

Morley Church of England Primary School

Inspection report

Unique Reference Number	121120
Local Authority	Norfolk
Inspection number	342173
Inspection dates	4–5 November 2009
Reporting inspector	Paul Brooker HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	135
Appropriate authority	The governing body
Chair	Helen Norton
Headteacher	Sue Sweet
Date of previous school inspection	4 June 2008
School address	Deopham Road Morley Wymondham Norfolk
Telephone number	01953602397
Fax number	01953602397
Email address	head@morleynorfolk.sch.uk

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Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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Introduction

This inspection was carried out at no notice by one of Her Majesty's Inspectors and one additional inspector. The inspectors visited 14 lessons, and held meetings with nominated staff, groups of pupils, governors, and representatives from the local authority and the Diocese. They observed the school's work, and looked at the school's most recent results and performance data, the pupils' recent work and the school's development plans.

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

- the school's progress in improving provision and raising standards since the last inspection
- the quality of the pupils' learning and their current progress
- the school's capacity, at all levels, to sustain its recent improvement

Information about the school

The school is small but is over-subscribed. It serves the village of Morley St Botolph and the surrounding rural area, with many pupils travelling from outside the school's catchment, including from local towns. Most pupils are from White British backgrounds. The proportion of pupils eligible for free school meals is below the national average. The proportion of pupils with special educational needs and/or disabilities is broadly average. When the school was last inspected it was judged to require special measures. Since that time there have been significant changes in staffing and a number of key appointments, including an acting headteacher for the last 12 months.

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

2

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 special measures.

The school has been transformed since the last inspection and is barely recognisable from the previous report. Its overall effectiveness is satisfactory and standards are rising quickly. Senior managers and the governing body have an accurate understanding of the school's strengths and priorities for development, and articulate a shared vision for the school's long-term future. They have ensured, through the judicious financial management of the school's resources, that staffing has been rationalised and that the school has good capacity to sustain its improvement. School self-evaluation involves all staff and is honest and accurate, but has necessarily focused rather narrowly on key aspects of provision and standards.

Since the last inspection, the school has strengthened all aspects of its provision. Improvements in teaching and the curriculum have accelerated pupil progress and addressed key areas of underachievement. Results in the most recent Key Stage 2 national tests showed marked improvement, particularly in mathematics and science. The curriculum is well matched to the pupils' needs, but despite improvements in teaching, the legacy of poor provision continues to impact on the academic and personal development of the pupils. The standard of some pupils' work, notably in writing, is therefore below the levels that they should achieve. Nonetheless, standards are broadly in line with those seen nationally, and many older pupils write with impressive fluency and a wide vocabulary. The school has developed rigorous procedures for assessing the pupils' work in order to systematically track their progress.

The improvements have been achieved by the excellent leadership of the acting headteacher and the considerable work and commitment of the governing body and the school staff, who have responded positively to the support provided by the local authority and the Diocese. The school has sensibly prioritised raising pupil achievement and has successfully established an aspirational climate where pupils have a sense of pride in their work. The declining trend in attainment has been reversed and the school's tracking data indicates that standards continue to rise.

The pupils' positive attitudes are reflected in their good attendance and their enjoyment of school. Their social, moral, spiritual and cultural development is good, but other outcomes have been slower to improve. The school provides good guidance and support and cares well for each individual, but some pupils have not developed good work habits and do not therefore demonstrate the independence to make a strongly positive contribution to their own learning and wider personal development.

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

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What does the school need to do to improve further?

- Make effective use of the school's systematic assessment information to fill the gaps in pupils' skills and understanding and to address the legacy of underachievement.
- Strengthen the outcomes for pupils by encouraging them to assume greater individual responsibility, particularly with regard to their role within and beyond the school community, but also - occasionally - in developing more positive attitudes to learning.
- Evaluate more rigorously all aspects of the school's performance and its impact on improving wider outcomes for the pupils.
- 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

The school has successfully reversed the three year declining trend in performance. Results in the most recent Key Stage 2 national tests in 2009 improved significantly, particularly in mathematics and science, and are broadly in line with national figures. However, the overall improvements mask disappointingly low attainment in writing and residual underperformance in Key Stage 1. Standards observed in lessons are generally in line with age-related expectations and are often above. Teacher assessments indicate a recent acceleration in progress which is compensating for past underachievement. Now that work is suitably challenging, pupils make more rapid progress and are able to produce work of a very high quality. There is no significant difference in the progress made by different groups of pupils; those with special educational needs and/or disabilities make similar progress to their peers.

Pupils of all ages enjoy coming to school and behave well around the school and interact sociably in the playground. The school encourages pupils to be reflective and considerate, and their positive response demonstrates their strong social, moral and spiritual development. Many pupils have excellent attitudes to learning, but this is not consistently the case and teachers occasionally have to tackle inattentive or distracted behaviour in lessons. Pupils feel very safe and are confident that their concerns will be resolved. They understand the importance of healthy lifestyles and are keen to participate in enrichment activities and the school's many charity fund raising events. However, there is considerable potential to develop the contribution that pupils make to their own development and learning, as well as their wider contribution to their own school community.

