

Morley Primary School

Inspection report

Unique Reference Number	112595
Local Authority	Derbyshire
Inspection number	325641
Inspection date	1 May 2009
Reporting inspector	David Speakman

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)	67
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	Mrs Mo Hickling
Headteacher	Miss Kate Marsland
Date of previous school inspection	27 April 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Main Road Morley Derby Derbyshire DE7 6DF
Telephone number	01332 831295
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Age group	4–11
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Introduction

The inspection was carried out by two additional inspectors, who evaluated the overall effectiveness of the school and investigated the following issues:

- the fall in standards at the end of Key Stage 1
- the uneven progress made by pupils as they move through the school
- the impact of new leadership on the management of the school.

Evidence was gathered from lesson observations, sampling of pupils' work, scrutiny of school documentation, assessment, tracking and target setting data and information. Discussions were held with the headteacher, pupils, parents, teachers, governors and the school's improvement partner. An analysis of parental questionnaires was also carried out. Other aspects of the school's work were not investigated in detail. Inspectors found that the school's own assessments, as given in its self-evaluation, were occasionally modest and revised judgements have been included where appropriate in this report.

Description of the school

Morley is a smaller than average primary school. The proportion of pupils eligible for free school meals is below the national average. Attainment on entry to Reception is similar to that expected for children of this age. The rate of pupils moving into school at other times is high and many of these have learning difficulties. As a consequence, the proportion of pupils with learning difficulties and/or disabilities, including pupils with a statement of special educational needs, has risen significantly over the last year and is now similar to the picture found nationally. These pupils have, for example, moderate or specific learning difficulties, sensory impairment and autism. Most pupils are from White British backgrounds and there are no pupils at an early stage of acquiring English. Early Years Foundation Stage provision is provided for children in a Reception and Year 1/2 mixed class. The school has gained the Basic Skills Quality Mark (4th award), Health Promoting Schools, Healthy School Award, Eco School Bronze, ActiveMark and the local authority Anti Bullying commitment (ABC) award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Morley Primary is an outstanding school. It provides an excellent quality of education which results in pupils making exceptionally good progress and achieving very high standards year on year. At the previous inspection the school was judged to be outstanding. There have been important changes since then, including a new headteacher and significant changes in the pupil profile. Since her appointment in September 2007, the headteacher has successfully taken into account the changing needs of pupils; has built effectively on the school's strengths; and has maintained the outstanding quality of education provided by the school. She has worked hard to develop the school's relationships with the local and wider communities.

Pupils achieve exceptionally well in this school. Test results at the end of Year 6 have been very high for some years and this year is likely to be no exception. Standards in English, mathematics and science are very high when compared to those nationally expected for pupils of this age. The current Year 6 group has made outstanding progress since the end of Year 2 in all aspects of their work. Since the previous inspection there have been a high number of pupils entering the school, many with learning difficulties or disabilities. Results of Year 2 teacher assessments and tests fell but this was soon picked up by the school. Through their enhanced tracking systems, individuals in need of some extra support were soon identified and helped. Attainment is now back on track and this year the school confidently predicts that results at the end of Year 2 will once again be well above average in reading, writing and in mathematics. Pupils at all levels of attainment achieve very well and at the end of both key stages a good proportion of pupils attain the higher levels.

Pupils achieve as well as they do because of the outstanding quality of teaching they experience and their exceptionally positive attitudes towards school and learning. During the last two years the headteacher has led on improving systems to monitor each individual pupil's progress. From the very moment they join the school, pupils' attainment and potential is carefully assessed so that teachers have a very clear picture of what each pupil needs to make progress. Because classes are small, teachers provide exceptionally well for each individual pupil. Targets are highly challenging and contribute very effectively to achievement and high standards. Lessons are conducted at a rapid pace; all pupils are fully involved and engaged in learning because they find lessons interesting and meaningful. Teachers make lessons very interesting based on the exceptionally well planned curriculum that sets learning into context so pupils are able to see a purpose to what they are doing. Curriculum enrichment is outstanding. An exceptional range of visits, visitors, themed days and extra-curricular clubs and activities add significantly to the quality and range of learning opportunities.

Through excellent provision for pupils' personal, social and health education and citizenship the curriculum makes a significant contribution to pupils' outstanding spiritual, moral, social and cultural development. Pupils' personal development is outstanding. Pupils develop mature attitudes, high levels of consideration for others and levels of respect that are impressive by the time they are ready to leave the school. They generally behave very well and they have a very clear understanding of what to do if they have any concerns or worries. Pupils know they can approach an adult in school who will help them to deal with situations. Pupils make a significant contribution to making life in school comfortable. Older pupils have developed skills as peer mediators and competently help others to resolve conflict, working effectively to ensure the school is a harmonious place to be. Pupils are not aware of any difficulties in this area, showing that any instances of bullying, for example, are dealt with confidentially. Pupils care

very much for each other, reflecting the high level of care and concern adults show for all pupils, regardless of need. All processes to ensure pupils' health and safety are fully in place. Equality of opportunity for all pupils is one of the foundation stones on which the school's provision is built. Partnerships with other establishments and agencies to promote learners' well-being are very well established and very effective. Pupils have a very secure understanding of what they need to do to establish and maintain a healthy lifestyle and also how to keep themselves safe and free from harm by adhering to safe procedures and practices. Some parents expressed worries about children's safety when crossing the busy road outside school. Older pupils appreciated the difficulties and know that they need to be careful, not only for their own safety, but to 'set a good example to younger children'. There are many opportunities for pupils to get fit and maintain their high level of physical fitness. Pupils enjoy school, very much welcome the amount of responsibility they have and their good levels of attendance reflect this. The opportunities to be members of the school council and also to act as play leaders, combined with their high levels of achievement, mean they are very well equipped for the future.

