

# Morley Place Junior School

## Inspection report

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<b>Unique Reference Number</b>	106711
<b>Local Authority</b>	Doncaster
<b>Inspection number</b>	331550
<b>Inspection dates</b>	21–22 October 2009
<b>Reporting inspector</b>	Joan McKenna

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	189
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr David Loy
<b>Headteacher</b>	Mr Alan Littlehales
<b>Date of previous school inspection</b>	9 July 2008
<b>School address</b>	Old Road Conisbrough Doncaster DN12 3LZ
<b>Telephone number</b>	01709 863400
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<b>Email address</b>	morleyplace@yahoo.co.uk

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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited seven lessons, and held meetings with governors, staff, pupils and a local authority representative. They observed the school's work, and looked at school documents including action plans, records of monitoring and data about pupils' progress, and analysed the 22 questionnaires returned by parents.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the achievement of all groups of pupils, especially in writing
- the extent to which teaching is meeting the needs of all groups of pupils
- the quality of support and guidance provided for pupils and the impact on their personal outcomes
- the extent to which leaders and governors have secured improvement since the previous inspection.

## Information about the school

The school is smaller than average. Virtually all pupils are from White British backgrounds and an above average proportion is eligible for a free school meal. The proportion of pupils with special educational needs and/or disabilities is also above average. The school has gained several awards, including Healthy Schools, Artsmark Silver, Activemark and the Basic Skills Agency Quality Mark. It runs a breakfast club before school each morning.

At its previous inspection in July 2008 the school was given a Notice to Improve because significant improvement in pupils' achievement and standards was required, especially in writing.

Since the previous inspection there has been further absence of the headteacher because of illness, and a new deputy headteacher has been appointed. Falling rolls have necessitated a reduction in the number of class teachers and the organisation of Year 3 and 4 pupils into mixed-age classes.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?****3****The school's capacity for sustained improvement****3**

## Main findings

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement. Senior leaders have worked hard to tackle issues raised at the previous inspection. There has been much training for staff on identified priorities. A range of actions have been taken to improve provision, such as closer tracking of pupils' progress and the use of a greater variety of strategies to improve pupils' writing. While such work needs to continue in order to escalate the rate of improvement, its impact to date has resulted in a rise in standards and pupils' achievement is now satisfactory. More and better monitoring of the school's work is being undertaken by a wider range of leaders. This is resulting in a realistic understanding of the school's strengths and weaknesses, although the resulting information is not yet analysed and evaluated as rigorously as it could be by leaders and governors. Nevertheless, the increased understanding the school has about its effectiveness and the improvements to date indicate a satisfactory capacity to improve further.

The attainment of pupils is broadly average. Test results at the end of Year 6 in 2009 were higher than in 2008 in science, mathematics and English and were broadly in line with the latest nationally published figures. Results in writing also improved, although they still lag behind other subjects. Pupils are making satisfactory progress across the school. There are some variations in rates of progress and standards across classes, however, especially in writing and occasionally in mathematics. The quality of teaching and the curriculum are both satisfactory. There are some inconsistencies in teaching, however. In particular, information about pupils' prior learning is not always used enough to ensure work matches the full range of pupils' needs and to make sure that they know how to improve their work.

Pastoral support for pupils is good. Adults know pupils well and the positive relationships between them mean that pupils feel well cared for and are confident to approach adults with any worries. Pupils work and play nicely together, are friendly and polite and behave well. They develop into responsible young people who make a positive contribution to the school community and are keen to take advantage of the opportunities the school provides for them.

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

- Raise standards and improve progress in English, especially writing, across the school by ensuring pupils acquire the ability to write in a range of styles that effectively convey meaning and interest for both the writer and the reader.

