

Morley Church of England Primary School

Deopham Road, Morley St Botolph, Wymondham, NR18 9TS

Inspection dates 22–23 January 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Strong leadership from the executive headteacher, who is ably supported by the assistant head, subject leaders and governors, has led to good improvement in teaching and pupils' achievement since the last inspection. Together, they are ensuring the school is continually improving.
- Leaders promote pupils' spiritual, moral, social and cultural development well, particularly through its ethos as a church school.
- Pupils' behaviour in lessons and across the school is good. Pupils have good attitudes to learning and are eager to engage in school activities. Their attendance and punctuality are good.
- Teachers have high expectations and ask challenging questions that probe pupils' understanding and enable them to reflect on their learning.
- Teaching assistants provide good support for learning. They work closely with teachers to ensure all pupils remain focused on their activities.
- The 2014 published results, the school's accurate data, and work seen in pupils' books confirms that pupils are making good progress in reading, writing and mathematics across the school.
- The new arrangements for the federation are having a positive impact on leadership and management, the quality of teaching and pupils' achievements.
- The early years provision is good. Effective leadership has ensured that links with parents and teamwork among staff are strong. Children settle into their routines quickly and make good progress in all areas of learning as a result of good teaching.

It is not yet an outstanding school because

- Not enough teaching is outstanding.
- Occasionally, questions and activities do not extend pupils' thinking to ensure they make rapid progress.
- Older pupils do not always know what they need to do to raise their attainment in preparation for national tests.
- Insufficient attention is given to marking of grammar, punctuation and spelling in subjects other than English.

Information about this inspection

- The inspector visited 10 lessons to look at the impact of teaching on pupils' learning. All teachers were seen and most of the observations were conducted jointly with senior leaders.
- The inspector heard a few pupils read and looked at samples of pupils' work across the school, including the early years.
- Meetings were held with senior leaders, subject leaders, members of the governing body and one group of eight pupils. Informal discussions were also held with pupils. A telephone discussion took place with the local authority representative.
- The inspector took account of the views of parents. The 33 responses to Parent View (the online questionnaire for parents) were examined and informal discussions took place with a few of the parents as they arrived with their children at school.
- The inspector took account of 13 completed questionnaires returned by staff.
- The inspector observed the school's work and looked at a wide range of documentation, including the minutes of governing body meetings, the school development plan, the school's evaluation of its work, records of behaviour, attendance figures, safeguarding policies, information about the progress of children in the early years and information about pupils' progress across the school over time.

Inspection team

Declan McCarthy, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is much smaller than the average primary school. Most pupils are from White British backgrounds and none speak English as an additional language.
- The proportion of pupils (9.7%) known to be eligible for the pupil premium, which provides additional funding for pupils in local authority care and those known to be eligible for free school meals, is below average.
- The proportion of disabled pupils and those with special educational needs (15%) is broadly average.
- The school meets the government's floor standards, which set the minimum expectations for standards and progress in English and mathematics.
- There are 11 children of Reception age in the early years, all of whom attend full-time.
- There is an independently run pre-school in the school grounds which also provides before- and after-school care. This is inspected separately.
- Since the last inspection, the school has entered into a formal partnership, known as a hard federation, with Tacolneston Primary School under the leadership of an executive headteacher and a single governing body. The assistant headteacher manages the school on a day-to-day basis when the executive headteacher is at Tacolneston.

What does the school need to do to improve further?

- Improve the quality of teaching and raise achievement by making sure that:
 - questions and activities always extend pupils' thinking so they make even better progress
 - older pupils always know how what they are expected to achieve and how to raise their attainment by the end of year 6
 - due attention is given to the marking of grammar, punctuation and spelling in subjects other than English.