These are the grades for pupils' outcomes

¹ 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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Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	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
The extent to which pupils feel safe	2
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Effective work has been undertaken since the last inspection to strengthen the curriculum and improve the quality of teaching. The curriculum is well adapted to meet the pupils' different needs and provides varied enrichment opportunities for pupils to develop their wider skills and interests. Pupils particularly enjoy out-of-school activities and trips, as well as the planned enrichment weeks when they can spend extended time on specific projects. Teaching makes effective use of assessment information to plan challenging work for pupils. The best lessons present a stimulating range of resources and activities to sustain a lively pace, and make good use of the interactive white boards to support and develop the pupils' understanding. Marking is detailed and gives pupils very clear guidance on how to improve. Teaching assistants use their good knowledge of individual pupils to provide effective support. Care, guidance and support are a significant strength, and there are several striking examples of the way that the school has helped individuals to overcome significant barriers to their education.

These are the grades for the quality of provision

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

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

How effective are leadership and management?

Over the last 12 months the acting headteacher has successfully guided the school's recovery by raising the aspirations of staff and pupils, and by managing the day-to-day work of the school with remarkable skill and energy. The school's improved performance is evidence of the success of its leadership in embedding ambition at all levels and securing high expectations.

Positive relationships have been developed with parents and carers, who are well informed about their children's progress and also on whole-school matters. Equality of opportunity is at the heart of the school's ambitions, so that the well-being and progress of every pupil, regardless of their ability or background, is of paramount importance. Procedures for safeguarding pupils are well-established and meet all current requirements.

Governance is impressively good. Governors know the school well; the governing body is well organised and makes prudent decisions about the school's future, based on a clear vision for its development, careful management of the school's resources and the desire to embed sustainable leadership and improvement .

The school's performance is carefully monitored with the involvement of staff at all levels. The quality of teaching is accurately evaluated in order to secure improvements, and the pupils' progress is systematically tracked so that any underachievement can be identified and addressed. Raising standards by strengthening teaching and the curriculum have been sensibly prioritised, but the school needs to evaluate more rigorously all aspects of its performance and its impact on improving wider outcomes for the pupils. For example, steps have been taken to better promote community cohesion through the newly introduced 'values curriculum', but evaluation of the impact of this work is weak.

These are the grades for leadership and management

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

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

The effectiveness with which the school deploys resources to achieve value for money

3

Early Years Foundation Stage

Children in the Reception class make satisfactory progress and reach standards expected for their age. Their end-of-year profile scores show that they are working within the early learning goals in most areas of learning. Their knowledge and understanding of the world are particularly strong.

The Early Years Foundation Stage provision is well planned and carefully organised and places due emphasis on the children's safety and well-being. Children are given a stimulating range of different activities, both indoors and out, and are encouraged to make independent choices so that learning is creative, constructive and enjoyable. Children have made good progress since the start of this year because the quality of learning is good, and children enjoy working in a supportive and settled climate. Assessments of the children's progress are particularly rigorous and enable staff to match work carefully to meet the children's individual needs.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage

3

Taking into account:

Outcomes for children in the Early Years Foundation Stage

3

The quality of provision in the Early Years Foundation Stage

2

The effectiveness of leadership and management of the Early Years Foundation Stage

2

Views of parents and carers

There is no information provided here because the school was removed from special measures at no notice.

Responses from parents and carers to Ofsted's questionnaire

Parental questionnaires are not normally distributed for inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so.

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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



6 November 2009

Dear Pupils

Inspection of Morley CE Primary School, Morley St Botolph NR18 9TS

Thank you for making us so welcome during our recent visit. We enjoyed speaking with you and seeing your work, and are pleased to see how much your school has improved since the last inspection almost 18 months ago. At that time there were so many weaknesses that inspectors needed to make regular visits to check on the school's progress. The good news is that the school has made so much improvement that it now no longer requires special measures.

The brighter classrooms and better accommodation are obvious, but the most important improvements have been in your lessons. Better teaching helps you to make more rapid progress. You are given work that is more challenging so that you can achieve higher standards, and these are shown by the improved results in mathematics and science at Key Stage 2 this year. We were particularly impressed to see:

- the rapid improvements that the headteacher, governors and staff have made
- some of the high quality teaching that we observed
- your good attendance and your considerate behaviour around the school
- the way that staff care for you all and give you clear guidance on how to improve, especially through marking.

Everyone has worked really hard, but we all know that you could do even better, so we have asked the school to make sure that:

- the governors and the headteacher keep up the good work that has started
- you are always set challenging work in lessons so that standards continue to rise
- you are given more opportunities to contribute to your own learning and development

You can help by working hard, by making the most of all the opportunities that the school offers and also by sustaining your concentration in lessons.

I wish you all every future success.

Yours sincerely

Paul Brooker

Her Majesty's Inspector

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