

Morley Memorial Primary School

Blinco Grove, Cambridge, CB1 7TX

Inspection dates 21–22 November 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Children get off to a good start in Reception because they are well taught.
- Pupils make good progress and standards are above average in reading, writing and mathematics in year groups across the school.
- Achievement in reading has been consistently good over time.
- Disabled pupils and those who have special educational needs achieve well because they are well supported in catching up with their peers.
- Teaching is good and lessons are conducted at a brisk pace.
- Pupils behave well and show consideration for one another. They have positive attitudes to learning and say they feel safe in school.
- Senior leaders and governors drive improvement well and have brought about improvements in teaching and pupils' progress.
- The curriculum gives pupils confidence and engages them in enjoyable and memorable experiences.

It is not yet an outstanding school because

- Children's learning journeys (their records of what they have achieved) do not show clearly what they can do or include enough contributions from parents and children.
- More-able pupils are not always sufficiently challenged.
- Pupils' spelling is sometimes inaccurate.
- Phase leaders have not yet secured complete consistency among their teams, for example in the effectiveness of setting targets and marking in helping pupils to improve their work.

Information about this inspection

- The inspectors observed 22 lessons or parts of lessons, some of which were seen jointly with the headteacher or deputy headteacher.
- The inspectors heard pupils read and, together with the headteacher, looked closely at examples of pupils' work.
- The inspection team looked at a wide range of school documents, including development plans, policies, self-evaluation reports, monitoring files, safeguarding and curriculum materials, evidence of the school's partnership work and information for families.
- The inspectors met with pupils chosen at random by the lead inspector. Discussions were held with the headteacher and deputy headteacher, senior leaders, subject leaders, the Chair and Vice-Chair of the Governing Body and two other governors, and a representative from the local authority.
- The inspection team took account of the 138 responses to the online questionnaire Parent View. They also spoke with parents and considered a letter.
- The inspectors examined 10 staff questionnaires.

Inspection team

Nick Butt, Lead inspector	Additional Inspector
Lynn Lowery	Additional Inspector
Terry Cook	Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized primary school.
- There are two Reception classes and two classes in each of the other year groups.
- The proportion of pupils from minority ethnic backgrounds is above average. An average proportion of pupils speak English as an additional language.
- The proportion of pupils supported by the pupil premium (additional funding for certain groups such as pupils known to be eligible for free school meals or looked after by the local authority) is below average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average, as is the proportion supported at school action plus or with a statement of special educational needs.
- An increasing number of pupils join the school part way through their school careers.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' progress and attainment in English and mathematics.
- Since the previous inspection the senior leadership team has been reorganised with the appointment of phase leaders who are responsible for teaching and progress in Reception and Years 1 and 2, Years 3 and 4, and Years 5 and 6.

What does the school need to do to improve further?

- Raise achievement and move teaching to outstanding by making sure that:
 - more-able pupils across the school are always sufficiently challenged
 - spelling improves
 - children's learning journeys in Reception show more clearly what they can do and include contributions from parents and children.
- Develop the role of phase leaders to become more rigorous in checking the consistency of teaching in their teams. Do this by making sure that teachers adopt similar approaches to setting targets and marking so that pupils know how to improve their work and act upon teachers' comments.

Inspection judgements

The achievement of pupils is good

- Children make good progress in Reception from typical starting points. They enjoy a wide range of stimulating activities and are prepared well for Year 1.
- Pupils achieve well in reading because phonics (the sounds that letters make) are taught systematically and well. In the Year 1 phonics screening check the proportion of pupils who reached the required standard was above average. Pupils develop a love of reading and older pupils have a good grasp of more complex skills of comprehension and deduction. They read widely at home and at school.
- Writing has been improving because pupils have more opportunities to write at length across different subjects. A new approach to teaching writing is proving effective in helping pupils to map out their work. However, pupils make too many spelling errors. Pupils' achievement in mathematics has improved because their skills in mental calculation are sharper and there is a focus on the use of key mathematical vocabulary when solving problems.
- Standards by the end of Key Stage 1 have been above average for several years because teaching is consistently good. Over time, standards have been above average by the end of Key Stage 2 in reading, writing and mathematics.
- In 2013 attainment at the end of Year 6 was above average again in reading. Standards dipped in writing and mathematics to average. This cohort included a large proportion of pupils who joined the school part way through Key Stage 2, some speaking English as an additional language. However, their progress was good from lower starting points.
- In the last academic year pupils in every year group, including those from minority ethnic groups, made good progress and attainment was mostly above that expected. School data show that pupils achieve well over time in Key Stage 2.
- Disabled pupils and those who have special educational needs make good progress because the school identifies their needs early and supports them well. As a result, they are catching up their peers.
- Pupils supported by the pupil premium made progress in 2013 which was better than other pupils in the school, and as a result gaps in their attainment narrowed. In Year 6 two thirds of these pupils also had special educational needs and their starting points were very low, so that even though they achieved very well and gaps closed, they were still greater than those seen nationally. These pupils were well over a year behind their peers in English and mathematics.
- Eligible pupils achieve well because their progress is checked very closely and the additional funding is spent well on a wide range of support including extra teaching.
- More-able pupils do not always make the progress they could because sometimes the work is too easy for them and they are not challenged throughout the whole lesson. The increasing numbers of pupils who speak English as an additional language make good progress because work is adapted to include them and help them acquire English language quickly. They are well integrated into classes.