Inspection judgements

The leadership and management are good

- The strong leadership and direction of the executive headteacher has led to the strengthening of the senior leadership team. The assistant head and subject leaders provide good support in improving teaching and enabling the school to make rapid improvements. Together, they have implemented a strong culture and ethos in which high quality teaching and good behaviour flourish.
- The weaknesses identified at the previous inspection have been effectively addressed. Teaching in Years 1 to 4 is now good, and as a result, pupils are making much better progress. They are responding more consistently to the advice teachers give them on how to improve their work. They are also much more secure in their use of phonics, reflected in the good results of pupils in the 2014 Year 1 phonics check.
- The school's view of its effectiveness is accurate and information from monitoring is used well to identify sharply focused whole-school priorities for improvement.
- The leadership of teaching is good. Senior leaders use robust systems to check the impact of teaching on pupils' learning over time. These include lessons observations, unannounced drops-ins to classrooms, half-termly reviews of pupils' progress involving subject leaders, and scrutiny of pupils' books. As a result the school has an accurate view of the impact of teaching on pupils' learning over time and has enabled leaders to effectively identify and address any weaknesses.
- The arrangements for managing the performance of teachers and teaching assistants are rigorous. Clear targets are set against whole-school development priorities for raising achievement, to improve their performance. These are closely linked to the National Standards for teaching and are regularly reviewed.
- Subject leaders are making a good contribution to raising pupils' achievement and school improvement. They work closely with the executive headteacher and assistant headteacher to regularly monitor the impact of teaching on pupils' learning. Where they have identified weaknesses, they have taken steps to model good practice. They have also worked closely across the federation to plan and implement the new topic-based curriculum, which is engaging pupils' interest and raising their achievement. They are developing a new system of assessment well and are on course to implement this during the next academic year.
- The early years leader is providing good leadership in ensuring teaching and support for children of Reception age is good and secures their learning and well-being.
- There is a strong emphasis on developing English and mathematics within the new curriculum. These subjects are taught discretely and there are good opportunities for pupils to extend their writing in topic work.
- Pupils are well prepared for secondary school. Their smooth transfer is helped by well planned visits, in the summer term, to their new school.
- The school is preparing pupils well for life in modern Britain through topics including democracy, in assemblies and through the celebration of world festivals and religions. This deepens pupils' awareness of different religious traditions and cultures and promotes respect and tolerance for people from different cultures and religions living in Britain. Pupils also learn about democracy by holding elections for the school council.
- The curriculum meets the needs of pupils and the community well. Strong links with the parish church provide opportunities to participate, for example, in the harvest festival.
- Pupils' spiritual, moral, social and cultural development is promoted well. The school's church ethos underpins this well through its 'values for life' curriculum, where pupils consider values such as kindness, respect and honesty and practise these throughout the week. There are good opportunities for quiet reflection, for example considering the needs of those in less affluent countries than Britain, and to take

action through a variety of fund-raising activities. Pupils develop a strong sense of right from wrong through the consistent application of the rewards and sanctions systems to promote good behaviour, and through carefully chosen topics. These include the effects of smoking and drugs and alcohol abuse on health and well-being. Many opportunities are provided for pupils to develop their social skills, through for example; turn taking and sharing and by taking responsibility as playground buddies for other pupils.

- The school promotes equality of opportunity well as different groups of pupils are making equally good progress and have the same access to all the school offers; it promotes good relationships and tackles any form of discrimination well.
- Leaders make good use of pupil premium funding to provide additional one-to-one support for the very few disadvantaged pupils to improve their reading, writing and mathematics. As a result, they are making the same good progress as their classmates.
- Primary sports funding is used well to provide a range of coaching activities such as South American dancing, Chinese football and dodge ball, athletics, gymnastics and a range of additional after-school and morning sports clubs. These are increasing pupils' participation in sports and having a good impact on their health and well-being.
- 'Learning cafes' in the early years and across the school, inform parents of their child's work and how they can help to support learning at home.
- The local authority has a good knowledge of the school and is providing good support and challenge for its work, with regular visits and reviews of the progress it is making, and suggestions for further improvement.
- Robust systems are in place to safeguard the interests and welfare of pupils, ensuring that statutory requirements are met. There are rigorous procedures in place to check the suitability of staff and visitors to work with children. Any potential risks to their safety while in school or on out on trips are thoroughly assessed and training for staff in child protection is fully up-to-date. They also check that staff are familiar with policies.
- **The governance of the school:**
 - Governors provide good support and levels of challenge to the school, successfully facilitating good improvements since the last inspection.
 - They have a realistic view of the impact of teaching on pupils' learning across the school, both through school visits and the reports they receive from senior leaders. Governors also inform their views of teaching by considering the school's data.
 - Governors analyse and interpret the school's data on pupils' attainment and progress. They use the information well to hold the school to account. They ensure that the school provides good value for money, especially in its use of pupil premium and primary sports funding.
 - Governors oversee the arrangements for safeguarding well. For example, they make sure all legal requirements are met; they carry out frequent health and safety checks in the school and regularly review and update policies for safeguarding.
 - Governors apply good systems for managing the performance of the executive headteacher and ensure that targets set are clearly linked to whole-school improvement priorities. Their arrangements for overseeing and controlling the management of teachers' performance are robust because they ensure that good teaching is rewarded and any underperformance is tackled. They make sure the school promotes British values and that any form of extremism is challenged.

