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26 February 2016

Mr Paul Rust
Headteacher
Morley Place Junior School
Old Road
Doncaster
South Yorkshire
DN12 3 LZ

Dear Mr Rust

Special measures monitoring inspection of Morley Place Junior School

Following my visit to your school with Mary Lanovy-Taylor, Ofsted Inspector, on 16 and 17 February 2016, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions which have been taken since the school's previous monitoring inspection.

The inspection was the third monitoring inspection since the school became subject to special measures following the inspection which took place in March 2015. The full list of the areas for improvement which were identified during that inspection is set out in the annex to this letter. The monitoring inspection report is attached.

Having considered all the evidence I am of the opinion that at this time:

Leaders and managers are taking effective action towards the removal of special measures.

The school may not appoint newly qualified teachers before the next monitoring inspection.

This letter and monitoring inspection report will be published on the Ofsted website. I am copying this letter and the monitoring inspection report to the Chair of the Governing Body, the Regional Schools Commissioner and the Director of Children's Services for Doncaster.

Yours sincerely

Mrs Lesley Butcher
Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection which took place in March 2015.

- Urgently improve the school's work to keep pupils safe by:
 - ensuring that all documents associated with safeguarding are updated regularly
 - making certain the single central record is always up to date and is accurate
 - making sure governors are fully supported to undertake their safeguarding work through regular, appropriate training.

- Improve the quality of teaching with a robust focus on securing good or better progress for all pupils including boys, the most able and disadvantaged pupils, particularly in writing and mathematics, by ensuring that:
 - accurate information about pupils' attainment and progress is used to plan lessons that meet the needs of all pupils
 - further support and challenge is provided for those pupils who find learning difficult, including those with special educational needs, and that harder work is provided for those who find learning easy, in order to help secure their full engagement in their learning
 - pupils have better opportunities to act upon comments made in teachers' marking and so improve their work
 - pupils are encouraged to spell correctly, use grammar and punctuate appropriately and write legibly
 - all teachers have a good subject knowledge in mathematics and pupils are given opportunities to solve interesting mathematical problems.

- Improve the impact of leadership and management including governance by:
 - ensuring the headteacher and other leaders, including subject leaders, have a more accurate view about what needs to improve and have clearer plans as to how improvements will be achieved
 - making certain the monitoring of teaching is rigorous, including undertaking robust scrutiny of pupils' books and of their learning
 - making sure procedures are in place to better monitor and evaluate the impact of the use of the pupil premium to improve the achievement of disadvantaged pupils
 - ensuring the governing body holds the school to account more robustly.

- Support pupils to develop more positive attitudes to their learning by ensuring:
 - lessons engage and motivate pupils
 - pupils, especially boys, are encouraged to be fully involved, enquiring and ambitious in their learning
 - pupils are encouraged to be on time for school.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

Report on the third monitoring inspection on 16 and 17 February 2016

Evidence

Inspectors observed teaching and learning in 12 parts of lessons, scrutinised documents and met with the headteacher, deputy headteacher, middle leaders, a representative of the local authority and members of the governing body. Meetings were held with pupils and teaching staff. The views of 70 parents were taken into account through Ofsted's online questionnaire, Parent View. Inspectors also spoke with pupils during playtimes and lunchtimes.

Context

There have been no changes in staffing since the last monitoring visit. The school has continued to work closely with Saltersgate Junior School to improve assessment and to support senior and middle leaders in their leadership roles.

Consultation and due processes have taken place to enable Morley Place to become a sponsored academy with Wakefield City Academy Trust (WCAT). The trust has already begun to provide support to the school.

Outcomes for pupils

Leaders and teachers have had considerable impact on improving the progress pupils are now making. More pupils are now making at least expected progress and some pupils are making more than expected progress in reading, writing and mathematics. The progress of pupils with special educational needs or disability is encouraging, with almost all making more than expected progress. Disadvantaged pupils are making similarly strong progress. There is little difference between the rates of progress of boys and girls. The good news story continues for the most-able pupils, the vast majority of whom are making more than expected progress and are already working at end-of-year expectations. This represents a strong improvement in outcomes for pupils since the last monitoring visit.

However, because pupils were starting at levels below those seen nationally, very few pupils in Year 3 are working at age-appropriate levels in reading, writing and mathematics. Around one third of pupils in Years 4, 5 and 6 are working at levels below those expected for their age. Despite making more than expected progress, disadvantaged pupils are attaining levels below other pupils and in some classes or subjects the gap is large. Boys are achieving better levels than girls in mathematics, but are lagging behind girls in reading and writing.