The quality of teaching is good

- Teachers make good use of their prior knowledge of what pupils can do to plan work that builds on their understanding, sharing what they are going to learn with them and explaining how they can be successful.
- Lessons are conducted at a brisk pace and teachers use a variety of approaches to interest pupils, including sharing with a partner. Teachers mostly have high expectations of what pupils can achieve and encourage them to push themselves to do their best.
- In Reception, children enjoy well-planned activities that fire their curiosity. For example, they were intrigued by watching red dye go up the veins of celery stalks. They have a good balance of tasks that are led by adults and those they select themselves, both indoors and outside.
- Staff make regular assessments of children's progress in Reception, but learning journeys do not always reflect the full range of children's achievements. They have few photographs of what pupils can do and do not contain enough contributions from parents or from the children themselves.
- Teachers are quick to pick up and tackle any misconceptions that arise during lessons. They keep a careful eye on how all the pupils are doing. Mathematics lessons are taught with pace and vigour that enable pupils to make rapid progress due to teachers' good subject knowledge. In the best lessons, teachers encourage pupils to reflect on their knowledge and apply it in different contexts.
- For example, when given the problem, 'The answer is 12 what is the question?' a pupil chosen at random came up with the solution, 'We had 60 sweets, we ate $\frac{4}{5}$ of them, how many did we have left?'
- Teaching assistants support pupils well and make a valuable contribution to their learning. They are well briefed by teachers and are clear about how they can help pupils to achieve well.
- Books show that most pupils make good progress over time. Most teachers mark pupils' books well and make helpful comments, but they do not always make sure that pupils have acted upon them. Teachers are trialling new ideas for setting targets for pupils but have not yet agreed a whole-school approach so practice is inconsistent at the moment.

The behaviour and safety of pupils are good

- Pupils have positive attitudes to learning. They are keen to get involved in lessons and work hard. They cooperate well in pairs and groups and are eager to answer questions.
- Pupils behave very well around the school and show consideration for one another. The buddy system works well where older pupils support the younger ones. Pupils say the school is happy and friendly and that they feel safe. Parents who responded to Parent View were overwhelmingly of the same opinion.
- Pupils say that bullying is not a problem. They know about different types of bullying such as name calling and cyber bullying. Some pupils represented the school at an anti-bullying conference. Discrimination is not tolerated.
- Pupils are considerate and well mannered. They were complimented on their behaviour on a

recent school trip. They know how to keep safe when cycling or using the internet for example.

- New pupils who join part way through their school careers are made to feel welcome and settle quickly. The school council represents pupils well, and has recently organised fund-raising to have the toilets refurbished to pupils' specifications. Pupils also raise considerable sums for charity.
- Behaviour is not yet outstanding because there is some restlessness at times in class when pupils are not fully engaged, for example when the work is too easy for them.

The leadership and management are good

- The headteacher and deputy headteacher have successfully maintained the school's good standing since the previous inspection. All the areas to improve from that time have been tackled. Pupils now have access to new technology and the curriculum has been redesigned to be more relevant to them and to promote their creativity.
- A restructuring of the senior leadership team has created new phase leader roles. They are having a positive impact on holding teachers to account for the quality of teaching and pupils' progress. However, they are not yet rigorous enough in ensuring full parity of practice across parallel year groups. For example, their checks have not brought about consistency in marking.
- The headteacher and deputy headteacher work well together in driving improvement and have a clear vision to make sure that all pupils achieve their best. Their ambition for academic rigour combines with a passion for every child's welfare to develop the whole child. In this way they make sure that all pupils have equal chances to succeed.
- Parents welcome the school's caring approach, and almost all those who responded to Parent View were positive about its work. Parents are keen to support their children at home.
- The curriculum is highly successful in engaging pupils' interests and giving them opportunities to excel in a wide range of fields. For example, pupils made an excellent film of the play 'A Midsummer Night's Dream' on location in a sylvan glade. By contrast, they also played convincing zombies in a rendition of Michael Jackson's 'Thriller' video. The new primary school sport funding is being devoted to additional coaching and participation in sports. The school has plans to measure its impact on pupils' health and well-being.
- The school makes use of the local authority's support when it needs it, but this is mainly light touch.
- **The governance of the school:**
 - Governors have a very good knowledge of the school's data and how different groups of pupils are performing. They know about the quality of teaching. New governors are helped to learn the ropes efficiently. Governors take a strategic view and are particularly interested in having a long-term plan for the school. They support the headteacher well, but also ask searching questions. They know about how teachers' performance is managed, how salary progression is linked to pupils' progress and what the school is doing to tackle any underperformance. Governors make sure that all safeguarding arrangements are in place to protect pupils.

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	110657
Local authority	Cambridgeshire
Inspection number	425354

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	405
Appropriate authority	The governing body
Chair	Nicky Odgers
Headteacher	Michael Catchpool
Date of previous school inspection	9 September 2008
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