

Morley Church of England Primary School

Inspection report

Unique Reference Number	121120
Local Authority	Norfolk
Inspection number	313886
Inspection dates	4–5 June 2008
Reporting inspector	Heather Weston HMI

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	142
School	
Appropriate authority	The governing body
Chair	Mr Stewart Shortman
Headteacher	Mr Peter Clough
Date of previous school inspection	31 March 2003
School address	Deopham Road Morley Wymondham Norfolk NR18 9TS
Telephone number	01953602397
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors.

Description of the school

Morley Primary School is smaller than most primary schools. It serves the village of Morley St Botolph and surrounding areas, and also admits a number of pupils from outside the school's catchment area. The proportions of pupils eligible for free school meals, and from minority ethnic backgrounds are both below average. The number of pupils with learning difficulties is average. The number with a statement of special educational need is above average.

The school has achieved the Sports Active Mark and the Norfolk Healthy Schools Award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 4

The overall effectiveness of Morley Primary School is inadequate. In accordance with section 13(3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.

Children's attainment when they enter school is broadly in line with national expectations, although within this there is a wide range of ability. They make satisfactory progress in their Reception year. The standards reached by pupils at the end of Year 2 have fallen over a three-year period from above to below average, indicating inadequate progress. Although current standards show an improvement, too few pupils have reached the higher levels in mathematics and in writing, which means that their progress, particularly in writing, is still inadequate. Standards reached by pupils at the end of Year 6 also fell over time from well above average to slightly below average in 2007, again because too few pupils reached the higher levels in mathematics or writing. The rate of progress for most pupils slowed, to become significantly lower than in schools nationally. Evidence from pupils' current work reflects this picture and also demonstrates that pupils are also not working at higher levels in science. Pupils, particularly able and more able pupils, are not making sufficient progress.

The headteacher has been aware of the decline. While he has taken some action and has further plans to address the fall in standards, he has not acknowledged the need to take swift and decisive action. The current measures planned are not extensive enough. Leadership responsibilities have been delegated to subject coordinators, but there is neither sufficient expectation on the part of the headteacher, nor adequate opportunity for them to play their part effectively in monitoring and improving practice in order to raise standards. Leadership by the special educational needs co-ordinator, however, is good, resulting in better progress for pupils with learning difficulties. The monitoring of the school's provision, to ensure that it meets the needs of all pupils and the use of assessment to check pupil progress, are inadequate. Leadership and management are inadequate and the school does not give satisfactory value for money.

Teaching enables pupils to enjoy their education and make some progress, but over time it is not enabling enough pupils to make sufficient progress. Teachers are not planning work to meet the needs of all pupils. This is particularly the case for the more able, many of whom say their work is too easy. Pupils are not sufficiently clear about what they could do to improve their learning. As a result, although pastoral care is satisfactory, and support for vulnerable pupils is good, the overall care, guidance and support for pupils are inadequate overall because academic guidance is inadequate. In addition, although pupils have some exciting activities both within and beyond lessons, the curriculum is inadequate. This is because not all the requirements of the National Curriculum are being sufficiently covered, particularly in relation to using and applying skills in mathematics and science.

The school has, however, paid good attention to pupils' personal development and well-being and this aspect is good. Pupils are enthusiastic about school, they behave well, attend well and say they feel safe in school.

Effectiveness of the Foundation Stage

Grade: 3

Children's work shows that they make satisfactory progress in Foundation Stage. Provision is satisfactory overall, with some good elements. Activities both indoors and out are interesting, stimulating and challenging and, as a result, children enjoy their learning. They are well cared for and feel safe. During their time in the Foundation Stage, they quickly develop positive attitudes to learning, a sense of self-worth, independence and the ability to co-operate very well with each other. Good attention is paid to children's personal development, they relate to each other and work well together. Good arrangements are in place to ensure their safety, health and well-being. Staff work very well together to promote learning and plan activities to ensure learning is matched to children's needs. However, there is a lack of data relating to children's attainment on entry to the school, which inhibits the school's ability to track their progress through Foundation Stage.

