

Morley Memorial Primary School

Inspection report

Unique Reference Number	110657
Local Authority	Cambridgeshire
Inspection number	325193
Inspection date	9 September 2008
Reporting inspector	Roger Brown

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	415
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Ms Pam Henderson
Headteacher	Mr Mike Catchpool
Date of previous school inspection	19 September 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	91 Blinco Grove Cambridge Cambridgeshire CB1 7TX
Telephone number	01223508786
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Age group	4–11
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Introduction

The inspection was carried out by an Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues: pupils' personal development and well-being, the school's contribution to community cohesion and the quality of the curriculum with a focus on the provision for information and communication technology (ICT). Evidence was gathered from observing work in classrooms, scrutinising school documentation and pupils' work; there were discussions with the chair of governors, staff and pupils. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in the report.

Description of the school

This larger-than-average primary school serves a mixed area close to the centre of Cambridge. Pupils come from a wide variety of backgrounds. Most are White British. Movement in and out of the school other than at the usual time is above average. There is a below-average proportion of pupils who are eligible for free school meals, but the number who have learning difficulties and/or disabilities is in line with that found nationally. The proportion of pupils from minority ethnic groups and those who have English as an additional language are higher than usual. Children enter the Early Years Foundation Stage (EYFS) with levels of attainment that are broadly typical of children of this age. The school's governing body manages an onsite after-school club.

The school has received the Activemark Award, an International Schools Award and the Basic Skills Quality Mark.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school. Pupils, staff and the great majority of parents wholeheartedly support this view. It serves a diverse community, a fact that is celebrated within the school and is central to the philosophy which guides it. One parent wrote a comment that was typical of several. 'It is a very imaginative school which places great emphasis on social cohesion and teaches children important values which go beyond the curriculum.' The outcome of the strong commitment to this approach can be seen in the classrooms, in the corridors, around the school and out on the playground. The pupils are thoughtful, tolerant and considerate of one another, leading to good levels of personal development.

Some elements of their personal development such as their moral and social development are already outstanding. Other elements, including their spiritual and cultural development are good, but not yet outstanding as the school has not established a range of evidence that would support this. The pupils really enjoy school and get excited when talking about their achievements and the opportunities it offers them. They have a good understanding about what they need to do to stay safe and are very positive about their commitment to considering the impact of the school on the wider environment. They have ambitious designs on achieving the top ECO schools award. The staff ensure that all pupils have a good understanding of what they need to do to stay healthy. However, as more than one parent pointed out, the next step is to apply their understanding and overcome the temptation offered by items such as sweets and cakes. Despite the lack of a school field, the staff make every effort to ensure that all pupils can experience a variety of sporting activities.

The older pupils relish the opportunities they have to take responsibility and to help to take care of the younger children. They have a genuine say in what happens at the school through committees such as the school council. This commitment and involvement contribute to the good levels of attendance at the school. Pupils get good preparation for their next steps in education, as they have good levels of skills, knowledge and understanding which they can apply at the next stage of their education. These are a direct result of the above-average standards that they attain, which in turn, arise from the good progress they make across all subjects, the outcome of the good quality of teaching. All groups of pupils, regardless of their background, achieve this significant level of progress. Pupils who require extra help and support with their learning progress well in relation to their starting points.

The day-to-day curriculum is good. There is a clear emphasis on developing literacy and numeracy skills alongside other subjects. Staff enrich learning effectively through a well-considered range of visits and extra-curricular activities, which are popular and well supported. However, the cross-curricular topics are not yet linked in a coherent fashion and to a degree, limited in the ground that is covered. However, pupils and staff get excited about the cross-curricular work they undertake. They recognise that when this works well it raises the quality of the learning experience and motivates the pupils to even higher levels of commitment. As some Year 6 pupils said, 'We really like doing homework around our topic because then it is not like work at all.' Staff recognise that greater consistency and rigour in applying this approach could benefit all subjects.

The curriculum is well resourced in most respects. It is a delight to hear pupils talking about 'our excellent class library'. However, the level and quality of ICT resources falls short of what

is now normally found in most primary schools. What is available is used well, but in this large school, the equipment is spread thinly and already showing clear signs of wear.

The care, guidance and support provided for the pupils are good. All statutory requirements are met, although the out-of-school club has not up to now, been sufficiently supervised and monitored. The pupils are very positive about the academic guidance they receive. They understand not only when they have been successful, but also get good guidance about the next steps they should take to improve their work. Older pupils have a clear understanding of the challenging academic targets that they are set and strive hard to achieve them.

Governors and staff are already beginning to work as an effective team with the new headteacher. Together they give clear direction to the working of the school and by their example, set the tone for the pupils to follow. The leadership team have a good understanding of what works well and what needs to be improved. There is a very high level of commitment, not just to the pupils, but also to the community they serve. The school's responsibility for community cohesion is taken very seriously. This work is reflected not just in the high levels of community use of the building, but the renewed International Schools Award they have just received, which exemplifies the wider aspects of community. Every adult in this school gives more than just the basic level of commitment. This ensures that the school gives good value for money and that it has a good capacity to improve even further.

Effectiveness of the Early Years Foundation Stage

Grade: 2

The good-quality accommodation is unusual in that it is converted from a large town house and garden. Nevertheless, it is used very effectively. The staff provide a wide range of thoughtful activities to make the best creative use of the small indoor spaces. The large outdoor area with garden, allotment and hard surface area is used in all weathers and to great effect. Here, the children are actively engaged in learning through experimenting, experiencing a wide range of activities as well as creating games and events from their individual and shared imaginations. One parent wrote of it: 'Reception class is a very safe, creative and enjoyable learning environment where learning is combined with a lot of practical activity.' The outcome is that children make good progress, with most exceeding the expected outcomes by the time they leave, and some making exceptional progress. The good-quality leadership of the unit is well supported by skilful teaching from all staff.

What the school should do to improve further

- Tackle the minor inconsistencies within the organisation of the curriculum to ensure that the best elements of cross-curricular working are extended and developed.
- Improve the level of provision for ICT to ensure that pupils are able to have regular access to a range of equipment that will support and enhance their learning.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

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

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

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

10 September 2008

Dear Children

Inspection of Morley Memorial Primary School, Cambridge, CB1 7TX

Thank you for being so friendly when I visited your school. I would like to share with you what I found when I spent time in your lessons and talked with you and your teachers.

What an enjoyable day I had in your school. I was very impressed with how polite, thoughtful and caring you are. I think that the way you accept and look after everyone, whatever their background and whatever their needs, is splendid. I was also delighted to hear from you how much you enjoy coming to school.

I think you go to a good school. Practically all of your parents agree with me about this. They had almost as much to tell me about it as you did. The high standards you achieve are a strong reflection of all the hard work that you and your teachers put in. Well done, keep it up.

When I watched your lessons and looked at your work, I could see that your teachers and teaching assistants have some really great ideas to help you. However, I have asked your teachers to think about how they organise your work and see if they can make more of your lessons as exciting and effective as the best ones. Several of you told me that you know that you learn most when your lessons are not just about one thing, but cover a range of ideas and subjects. Your new headteacher and I saw this in the lesson where some of you were making salt dough to create Indian-style puppets. We could see that there was a lot for you to think about, and that everyone was really involved, thoughtfully discussing ideas and working hard.

I also want your headteacher to work with your teachers to get even more information and communication technology (ICT) equipment to support your learning across all subjects. Both you and your teachers were excited when telling me about the great work you have done with ICT in the past, so I would like you to have even more opportunities to do this in the future.

Thank you once again for your warm welcome.

All the best for the future.

Yours sincerely

Roger Brown

Lead inspector