



## View from The Chair – The future for Morley

By Nicky Odgers

*Over the next few months, governors and staff will be working closely together to come up with a vision for the future of Morley. There have been many changes to staff, governors, parents and children since we last did this exercise in April 2010. We want to ensure that the current generation of stakeholders agree about our core purpose, our values and our vision about what kind of school we want Morley to be. But to do this properly, we need your help.*

Our vision needs to reflect the values and aspirations of our community. That means we need to ask children and parents about what they think is important and we would like to hear the views of as many people as possible.

So what do we want to know? Lots! What kind of school do you want Morley to be? What values should we be teaching the children? Which areas should be prioritised for development over the next four years – better sports facilities? Formal language lessons from an earlier age? More computers? Or maybe something completely different? With 400 children on roll it is unlikely that all parents will tell us the same thing, but where themes emerge, we will do our best to be responsive.

### HOW YOU CAN CONTRIBUTE

If you haven't already done so, then please fill in the Parental Questionnaire which is on the Morley website ([www.morley.cambs.sch.uk/parents-questionnaire](http://www.morley.cambs.sch.uk/parents-questionnaire)). Your responses tell us what you value, what Morley is getting right and which areas need to be improved. This year, we have included a section where we ask specific questions about priorities for school development but we will be looking at the answers you give to all questions when we develop our plans for the school.

Once we have your views and the views of your children, the discussions start in earnest. Staff and governors will spend a whole day sharing all the ideas to come up with a clear picture of where we want Morley to be in four years time. We will then work out a strategy to turn our vision into reality.

*When we have finalised our vision and strategy we let you know the plans. Watch this space!*

## School Improvement Plan

### WHAT'S IN A SCHOOL IMPROVEMENT PLAN (SIP)

Every year staff and governors develop a SIP that sets out the current priorities for the school and how the school is going to address them. Priorities are identified by analysing data, consulting with Local Authority advisors and by looking at feedback from the parental questionnaire. Last Autumn, six priority areas were identified and targets were set. Throughout the year the governing body has monitored how effectively the school has worked towards its targets. They have done this through discussion at Governing Body meetings and by visiting the school.

*How did we do?*

#### Target 1 – Help children who are falling behind to catch-up

The school introduced a programme called "Achievement for All" which helps children who are at risk of falling behind to catch up with their peers. The main focus was on children in Year 2 and Year 4 but all teachers introduced elements of the scheme. The program involved working more closely with parents, listening to what children felt about school, thinking about how these children could be supported better within their classrooms and using the leadership team to support class teachers in all of the above. The data suggested that the program

has been largely successful in stopping children falling further behind and in some cases has been very successful in helping children to catch up. The project will continue next year.

— TARGET ACHIEVED —

### **Target 2 – Increase pass rate of Year 1 Phonics Test**

Last year, 58% of children in Year 1 passed the government's Phonics Test. Whilst this was in line with the national average, this year the governors set an ambitious target of a pass rate of between 75 and 85%. Staff observed each other teach phonics, attended additional phonics training and received on-going support from the teacher with responsibility for phonics. The target was met with 88% of children in Year 1 passing this year's test.

— TARGET ACHIEVED —

### **Target 3 – Reduce discrepancy between attainment in reading and writing at the end of Key Stage 1**

Last year there was a significant difference between the attainment of reading and writing at the end of Key Stage 1, with reading being more successful than writing. The school aimed to reduce this discrepancy by improving attainment in writing. They introduced an approach called "Big Writing" that focused on improving particular aspects of writing (vocabulary, connectives, openers and punctuation) and creating a suitable environment for writing (e.g. writing while listening to calming music). There were also days when the whole school focused on writing activities (e.g. Spy Day). The end of year results showed that our writing targets had been met and exceeded – 28% of Year 2 pupils achieved Level 3 (target 20%) and 52% of pupils achieved Level 2A (target 38%). However, because reading targets had also been exceeded, the discrepancy had actually increased instead of reduced. Next year, the focus on improving writing will continue.

— IN PROGRESS —

### **Target 4 – Introduce new management structure**

In order to make it easier to monitor pupil progress more regularly and to allow more frequent sharing of good practice between staff, the school introduced a new management structure. There are now three phase leaders – Miss Kowalska (Early Years, Years 1 and 2), Miss McRitchie (Years 3 and 4) and Mr Brown (Years 5 and 6). The phase leaders run and organise phase meetings where pupil progress in English and maths is tracked and teaching methods are shared. Next year, the school will consider how phase leaders can be used to also support learning in other areas.

— TARGET ACHIEVED —

### **Target 5 – Challenge more able learners**

More able learners in every class were given opportunities to take part in projects designed to challenge them. Every class implemented a project but staff and governors felt that some projects needed more structure to allow children to make the most of these opportunities. Next year the school will be thinking further about how to extend learning for the more able.

— IN PROGRESS —

### **Target 6 – Share best practice between teachers**

This year the school introduced "teaching partnerships" where teachers are paired up with one another to share good practice and observe each other teaching. These partnerships have started well and will be embedded further in the new academic year.

— IN PROGRESS —

## **To Find Out More**

*For more information on the role and responsibilities of the Governing Body please see the school website.*

*If you would like to contact the Governing body please email the Chair of Governors, Nicky Odgers, at [chair@morley.cambs.sch.uk](mailto:chair@morley.cambs.sch.uk) or ask the school office to pass on a message.*