Quality of teaching, learning and assessment

Leaders and teachers have looked in depth at how they teach English and mathematics. As a result, teachers' subject knowledge is growing and they are planning activities to stretch all groups of pupils within a lesson. However, particularly in mathematics, some teachers have not paid enough attention to what pupils know already, or have not anticipated how much support pupils will need, in order to ensure they fully understand what they are being taught. This is leading to confusion on the part of some pupils and hindering them from making rapid progress.

Teachers have raised their expectations of the amount and quality of work that pupils will do and pupils are beginning to rise to this challenge. Pupils' work is presented well and, in most cases, pupils are using neat, joined handwriting. Pupils' work seen in books shows that they are covering more ground, writing more and working through more challenges. However, in some classes, pupils are working through too many sums or exercises of the same kind, missing out on opportunities to apply their skills to problems of a different kind to deepen their understanding.

Teachers' determination to improve feedback is leading to greater improvement in pupils' understanding of how to further improve their work. Pupils in Year 5 and 6 are becoming adept at responding to feedback and this is helping them to understand how well they are doing, particularly in writing. The most-able pupils, in particular, are benefiting from these challenges. Less-able pupils and pupils in Year 3 and 4 are not as clear about how to improve their work and are unsure about how well they are doing.

Further improvements can be seen in pupils' application of spelling and punctuation. Teachers are systematically checking these aspects of writing and promoting better understanding through basic skills lessons. However, improvement in pupils' use of grammar is being hindered by lack of planned opportunities to speak aloud and to articulate learning prior to writing. Some staff are continuing to speak incorrectly, further compounding pupils' difficulties in emulating correct speech and grammar.

Personal development, behaviour and welfare

Leaders and teachers have shown determination to help pupils develop more positive attitudes to their learning and have created a safe, happy environment with a greater focus on achievement. Pupils move about school in a calm and quiet fashion and there are now far fewer incidences of low-level disruption in lessons. All staff consistently apply the school behaviour policy and pupils are clear about the rewards they will receive if they exhibit good social skills or expected learning behaviours. Pupils talk excitedly about prizes or trips they can earn if they collect enough points. Pupils are well able to articulate the 'red and yellow card' system used by staff to deal with poor or disruptive behaviour. During the inspection it was

not necessary for any teacher to use the sanctions system, demonstrating just how far the school has come in encouraging good behaviour and attitudes to learning. However, some pupils become distracted, and some boys are not always confident enough to give learning their 'best shot', preferring to be quiet and let others answer questions, thus restricting their pace of learning, particularly in reading and writing.

Despite some parents raising concerns through Parent View, there is evidence that staff, well supported by the parent support adviser, deal effectively with instances of bullying when they arise. Older pupils do not feel bullying is an issue, but some younger pupils say that bullying does happen, but when it occurs it is dealt with. Records kept by the school are comprehensive and clearly show what actions have been followed and how incidents have been resolved.

The parent support adviser rigorously follows up the attendance of pupils who do not turn up to school. Pupils are rewarded for punctual arrival at school and for full attendance. Although there is some improvement in the numbers of pupils arriving to school on time, at the time of this inspection attendance was still below national averages.

The effectiveness of leadership and management

The headteacher is providing effective leadership and commands respect from pupils and staff. Some staff feel he has 'worked miracles' during his short tenure as headteacher. The academy trust and local authority share this confidence in the headteacher to lead the school into a new partnership with Wakefield City Academy Trust.

Middle leaders are beginning to grow into their roles, as a result of support from the local leader of education. They are poised to have greater impact, developing in confidence and subject knowledge. The leader for special educational needs is working alongside teaching assistants to ensure their work with less-able pupils is effective in helping them to learn well. The newly appointed leader for literacy has an accurate view of what needs to improve and is starting her work in developing teachers' subject knowledge. All leaders are involved in the regular scrutiny of pupils' work and have an accurate view of pupils' learning. Leaders' attempts to ensure pupils receive an inspiring curriculum have been less successful and all are aware of the need to further stimulate pupils' imagination so pupils are more enthused and keen to learn.