The behaviour and safety of pupils

are good

Behaviour

- The behaviour of pupils is good. Pupils behave well in lessons, responding well to the consistent management of their behaviour. They behave well in the playground and around the school. Pupils,

parents, staff and governors all say that behaviour is good.

- Pupils have good attitudes to learning. They enjoy the wide range of school activities and are keen to learn. This is reflected in their high uptake in lunchtime and after-school clubs, their above average attendance, their good punctuality, the pride they take in wearing their school uniform and the good care they take of their books.
- Pupils are polite and courteous to visitors, respectful of others and maintain good relationships with staff and one another. Their good behaviour and relationships have a positive impact on their spiritual, moral, social and cultural development.
- Children of Reception age quickly settle into their routines and are well behaved indoors and outdoors. They greatly enjoy their activities and have good attitudes to learning.

Safety

- The school's work to keep pupils safe and secure is good. The school rigorously checks the suitability of staff to work with children prior to their appointment. The school and grounds are safe and secure.
- Pupils know how to stay safe and say they feel very safe in school. All potential risks in school and for activities and trips outside school are thoroughly assessed. Pupils say they can go to any member of staff if they feel worried about anything.
- Bullying is rare, which was confirmed by pupils and in discussion with parents. Pupils say that any incident of bullying is quickly sorted out by staff. Pupils have a good understanding of different types of bullying and know, for example, about the dangers of bullying on social networking sites.

The quality of teaching is good

- The 2014 national test results and the schools' data show that the learning and progress pupils are making over time is good as a result of good teaching. This is confirmed in the work in pupils' books and the school's monitoring of the impact of teaching on pupils' achievement since the last inspection.
- The teaching of the basic skills of communication, reading, writing and mathematics is good. This was seen in lessons, in pupils' books and reflected in pupils' good achievement in national tests.
- High expectations for pupils' learning were seen in all lessons visited and in pupils' books. They receive good feedback on how well they are doing and their next steps for learning are clearly identified. For example, pupils in Year 4 researched facts about Adolf Hitler in their Second World War topic and they were challenged to write and perform a speech in the style of Winston Churchill, which they did well. Year 1 pupils wrote the story of Rama and Sita and were challenged to look at Hindu values, which also promoted their awareness of cultural similarities and differences well.
- Teachers' good use of questioning to probe pupils' thinking was seen in a Year 5 lesson where they were writing descriptions of their chosen animal from the jungle. The teacher encouraged them to use adventurous language to captivate the reader, providing a good model by reading a passage about a snake for pupils to refer to. The teacher also challenged pupils to identify and use a variety of conjunctions in their writing. They reflected on their work and checked it carefully for the use of different conjunctions and adventurous language.
- Good support for learning provided by teaching assistants was seen across the school, including in the early years. For example, during whole-class teaching in a Year 6 lesson on statistics, the teaching assistant worked closely with a small group of pupils to clarify the meaning of statistical language so they were quickly able to identify the mean, mode and median in a range of numbers. This ensured they remained focused on their activities.

