

Ofsted
Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



23 November 2015

Mr Paul Rust
Headteacher
Morley Place Junior School
Old Road
Conisborough
Doncaster
South Yorkshire
DN12 3LZ

Dear Mr Rust

Special measures monitoring inspection of Morley Place Junior School

Following my visit with Mr Peter Heaton, Ofsted Inspector, to your school on 4 and 5 November 2015, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions which have been taken since the school's previous monitoring inspection.

The inspection was the second monitoring inspection since the school became subject to special measures following the inspection which took place in March 2015. The full list of the areas for improvement which were identified during that inspection is set out in the annex to this letter. The monitoring inspection report is attached.

Having considered all the evidence I am of the opinion that at this time:

Leaders and managers are taking effective action towards the removal of special measures.

The school's statement of action is fit for purpose.

The school may not appoint newly qualified teachers before the next monitoring inspection.

This letter and monitoring inspection report will be published on the Ofsted website. I am copying this letter and the monitoring inspection report to the Secretary of State, the Chair of the Governing Body and the Director of Children's Services for Doncaster.

Yours sincerely

Mrs Lesley Butcher
Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection which took place in March 2015.

- Urgently improve the school's work to keep pupils safe by:
 - ensuring that all documents associated with safeguarding are updated regularly
 - making certain the single central record is always up to date and is accurate
 - making sure governors are fully supported to undertake their safeguarding work through regular, appropriate training.

- Improve the quality of teaching with a robust focus on securing good or better progress for all pupils including boys, the most able and disadvantaged pupils, particularly in writing and mathematics by ensuring that:
 - accurate information about pupils' attainment and progress is used to plan lessons that meet the needs of all pupils
 - further support and challenge is provided for those pupils who find learning difficult, including those with special educational needs, and that harder work is provided for those who find learning easy, in order to help secure their full engagement in their learning
 - pupils have better opportunities to act upon comments made in teachers' marking and so improve their work
 - pupils are encouraged to spell correctly, use grammar and punctuate appropriately and write legibly
 - all teachers have a good subject knowledge in mathematics and pupils are given opportunities to solve interesting mathematical problems.

- Improve the impact of leadership and management including governance by:
 - ensuring the headteacher and other leaders, including subject leaders, have a more accurate view about what needs to improve and have clearer plans as to how improvements will be achieved
 - making certain the monitoring of teaching is rigorous, including undertaking robust scrutiny of pupils' books and of their learning
 - making sure procedures are in place to better monitor and evaluate the impact of the use of the pupil premium to improve the achievement of disadvantaged pupils

- ensuring the governing body holds the school to account more robustly.
- Support pupils to develop more positive attitudes to their learning by ensuring:
 - lessons engage and motivate pupils
 - pupils, especially boys, are encouraged to be fully involved, enquiring and ambitious in their learning
 - pupils are encouraged to be on time for school.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

Report on the second monitoring inspection on 4 and 5 November 2015

Evidence

Inspectors observed the school's work, scrutinised documents and met with the headteacher, deputy headteacher, middle leaders, a representative of the local authority and members of the governing body. Meetings were held with pupils and teaching staff. The views of parents were taken into account through Parent View. Inspectors spoke with pupils in lessons and around school.

Context

Since the last monitoring visit, two teachers have left the school and replacements have been appointed. A teacher has also returned from maternity leave to resume her full-time post. The school has not been able to appoint an additional teacher for Year 3. A member of the support team has also left and an appointment has been made to replace them.

The school is currently working closely with Saltersgate Junior School. The headteacher of Saltersgate is a local leader of education (LLE). Staff from Saltersgate work alongside leaders and teachers to support improvements in teaching and assessment.

Morley Place is being supported by the Department for Education to become a sponsored academy.

Outcomes for pupils

Key Stage 2 results have shown a decline over a three-year period and the proportion of pupils making expected or more than expected progress has fallen again in 2015. Not enough pupils achieved expected levels for their age in reading, writing or mathematics and not enough pupils made the progress expected. This means that the school no longer meets the government's current floor standards, which are the minimum expectations for pupils' attainment in English and mathematics. Gaps in attainment and progress at the end of Key Stage 2, between those pupils for whom the school receives pupil premium funding and other pupils in school, are wide.

Assessment information shows that the rate of progress for current pupils is improving and better learning can now be seen in pupils' books. Progress can be more clearly observed in upper Key Stage 2. Better rates of progress can be seen in pupils' work in mathematics than in reading and writing. Disadvantaged pupils and disabled pupils and those with special educational needs are now making expected

progress. However, the vast majority of current pupils in school are working at levels below those expected for their age, and this remains a big concern. School leaders are aware of the need to urgently improve the quality of teaching so that all pupils, but particularly boys, can make much more rapid progress and close the gaps in learning.