Community cohesion is excellent. Staff and governors are fully aware that the school is set within a relatively isolated community and most pupils travel into school from other areas. The school works exceptionally well to reach out and involve all families and the local community, and community relationships are excellent. The curriculum and lessons are used very well to ensure that pupils' awareness and the responsibilities of their role in the global and nearby diverse communities is strong.

Leadership and management are, as in the previous inspection, outstanding. Strong teamwork was quickly established and staff work within a culture of strong mutual support. Each one contributes very well to the highly effective monitoring and evaluation process, the outcomes of which are used to set a very clear agenda for improvement. They set high expectations of themselves and consequently some judgements in the school's self-evaluation are a little modest. This adds to the effectiveness of this evaluation because they feel there is always scope for improvement. There are clear plans to develop leadership and management systems further to ensure the school is in a strong position to take on the next steps in curriculum development. Governors are fully involved in the leadership and management of the school and have a strong and trusting relationship with the teaching staff. They organise their work very effectively, work in close collaboration with the school and, through their involvement in the monitoring and evaluation process, have a very good knowledge of how well the school is doing. They provide effective levels of support and challenge, holding key personnel accountable for improvement. They are fully involved in strategic planning, using their secure knowledge of the school's work to help make important decisions. Bearing in mind the clarity of vision for school improvement; consistently high standards at the end of Key Stage 2; outstanding achievement; and other improvements made since the previous inspection, such as improved standards at the end of Year 2, the school has an excellent capacity to improve further.

Effectiveness of the Early Years Foundation Stage

Grade: 1

The outstanding progress the children make is evident from the way in which they are able to use their own ideas linked to current topics, whilst playing and cooperating very well with each other. The children come into school with skills which broadly reflect those expected for their age. Because of their excellent achievement the vast majority exceed the levels expected by the time they transfer to Year 1. There is excellent support and guidance for them in their learning and adults are vigilant in ensuring all children are kept safe and are cared for

exceptionally well. The extremely interesting activities engage the children they are relevant to their age and abilities and are highly effective in sustaining their enjoyment and concentration. Whilst engaged in these tasks their language and vocabulary are developing very well. For instance, when working out how many children can comfortably fit into a 'speed boat' they made their own decisions and worked extremely well together. The curriculum is made interesting and fun for the children and the enthusiastic and imaginative approach of the staff is highly beneficial to children's learning and progress. There is no direct access from the Early Years Foundation Stage classroom to the outdoor area and all staff are additionally vigilant when children move from indoor to outside learning areas. Careful note is taken of each child's progress and this information is used very well to plan the next challenging steps in their learning, securely based on what they already know, can do and understand. The way in which the setting is led and managed is excellent, with a clear view of what the children can achieve and also what steps to take to enhance the provision and the children's learning still further.

What the school should do to improve further

- Improve access to the outside learning area so that the Early Years Foundation Stage accommodation meets requirements fully and create a greater opportunity for free-flow between indoor and outside 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?	1
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?	1
The capacity to make any necessary improvements	1

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

Achievement and standards

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

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

The quality of provision

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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**

4 May 2009

Dear Pupils

Inspection of Morley Primary School, Morley, DE7 6DF

Thank you all for making us welcome when we visited you recently and for helping us find out all about your school. A special thanks to those of you who talked to us, both in lessons and when one of us spoke to the school council. We really enjoyed listening to what you had to say about what you do in school and having you share your work with us; you seem very proud of what you do. We found these opportunities, visiting lessons to watch you work and finding out what you think about school very valuable in helping us decide just how good your school is.

You go to an excellent school and you spoke highly of your time there. All staff work very well together to provide you with a high quality education. You make excellent progress in lessons and reach very high standards by the end of all key stages.

You help a great deal by behaving exceptionally well and trying very hard to do your best. We were impressed by how well you respond in lessons, showing lots of interest and working things out for yourselves. We liked the sensible way in which you make friends with others, care about each other and show really good manners. You help to make others feel safe in school. Those of you we spoke to said how much you enjoy school and find lessons and the other opportunities to learn enjoyable. You are prepared very well for the next stages of your education.

To make things even better, we are asking the staff and governors to make access to the outdoor learning area from the Reception classroom easier, so that young children can learn just as easily outside as well as indoors.

We wish you all the best in the future.

David Speakman

Lead inspector