



# Morley Primary School

## Inspection Report

**Unique Reference Number** 112595  
**LEA** DERBYSHIRE LEA  
**Inspection number** 278971  
**Inspection dates** 27 April 2006 to 28 April 2006  
**Reporting inspector** Mr. David Speakman LI

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

<b>Type of school</b>	Primary	<b>School address</b>	Main Road
<b>School category</b>	Community		DE7 6DF
<b>Age range of pupils</b>	4 to 11		
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01332 831295
<b>Number on roll</b>	57	<b>Fax number</b>	01332 831295
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr. Anthony Daykin
<b>Date of previous inspection</b>	6 June 2000	<b>Headteacher</b>	Mrs. Rosemary Pykett

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 27 April 2006 - 28 April 2006	<b>Inspection number</b> 278971
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## Introduction

The inspection was carried out by an Additional Inspector.

## Description of the school

This smaller than average school takes pupils mainly from outside of the village of Morley. Most pupils are of a White British background with small numbers from minority ethnic backgrounds. There is no take up of free school meals at present. There is a below average proportion of pupils with learning difficulties and disabilities. Pupils are taught in one of three mixed-age classes. Attainment on entry is generally as nationally expected for children of this age. The school has gained the Basic Skills Quality Mark, Health Promoting Schools (Healthy Eating and Mental Health Awards) and the local authority's Anti-bullying Commitment Award.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

### **Grade: 1**

The school modestly judges its effectiveness to be good. The inspection judges it to be outstanding because through careful monitoring of each individual pupil's progress, all achieve their very best. The school provides good value for money. Pupils achieve exceptionally well at all stages of the school and attain well above average standards by the end of Year 6. The school has, however, identified boys' writing as an area for improvement. Provision for pupils' personal development is excellent. Pupils have exceptional attitudes to learning and their behaviour is outstanding. They contribute very well to the quality of life in school by willingly taking on important responsibilities. The quality of teaching and learning is outstanding. Teachers know each pupil extremely well and provide high levels of personal and academic support and guidance. The curriculum is exceptional in its planning so that it fully meets the learning needs of all pupils in mixed-age classes. The outstanding range of extra-curricular opportunities, visits, visitors and activities taking place throughout the year helps to make the quality of learning opportunities rich and stimulating for all pupils. Quality and standards in the Foundation Stage are excellent. Leadership and management are outstanding. Strong team work enables all staff to contribute to the running of the school. Leadership is strongly focused on providing high quality teaching and achieving high quality learning. Extremely secure school self evaluation means that all staff share a common purpose of high achievement and there is a clear view of the way forward. There has been a good level of improvement since the previous inspection and the school now has an excellent capacity to improve further.

### **What the school should do to improve further**

- Continue to ensure that the quality of boys writing matches that of the girls by making sure they have interesting work and are motivated to improve.

## **Achievement and standards**

### **Grade: 1**

All pupils make the best possible progress and reaches their full potential because their work is closely assessed, achievement carefully monitored and they are moved on to further challenging work at the earliest opportunity. Pupils with learning difficulties and disabilities, and pupils with English as an additional language, achieve exceptionally well. Targets for attainment at the end of both key stages are challenging and pupils achieve them. Children enter school with attainment in line with that expected for their age. Their progress is excellent and by the end of the Foundation Stage they meet the nationally expected goals and some are working comfortably within Key Stage 1 levels in literacy and numeracy. Their personal development is excellent. Excellent achievement continues through Years 1 and 2 and by the end of Year 2, standards in reading, writing and mathematics are above average. School assessment information shows that by Year 6 attainment in writing is above average, and it is well above average in speaking and listening, reading, mathematics and

science. This pattern is reflected in other year groups in Key Stage 2, indicating outstanding achievement throughout. School assessment data, however, indicates a difference in the quality of boys' and girls' writing.

## **Personal development and well-being**

### **Grade: 1**

Pupils' personal development is outstanding and makes a significant contribution to the quality of life in school. Pupils have excellent attitudes towards school and are extremely keen and enthusiastic learners. Their behaviour in lessons and at break times is excellent and relationships between pupils of all ages are of a high quality. Attendance is good. Pupils enjoy coming to school. They show a genuine appreciation of their own achievement and that of other pupils. Spiritual, moral, social and cultural development is excellent. Pupils' safety is given a high priority in school and older pupils take on the role of mediators when minor disputes occur between pupils. This helps create a secure environment in which all pupils know how to stay safe. They have a very good awareness of how to stay healthy and pupils willingly participate in opportunities to ensure both their physical fitness and emotional health. All pupils make a significant contribution to improving the school community through the school and class councils and other opportunities to take part in school activities such as gardening. Collaborative group work and good literacy and numeracy skills ensure pupils are prepared effectively for their future economic well being.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