Leaders' work to ensure pupils are safe has been effective in urgently addressing issues previously raised by inspectors. Safeguarding documents continue to be up to date and provide an accurate record of all adults working or volunteering at Morley Place Junior School. Alongside the headteacher, the governor responsible for safeguarding has played an important role in ensuring this aspect of the school's work is much improved. The headteacher and parent support adviser have attended

an impressive number of safeguarding training events and are able to deliver 'Prevent' training (to support with the identification of and risks associated with radicalisation) to other schools. Through the 'anti-bullying alliance' staff and pupils working together have placed a big emphasis on spotting and dealing with bullying. The school has achieved an award in recognition of successes in this work.

A review of the school's use of pupil premium took place in June 2015. As a consequence of recommendations made, the leader for special educational needs took on responsibility for disadvantaged pupils and carefully tracks their progress and attainment. Consequently, provision is more carefully tailored and the progress of this group of pupils is now better than expected.

The Chair of the Governing Body has a background in education and has provided appropriate support and challenge to the headteacher. The governor responsible for safeguarding is similarly well qualified and challenges school practice. However, minutes of meetings do not reflect challenge from any other member of the governing body, suggesting an over-reliance on information provided by school staff. An external review of governance has not taken place due to the impending transfer of the school to academy status. At the point of the school joining the academy trust, governance will be reviewed.

External support

Leaders have been receiving support from a number of sources, including Wakefield City Academy Trust, a local leader of education and the local authority. The academy trust has been quick off the mark to support the headteacher in evaluating where teaching is fit for purpose and where staff are in need of support. A teacher from the trust is working alongside teachers in Year 6 each week to improve provision for pupils in their final year. The local leader of education has effectively supported the headteacher to reflect on leadership of teaching at Morley Place, to support with developing accurate assessment and to help subject leaders and the deputy headteacher to improve their support to teachers. The representative of the local authority has regularly checked the work of the school through termly monitoring of teaching and learning. She knows the school well and has helped the headteacher to work systematically to address issues raised at the last inspection.

Morley Place Junior School

Old Road, Conisbrough, Doncaster, South Yorkshire, DN12 3LZ

Inspection dates 18-19 March 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Inadequate	4
Leadership and management		Inadequate	4
Behaviour and safety of pupils		Inadequate	4
Quality of teaching		Inadequate	4
Achievement of pupils		Inadequate	4

Summary of key findings for parents and pupils

This is a school that requires special measures

- The school's work to keep pupils' safe and secure is inadequate. The school's safeguarding procedures are not robust enough and do not meet statutory requirements.
- Teaching and pupils' achievement are inadequate. Over time, leaders have not effectively challenged or supported teachers to improve their teaching and stop the decline in pupils' progress.
- Subject leaders do not contribute well enough to improving the quality of teaching in their subject.
- The governing body has not held the school to account robustly over time.
- Teachers do not always plan lessons that challenge pupils to learn quickly. This is because teachers' expectations of what pupils can achieve are too low, especially of boys.
- Teachers' marking does not give pupils sufficient guidance about how to improve their work. Pupils often do not respond to teachers' marking to improve their work.
- Some teachers' knowledge and understanding of how to teach mathematics are weak. Pupils are not given enough opportunities to use practical contexts to solve problems in mathematics.
- The assessments teachers make of pupils' standards and how well they are doing are inaccurate. Previous leaders made inaccurate judgements about the effectiveness of teaching. As a result, the school's self-evaluation is insecure.
- Disadvantaged pupils do not make enough progress. The attainment gap between these pupils and others in the school is increasing. The impact of the support provided is not monitored nor evaluated well enough by senior leaders and governors.
- The most able pupils do not make rapid and sustained progress, particularly in writing and mathematics. They do not reach the highest levels of attainment by the end of Year 6 and consequently, they underachieve.
- Pupils' poor handwriting, presentation of their work and spelling are school-wide weaknesses.
- Pupils' behaviour requires improvement. Too many pupils arrive to school late. Sometimes in lessons pupils are off task and uninterested.

The school has the following strengths

- The new headteacher is determined, and is working hard, to improve the school. He has quickly gained the respect and trust of pupils, staff and parents.
- Recent local authority support has started to improve the quality of teaching, some is now good.
- The impact of the physical education and sports funding has had a good impact on pupils' well-being and participation in sport.