Quality of teaching, learning and assessment

Teachers have responded well to the direction of the headteacher. Together they have raised expectations across school and this is having an impact on the quality of pupils' handwriting and presentation. The learning environment is much improved. Classrooms are clean, bright and conducive to learning, contributing to the sense of raised expectations.

Teacher expectations of the level of difficulty of learning and the quality and quantity of work that pupils will do varies. The subject knowledge of some teachers is underdeveloped so that the quality of teaching differs across year groups and within subjects, leading to faster progress by some groups of pupils than others.

The quality of support provided by additional adults is improving. Most additional adults are encouraging, but not leading, pupils, allowing them to develop independence in their learning. Where additional adults are more directive, pupils are completing tasks but the quality of learning is less clear.

The teaching of reading in upper Key Stage 2 is helping all pupils to learn the skills they need to understand and respond to texts. However, the teaching of reading in lower Key Stage 2 is not as effective as it should be and as a consequence some less-able pupils are struggling to use their phonics knowledge or other reading strategies to support them in reading.

Teachers' marking in mathematics is identifying where pupils need extra help to understand concepts and as a result teachers are adjusting lessons to give pupils the chance to deepen learning. Teachers' marking of writing is less helpful and as a result teachers are not identifying gaps in learning and are not planning series of lessons that will teach the skills pupils need to reach higher levels.

Teachers are experiencing difficulty in accurately assessing the progress that pupils are making as the methods they are using are changing. School leaders understand that all staff need to feel confident and equipped to properly evaluate what progress pupils are making and this is an urgent priority for the school. Some useful assessment information is emerging but more detailed analysis is needed to help leaders and governors better target school resources to support those groups of pupils most in need.

Personal development, behaviour and welfare

Leaders' actions to improve safeguarding have been urgent and persistent following the previous monitoring visit. A new safeguarding policy is in place. The safeguarding governor and the local authority have completed regular audits and made recommendations leading to better practices. The single central record is up to date and the way that school records the administration of medicines has been revised. All staff are appropriately trained. A complete overhaul of the way the school ensures pupils keep safe has ensured that safeguarding is now effective.

Despite the concerns raised by a small number of parents, pupils feel that behaviour has improved and that incidents of bullying have declined. School records show this to be true, with a much smaller number of behaviour incidents occurring this term compared to last. An 'anti-bullying alliance' has been introduced in school. This volunteer group of pupils help to support those pupils who may not always feel happy in school. Pupils having difficulty managing their behaviour are well supported by the parent support adviser/learning mentor, who works closely with pupils and their parents to address the underlying difficulties individual pupils may have.

Pupils' involvement in their lessons is much improved. Through neatly presented books and in lessons, pupils are showing that they care about their school work. As a result of the consistent approach to behaviour management by all staff, pupils' behaviour in class and around school is now calm and disciplined. Pupils value the new student planner, introduced this term, which explains expectations of pupil conduct, presentation of work and homework. Parents are encouraged to complete the reading record, reinforcing the important role that parents play in their child's education. Pupils are now wearing their uniform with pride and are coming to lessons ready to learn.

The effectiveness of leadership and management

The headteacher has shown clarity of purpose in driving improvements in the school. Progress since the start of September has accelerated as he has become more established with staff, pupils and parents. Led by the headteacher, there is a culture of open reflection and honest appraisal in the school. The headteacher is respected by staff and pupils. Staff say they 'can now see the light at the end of the tunnel' and pupils feel that school is now a better place because of the leadership of the headteacher.

The headteacher, with the help of the local authority and partner school, has been able to accurately identify strengths and areas for improvement in teaching. However, a lack of clarity over the roles and responsibilities of senior leaders remains and the impact of this is that the rate of improvement in teaching and learning is not as rapid as it should be.

Middle leaders respect and value the support and challenge given by the headteacher and deputy headteacher. Middle leaders have been supported by middle leaders from Saltersgate school and are beginning to lead improvements in their subjects. Due to the commitment and enthusiasm of the mathematics leader, improvements are beginning to be seen in the teaching of mathematics. The leadership of literacy is not currently secure and as a result improvements in the teaching of reading and writing are not as rapid as they should be.

Governors are visiting school regularly, questioning what they see. Governors have a fair understanding of the performance of the school, which is enabling them to hold school leaders to account. They are supporting the headteacher through the process of finding an academy partner.

External support

The representative of the local authority has had considerable impact in helping Morley Place to begin to improve. She has reviewed teaching and learning in all classes, identifying those areas where more rapid progress is needed. She has been a regular attender at governing body meetings, helping to provide challenge and an external view on how well the school is addressing areas for improvement. A new local authority governor is helping to add to the level of support and challenge provided by governors. Following the judgement at the first monitoring inspection the school, supported by the local authority, has now taken appropriate steps to ensure that the statement of action is fit for purpose.

The headteacher makes effective use of the partnership with the local leader of education (LLE), the headteacher at Saltersgate Junior School. Leaders at Saltersgate school have supported middle leaders at Morley Place to improve their subject knowledge and understanding of assessment information.