- Teachers and teaching assistants promote pupils' good attitudes to learning and good behaviour, which supports their good progress.
- Very occasionally pupils' thinking is not extended to ensure they do as well as they can, for example providing a challenging activity as soon as they are ready. Some older pupils said that they were unsure of what was expected of them to reach a higher level in their forthcoming national tests. Occasionally teachers do not mark pupils' English grammar, punctuation and spelling in their topic work, which limits the promotion of literacy in these subjects.

The achievement of pupils is good

- Children enter the early years with knowledge, skills and understanding that are typical for their age. They make good progress in all areas of learning and are well prepared for Year 1.
- Pupils' attainment in reading, writing and mathematics by the end of Year 2 and Year 6 varies from year to year, reflecting the different starting points of these small cohorts on entry to the school. When the current Year 6 students were in Year 2 their attainment was well below average and now it is broadly average.
- In 2014 pupils in Year 2 reached above average standards in reading, writing and mathematics. All groups of pupils made good progress from their different starting points, reaching at least the expected levels in all areas. Pupils matched the national average for the higher level of attainment in reading and exceeded it in writing and mathematics. Standards at Key Stage 1 have continued to rise steadily since the last inspection and currently, the attainment of pupils in Year 2 is above average in reading, writing and mathematics.
- An above average proportion of pupils in Year 1 passed the national phonics check (which tests children's understanding of the link between letters and the sounds they make). This represented good improvement from the last inspection, where not enough pupils reached the required standard. An above average proportion of pupils in Year 2 who repeated the phonics test also reached the required standard.
- In 2014, standards in Year 6 were above average in English and mathematics and good achievement has been maintained. The accurate school's data show that current Year 6 are on course to reach broadly average standards from their well-below average starting points in 2011, making at least good progress in English and mathematics since Year 2.
- The schools' accurate data and pupils' books show that there are no significant differences in the achievement of different groups of pupils because teaching and support for learning are good. The work of the federation is also having a positive impact on pupils' learning and progress as staff share skills methods and approaches to ensure all pupils achieve equally well.
- Disabled pupils and those with special educational needs make similarly good progress as their classmates because they are given appropriate tasks and good support is provided for their learning.
- The most able pupils also make good progress. The proportion gaining the higher levels in 2014 was slightly above the national average. The school's accurate data shows that pupils in the current Year 6 are on course to meet the higher levels as the result of continuing rapid progress.
- The very few disadvantaged pupils make good progress from their different starting points. There are too few of these pupils in Year 6 to compare their attainment with other pupils in the school or nationally.
- Pupils make good progress in physical education and in staying fit and healthy as a result of good use of primary sports funding. Pupils acquire new skills in dance and in a wide variety of ball games such as Chinese football, which they greatly enjoy. They are successful in competitive sports and recently won the county championships in athletics.

The early years provision is good

- The achievement of children in the early years is good. They make good progress in all areas of learning and especially in literacy and in their physical and personal, social and emotional development. Children in the early years are taught alongside Year 1 pupils and as a result they are very well prepared for transfer to Year 1. They are well behaved and eager to join in activities.
- Good leadership has developed strong links with parents through, for example, the 'stay and play' morning each Friday, where parents look at their child's 'learning journey'. This enables children to settle in quickly and develop good attitudes to learning. Children's safety and well-being are promoted strongly, with staff being vigilant in applying robust policies, so that all feel safe and happy at school.
- Leaders have ensured that all learning and welfare requirements are met as a result of good teaching and a rich variety of learning experiences to stimulate children's interests.
- Assessment is thorough and systems of tracking children's progress have greatly improved since the last inspection. As a result, it is now easier for staff and parents to see the progress that each child makes.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	121120
Local authority	Norfolk
Inspection number	453584

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 of pupils on the school roll	107
Appropriate authority	The governing body
Chair	Chris Hamilton
Headteacher	Lisa Blowfield (executive headteacher)
Date of previous school inspection	7-8 March 2013
Telephone number	01953 602397
Fax number	01953 602397
Email address	office@morley.norfolk.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2015

