers meet to check pupils' learning and progress to keep it accurate and consistent. Close liaison with the Manorfield Special Resource Base has helped disabled pupils and those who have special educational needs to settle into school successfully.
- Planning for learning in different subjects is good, including the provision for pupils' spiritual, moral, social and cultural development. This does much to enhance pupils' enjoyment of learning. Literacy, numeracy and information and communication technology skills are generally promoted well throughout the school. In some classes, however, pupils have little say in what they learn about and they cannot follow their own interests and aspirations.
- The pupil premium is used wisely to provide flexible additional support when needed. The effectiveness of this is evaluated and provision adjusted to meet individual needs. The same flexible support or additional help is given to disabled pupils and those who have special educational needs.
- Leaders make sure that all pupils and staff have equal opportunities. The school is a harmonious society where the strong values promoted by the adults mean that pupils respect and care for each other and discrimination is not tolerated.

- Systems for pupils' welfare and safety are robust and the school meets statutory requirements for safeguarding them.

■ **The governance of the school:**

- Governors are very involved in checking school performance and work closely with the headteacher and other staff, especially in setting them targets for improvement. They have an astute understanding of the progress that pupils are making and hold leaders to account. They know about the quality of teaching. They are very clear about the priorities for improvement and hold regular discussions with parents and pupils to seek their views. Their statutory duties are fulfilled conscientiously and finances are carefully managed. Any adjustments in teachers' salaries are carefully considered and are based on their performance. They understand what the school is doing to reward good teaching and to tackle any underperformance. Governors make sure that the pupil premium is used efficiently and know about its impact. They are rightly proud of the happy and welcoming school atmosphere.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	121120
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	399703

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>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	104
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jane Coath
<b>Headteacher</b>	Lisa Blowfield
<b>Date of previous school inspection</b>	24 November 2011
<b>Telephone number</b>	01953 602397
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