What the school should do to improve further

- Ensure that leadership responsibilities are effectively devolved throughout the staff.
- Set up a rigorous system for monitoring the effectiveness of provision.
- Ensure that pupils' progress is assessed accurately and regularly and that the data is used to inform planning, set targets and identify pupils needing extra support.
- Ensure that National Curriculum course requirements are met fully, particularly in relation to the requirements for using and applying skills in mathematics and science.

Achievement and standards

Grade: 4

From broadly average starting points, children make satisfactory progress in Foundation Stage and enter Year 1 with attainment in line with national expectations. Attainment in different areas of learning varies year by year. In 2005, standards reached by pupils at the end of Key Stage 1 were above average but fell to below average in 2007. The number of more able pupils reaching higher levels was lower than found nationally. The Key Stage 1 results for 2008 also show that too few pupils have reached the higher levels in mathematics and writing. This means that more able pupils made inadequate progress in mathematics. In addition, as this group of pupils entered Key Stage 1 with attainment in writing well above average, this means that overall progress in writing is inadequate.

Standards reached by pupils at the end of Key Stage 2 fell from well above average in 2004, with exceptionally high standards in English, to just below average in 2007. Fewer pupils gained the expected level in English and fewer gained the higher level than nationally in English and mathematics. Minority ethnic pupils and pupils with learning difficulties did better than similar pupils nationally. Evidence from pupils work demonstrates that too many pupils, particularly the more able, are continuing to work at standards that are too low in relation to their starting points, and consequently are making inadequate progress. The exception is those with learning difficulties, who are making satisfactory progress.

Personal development and well-being

Grade: 2

Pupils enjoy school and say this is because lessons and wider activities are interesting and fun, and because everyone gets on well together. Their behaviour is good, enhanced by reward

systems and by the culture of praise. Pupils say they feel safe, are confident that any bullying will be sorted out and know that they have adults to turn to if they have any problems. Their spiritual, moral, social and cultural development is good, enriched by links with the church, the celebration of religious festivals and by multicultural events. The school enables pupils to make a positive contribution to both the school and wider communities by giving pupils of all ages good opportunities to take responsibility, for example by being team captain or running the school shop. Year 6 and the school council play an active part in decision-making particularly in relation to the school grounds. Pupils have good awareness of how to stay safe and understand the importance of healthy lifestyles. They have good opportunities to take part in sporting activities through well planned curricular and extra-curricular activities, and events at other schools. They are encouraged to eat healthily. Healthy lifestyles are promoted through food technology, personal, social and health education, science and drug awareness sessions. Pupils are taught to be safe, for example, through road safety and cycling proficiency. Good opportunities are provided for pupils to develop skills for their future economic well-being. However, this area is satisfactory overall due to the inadequate progress made in the core skills of literacy and numeracy.

Quality of provision

Teaching and learning

Grade: 4

Lesson planning is too focused on activities rather than on what the pupils are expected to achieve. This, combined with the lack of accurate up-to-date data regarding achievement, means that teachers are not able to set work that matches pupils' needs. Nor are teachers able to inform pupils of the next steps in their learning. The frequency and use of homework, practice in the use of targets and the marking of pupils' work is too inconsistent throughout the school and does too little to enhance learning.

Nevertheless, teachers plan interesting activities, for example a shopping game to practise addition and calculator skills, and drama to develop both speaking and listening and social and emotional skills. Relationships are positive and pupils' behaviour in lessons is good. Lessons contain good features such as the use of 'talk partners' and individual whiteboards to ensure pupils are actively learning throughout the whole of a lesson. Both teachers and teaching assistants make good use of questions to develop pupils thinking.

Curriculum and other activities

Grade: 4

The curriculum is inadequate because it does not fully meet course requirements in relation to using and applying key skills in mathematics and science. There is also insufficient attention paid to ensuring that all aspects of mathematics are covered appropriately. However, the curriculum does support pupils' personal development and well-being well. The regular theme weeks motivate learning by providing first hand experiences. The teaching of French and German, opportunities to learn musical instruments, performances and after school activities further enrich learning. Residential visits provide very good opportunities for pupils in Key Stage 2 to widen their experience and further enhance their personal development. There is good provision for information communication technology enhanced by a Virtual Learning Environment, and pupils regularly use laptops in classes to support their learning.