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- Raise standards and improve progress in mathematics by ensuring pupils have the knowledge and understanding of number to be able to solve mathematical problems in a range of situations.
- Improve the effectiveness and consistency of teaching by:
  - making greater use of information about pupils' prior learning to ensure work is closely matched to individuals' needs and that they are appropriately supported and challenged
  - providing more opportunities in lessons for pupils to consolidate their knowledge and understanding through working independently and in groups
  - ensuring pupils get regular and precise guidance on how to improve their work and reach their targets.
- Ensure leaders and governors evaluate the effectiveness of provision and its impact on pupils' learning more rigorously and use the findings to escalate the rate of school improvement.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

**Outcomes for individuals and groups of pupils****3**

Pupils are keen to learn. They do as they are asked in lessons and generally concentrate well. They respond particularly positively and with increased enjoyment to opportunities to become actively involved in tasks, such as through engaging in discussion with a partner or working with others in groups. When this is the case pupils' consolidation of their learning improves and they develop their understanding more thoroughly. Pupils occasionally become restless or lose interest when teachers talk for too long and do not give them enough time to work independently. When being asked questions, many volunteer answers but a small minority do not, and these pupils are not always involved enough by teachers. Some pupils do not learn as well as they might when either work or adults do not challenge or support them sufficiently. Nevertheless, pupils generally demonstrate enthusiasm for and enjoyment of learning.

Pupils enter the school with broadly average standards, albeit with some variation from year-to-year. Inspection evidence indicates satisfactory achievement overall, including for pupils with special educational needs and/or disabilities. There are some differences, such as girls performing better than boys in English, and fewer higher levels being attained than would be expected, but the school is taking some action to tackle these. The focus on improving pupils' writing is raising standards, and the priority is now to ensure that they have the independent skills to write effectively in a range of styles. Likewise, the next steps to improve standards in mathematics are to ensure pupils have the knowledge and understanding to be able to solve mathematical problems.

Pupils have a good awareness of how to keep themselves safe. They talk knowledgeably, for example, about the dangers of fireworks. Pupils are considerate and are positive about the school's systems for promoting positive behaviour, feeling that

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they make a difference. They develop good social skills and an understanding of right and wrong. They show a good understanding of how to live a healthy lifestyle and the contribution that diet, exercise and other actions such as smoking, play. They participate enthusiastically in opportunities for physical exercise and value the high quality sports hall which is shared with the community. Some pupils make a mature and helpful contribution to school life, for example, by acting as school councillors and playground buddies. They contribute well to the wider community, such as through charity fundraising and local musical performances. Pupils' attendance is average. They develop a sound range of skills and a variety of positive personal qualities to help them in the next stage of their education.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Positive features of lessons are that teachers make it clear what they want pupils to learn and provide a range of activities to help pupils gain the planned knowledge and understanding. Information and communication technology, such as interactive whiteboards, is used well to explain points and promote interest. Teachers create a

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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supportive climate in classrooms and encourage pupils to learn and persevere. Some teaching is good and in these cases explanations are very clear and precise and questions are used well to probe pupils' understanding and develop it further. However, not all teaching is equally effective. Teachers sometimes talk for too long at the start of lessons, which limits the time available for pupils to learn through independent work. Teachers take general account of the range of abilities when planning lessons, but do not always use assessment information to ensure tasks and support are closely enough matched to individuals' needs. For example, sometimes work is not structured enough to provide small steps in learning for lower attaining pupils nor not open ended enough to provide challenge for higher attainers. Work is marked regularly, but does not consistently give pupils enough information about how to improve it. The use of targets is at early stages of development.

The curriculum promotes pupils' literacy and numeracy skills satisfactorily and pupils are given opportunities to apply these skills in a range of other subjects. Positive efforts are made to provide pupils with a range of first-hand experiences to stimulate and enhance their learning, and priority is being given to providing more meaningful contexts for writing activities. Pupils' enjoyment of the curriculum is increased by the many visitors and visits out of school. Activities in art, music and sport are especially popular.

Arrangements for providing pastoral care for pupils are effective and well-organised. The extra support provided for pupils with additional needs, such as physical disabilities, is good and enables pupils to participate in and benefit from school life. There is useful liaison with external agencies to help meet individual needs. Guidance is given to help pupils make thoughtful and well informed choices.