The quality of teaching and learning is excellent and is of a consistent quality throughout the school. Teachers know their pupils extremely well and they monitor very carefully each individual's academic progress and personal development. Teachers have high expectations of pupils' attainment and they move pupils on as soon as they are ready for the next stages in learning. This excellent use of assessment information means that all pupils make the progress of which they are capable at all stages of the school. Day to day assessment based on marking of pupils' work is of a very good quality. It is helpful and informative in advising how work can be improved. Through marking others' and their own work, moderated by the teacher, pupils have a very thorough idea about what makes good work and how they might improve their own. Teachers enable pupils to use a wide range of learning styles. Pupils are given excellent opportunities to work independently or within groups, effectively encouraging them to enjoy learning and be confident. Teachers value pupils' contributions highly and they make sure that all are fully included, so pupils become enthusiastic about learning. Lessons are interesting and engage pupils' attention, particularly when the introductions to lessons are stimulating and make pupils think deeply about particular themes such as homelessness. Pupils respond extremely well to expressive teaching which engages

their interest and enthusiasm. Teaching assistants make a significant contribution to pupils' progress. They are fully involved in planning and know what they are doing.

## **Curriculum and other activities**

### **Grade: 1**

The curriculum is outstanding in the way that it is planned to meet the learning needs of all pupils and to provide for progressive learning of skills, knowledge and understanding, as pupils move through mixed-age classes. Curriculum planning is flexible and thorough, meeting individual pupils' requirements and moving them onto the next stages of learning as soon as they are ready. The Foundation Stage curriculum is carefully planned so that children move seamlessly from this into the Key Stage 1 when they are ready. Meaningful links between different subjects add interest and enjoyment to learning and provide excellent support for pupils' academic and personal development. Curriculum enrichment through an extensive range of visits, visitors, themed weeks and extra curricular activities is outstanding. There is an excellent range of high quality learning opportunities linked to sport and to the creative and performing arts.

## **Care, guidance and support**

### **Grade: 1**

The school shows extremely high levels of care for pupils' well-being and their health and safety. Child protection procedures are fully in place and all staff are aware of what they should do if concerned. The governors ensure that school activities are assessed for risk and that all pupils are kept safe both in and out of school. Health and safety audits are regularly completed by the staff and governing body. Older pupils play an important role in ensuring others' safety, through acting effectively as mediators when disputes between pupils occur. Pupils are given high quality guidance about staying safe and healthy through the Health Promoting Schools Awards gained for healthy eating and mental health. Academic guidance is excellent. Teachers know their pupils extremely well and through the very rigorous monitoring of pupils' individual progress on a day to day basis, and careful monitoring of achievement, are able to support and guide each pupil, ensuring they do as well as they can.

## **Leadership and management**

### **Grade: 1**

The head teacher has an extremely clear vision of excellence and knows exactly what makes an outstanding school. She has proven leadership skills, demonstrated in her work in the local authority, and she has effectively used this expertise to build a very strong team within her own school. Teachers are clear about their individual responsibilities and work hard to fulfil them. Subject leadership is very good. The work of the governing body is good. They have made significant improvement since the previous inspection, when there were issues to be addressed. They are now more critical, questioning and, through their high level of involvement, share the overall

view of the school's progress. School self evaluation is excellent. All staff and governors are involved, contribute fully and are aware of the school's strengths and areas for improvement. Pupils' views and those of parents are sought appropriately. School improvement planning is very good. It is clear, and targets reflect accurately the priorities in the school's self evaluation. It is detailed for this and the next year and there is a five year outline plan of review and development so the school has an excellent vision of where it is going in both the short and long term. The school has made a significant improvement since the previous inspection in meeting the issues raised and, in particular, improving the accommodation and resources. The improvement demonstrated since the previous inspection, the high quality school self evaluation and the commitment of all staff working in close collaboration means the school has an excellent capacity to improve further.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	1	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	1	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	1	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	1	NA
How well learners with learning difficulties and disabilities make progress	1	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	1	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	1	NA
<b>How well are learners cared for, guided and supported?</b>	1	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

### **Text from letter to pupils explaining the findings of the inspection**

Thank you for helping me find out about your school. I really enjoyed being there and finding out about all the excellent things that are going on. It was interesting to talk to you and your teachers and to watch lessons. You have an excellent school which provides each of you with a high quality education. There are many things about your school that help each one of you to make good progress and achieve your best. The school is aware that some boys' writing could be improved. Your behaviour is excellent and you all show very impressive attitudes towards school and learning. You have a very caring school and pupils contribute to this by caring for each other. This makes school a very safe and comfortable place for each of you. Your enjoyment in going to school is clear. The headteacher, other staff and the governors work very hard to make sure that the opportunities for learning are of a high quality and that you all learn the skills you will need to take you through the rest of your lives. The school is extremely well led and managed by the headteacher, supported by the rest of the staff and governors. I have asked your school to look at how they can make things even better. The most important thing is for your teachers to make sure that boys are very interested in improving some of their writing. Keep up the excellent work at Morley Primary School.