Care, guidance and support

Grade: 4

Academic guidance for pupils is inadequate. There is a lack of accuracy and rigour in assessing and tracking pupil progress. The quality of marking and feedback and the use of targets are inconsistent across the school and, as a result, pupils are given insufficient guidance as to how to improve their work. Additionally, whilst some interventions are tailored well to meet pupils' needs, overall there is insufficient attention paid to the need to quickly identify pupils who are falling behind in order for them to catch up as soon as possible.

The school provides a satisfactory level of care for pupils. Safeguarding meets statutory requirements and most health and safety issues are addressed, however there is a lack of rigour with regard to carrying out risk assessments for out of school activities. The level of support given to pupils with learning difficulties is very good. Well-trained teaching assistants work very well together as a coordinated team under the good leadership of the special educational needs coordinator, who in turn works well with parents and outside agencies to coordinate support.

Leadership and management

Grade: 4

Leadership and management are inadequate. This is due to a lack of clear expectations about what leaders are to do and achieve, and a lack of rigour in addressing areas of concern. Leadership is too centred on the headteacher. Although leadership responsibilities are distributed among other staff, expectations of other leaders are too low and they are not sufficiently empowered to carry out their roles or take responsibility. The headteacher has successfully developed key areas such as the Virtual Learning Environment, but does not provide sufficient direction to improve standards. Although a school improvement plan is in place and outlines appropriate plans for improvement, actions planned are insufficiently detailed, and there is no expectation that they will be monitored and evaluated to make sure they bring about the required improvements. A progress tracking system has been set up. However, this lacks rigour in terms of the accuracy of assessments made, and the frequency of checking pupils' progress and attainment is based on insufficiently challenging expectations, particularly for more able pupils.

The governing body carries out its statutory responsibilities in a satisfactory fashion but has had insufficient rigour with regard to the need to halt the decline in standards over the last four years.

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?	4
Effective steps have been taken to promote improvement since the last inspection	No
How well does the school work in partnership with others to promote learners' well-being?	3
The effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	3

Achievement and standards

How well do learners achieve?	4
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	4
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

How good is 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
How well learners enjoy their education	2
The attendance of learners	3
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	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	4
How well do the curriculum and other activities meet the range of needs and interests of learners?	4
How well are learners cared for, guided and supported?	4

¹ Grade 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.

Annex A**Leadership and management**

How effective are leadership and management in raising achievement and supporting all learners?	4
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	4
How effectively leaders and managers use challenging targets to raise standards	4
The effectiveness of the school's self-evaluation	4
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	4
How effectively and efficiently resources, including staff, are deployed to achieve value for money	4
The extent to which governors and other supervisory boards discharge their responsibilities	4
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	Yes
Does this school require a notice to improve?	No

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

6 June 2008

Dear Pupils

Inspection of Morley Church of England Primary School, Morley St Botolph, NR18 9TS

I enjoyed meeting you all when I came to your school. Thank you for making me feel welcome, for talking to me and showing me your work. I was impressed by your politeness, by the way that you work together and the respect you show each other. I know you all very much enjoy school because of the interesting, fun things you have to do, and because of your friends! You have a lot of good opportunities to take part in sports activities and you have a good understanding of how to keep healthy. I was impressed by how involved Year 6 and the school council are in helping to improve the school.

Your teachers and other staff look after you well, particularly those of you who find learning difficult. They plan interesting things for you and help you with your work. However, your school is not checking how well you are doing often enough, and it is not giving you enough help to make those very important next steps in your learning. I feel that your school needs extra help to bring about the improvements that are needed because too many of you are not making enough progress with your work, particularly in writing and mathematics.

To make the school better I have asked Mr Clough and the governors to do some things that will help all of you to make better progress.

These are:

- make sure that the leadership of all subjects is improved and find the best ways to help you make as much progress as possible by checking what you are taught and how it is taught
- make sure that regular checks are made on the progress you are making, and that your teachers plan your work carefully so that it is just at the right level for you
- make sure that you are given the broad range of activities required, especially in mathematics and science.

Mr Clough and the governors know what needs to be done to improve your school. You can help by keeping up your positive attitudes and working even harder.

With best wishes

Heather Weston

Her Majesty's Inspector