*These are the grades for the quality of provision*

<b>The quality of teaching</b> Taking into account: The use of assessment to support learning	<b>3</b>
	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

Developments in leadership and management since the previous inspection mean they are now more effective. Local authority support has been utilised to develop leaders' and teachers' knowledge and skills and to bring about a greater understanding of the school's effectiveness and pupils' progress. Information gained through monitoring is used to inform further actions, but is not yet evaluated fully by leaders at all levels or by governors. The governing body is supportive of the school and key members ask challenging questions of it. However, some aspects of its practice and procedures are not thorough enough. Arrangements for safeguarding pupils are satisfactory, with recent

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action having been taken to strengthen them. The school is inclusive and equal opportunities are promoted satisfactorily. It has begun to analyse the performance of different groups and is taking action to close the gaps identified. The school works in good partnership with external agencies to widen pupils' experiences, meet their needs and improve the school. It is promoting links with its local community, but its contribution to community cohesion is less developed beyond the school's immediate locality. The school takes satisfactory steps to keep parents informed about the school and to promote their involvement in their children's learning.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Views of parents and carers

The number of questionnaires returned was low. The large majority of them showed that those parents making their views known were positive about the school. Inspectors broadly support these views, but overall, judge the school's effectiveness to be satisfactory rather than good. A very small minority of parents express some negative views, and there were further written comments stating some concerns, especially about the progress Year 4 pupils are making in the mixed-age classes. Inspectors judge that, while there have been weaknesses in the progress made by pupils in the past, the progress being made now is satisfactory.



## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Morley Place Junior School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspector received 22 completed questionnaires by the end of the on-site inspection. In total, there are 189 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	12	55	9	41	0	0	0	0
The school keeps my child safe	13	59	7	32	1	5	0	0
The school informs me about my child's progress	9	41	8	36	4	18	1	5
My child is making enough progress at this school	8	36	11	50	3	14	0	0
The teaching is good at this school	12	55	6	27	2	9	0	0
The school helps me to support my child's learning	10	45	7	32	4	18	0	0
The school helps my child to have a healthy lifestyle	10	45	10	45	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	9	41	7	32	1	5	1	5
The school meets my child's particular needs	6	27	13	59	2	9	0	0
The school deals effectively with unacceptable behaviour	8	36	10	45	2	9	1	5
The school takes account of my suggestions and concerns	9	41	9	41	1	5	0	0
The school is led and managed effectively	9	41	8	36	5	23	0	0
Overall, I am happy with my child's experience at this school	11	50	6	27	5	23	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



23 October 2009

Dear Pupils

Inspection of Morley Place Junior School, Doncaster, DN12 3LZ

Thank you for being so friendly and welcoming when my colleagues and I visited your school this week. I really enjoyed meeting you. I am writing to tell you about our judgements.

The quality of education provided for you is satisfactory and no longer requires a notice to improve. Staff look after you well so you feel able to go to an adult if you have any worries. You play and work nicely together and you behave well. You work hard in lessons and try to do well. Teachers plan work that helps you gain new knowledge and skills. You especially enjoy activities that you can get actively involved in. The many visitors who come into school and the visits you go on help to make learning more exciting. Overall, we think that the teaching and curriculum are helping you make satisfactory progress in your learning and you are reaching standards that are similar to those reached nationally.

Part of our job is to help schools become even better and we have asked your school to do several things to help it improve. We have asked it to help you reach even higher standards, especially in writing and mathematics. We have asked teachers to make sure work in lessons is at the right level for you and that you receive more information about how to improve it and reach your targets. We have also asked that you are given more time in lessons to develop your understanding by working on your own or in groups. Finally, we have asked your headteacher and governors to check how all the work they do is helping you learn so they can take steps to improve the school even faster.

You can help your teachers by continuing to work hard and doing your best. I send you and your teachers very best wishes for the future.

Yours sincerely

Ms Joan McKenna

Lead inspector

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