Information about this inspection

- Inspectors observed teaching and learning in all classrooms. Seven lessons were observed jointly with the headteacher and deputy headteacher.
- Inspectors observed an assembly, listened to pupils read and looked at a large selection of pupils' workbooks.
- The inspectors formally met with two groups of pupils and informally spoke to them throughout the inspection.
- Inspectors also spoke with the Chair of the Governing Body and one other governor, members of staff, including subject leaders and a representative of the local authority.
- Inspectors observed playtime and lunchtime activities.
- The views of 45 parents who responded to the online questionnaire, Parent View, were taken into account, together with the results of the school's survey undertaken in the 2014 autumn term. Inspectors also spoke to parents as they arrived at school in the morning.
- The inspectors also considered the views expressed in 14 questionnaires returned by school staff.
- Inspectors looked at a range of documents, including the school's self-evaluation and action plans, information about pupils' achievement, minutes of governing body meetings, and information relating to attendance, behaviour and safeguarding.

Inspection team

Michael Wintle, Lead inspector

Additional Inspector

Aileen King

Additional Inspector

Barbara Martin

Additional Inspector

Full report

In accordance with section 44 of the Education Act 2005 (as amended), Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give 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 in the school.

Information about this school

- Morley Place Junior School is an average sized primary school.
- Most pupils are of White British heritage. The proportion of pupils from minority ethnic backgrounds is below average.
- The proportion of disadvantaged pupils eligible for support through the pupil premium is above the national average. The pupil premium is additional government funding for those pupils who are known to be eligible for free school meals and those children who are looked after by the local authority
- The proportion of disabled pupils and those with special educational needs is above the national average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress.
- The headteacher joined the school in January 2015. The school has seen significant changes to the leadership team and the governing body.

What does the school need to do to improve further?

- Urgently improve the school's work to keep pupils safe by:
 - ensuring that all documents associated with safeguarding are updated regularly
 - making certain the single central record is always up to date and is accurate
 - making sure governors are fully supported to undertake their safeguarding work through regular, appropriate training.
- Improve the quality of teaching with a robust focus on securing good or better progress for all pupils including boys, the most able and disadvantaged pupils, particularly in writing and mathematics by ensuring that:
 - accurate information about pupils' attainment and progress is used to plan lessons that meet the needs of all pupils
 - further support and challenge is provided for those pupils who find learning difficult, including those with special educational needs, and that harder work is provided for those who find learning easy, in order to help secure their full engagement in their learning
 - pupils' have better opportunities to act upon comments made in teacher's marking and so improve their work
 - pupils are encouraged to spell correctly, use grammar and punctuate appropriately and write legibly
 - all teachers have a good subject knowledge in mathematics and pupils are given opportunities to solve interesting mathematical problems.
- Improve the impact of leadership and management including governance by:
 - ensuring the headteacher and other leaders, including subject leaders, have a more accurate view about what needs to improve and have clearer plans as to how improvements will be achieved
 - making certain the monitoring of teaching is rigorous, including undertaking robust scrutiny of pupils' books and of their learning
 - making sure procedures are in place to better monitor and evaluate the impact of the use of the pupil premium to improve the achievement of disadvantaged pupils
 - ensuring the governing body holds the school to account more robustly.

- Support pupils to develop more positive attitudes to their learning by ensuring :
 - lessons engage and motivate pupils
 - pupils, especially boys, are encouraged to be fully involved, enquiring and ambitious in their learning
 - pupils are encouraged to be on time for school.

An external review of governance should be undertaken in order to assess how this aspects of leadership and management may be improved.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The leadership and management are inadequate

- The leadership, including governance has not made sure that the safeguarding of pupils meets statutory requirements. School leaders have not ensured the single central register (the record of checks on the suitability of adults to work with children) is robust. Systems to check on the contents of first-aid boxes and that medical consent forms are appropriately completed are inadequate. Governors have an insecure awareness of which staff have key safeguarding responsibilities.
- Over time a culture in which teaching and good behaviour flourish has not been established. Leaders until very recently have not had an accurate picture of the school's strengths and weaknesses; consequently, the school's evaluation of its own performance is over generous. The school's planning for improvement is not clear about how improvements will be achieved and lacks a sharp enough focus on raising pupils' achievement. The targets set for groups of pupils and individuals are too low.
- The curriculum does not meet the needs and abilities of the pupils. Therefore, the school does not provide all pupils with equal opportunities to succeed, including that for disadvantaged pupils, the most able pupils and boys.
- The pupil premium has not been used effectively to close the attainment gap for pupils eligible for support through this funding and other pupils, both in the school and nationally. Leaders do not effectively challenge teachers about disadvantaged pupils' achievement. Previous tracking systems are not strong enough to show exactly the progress these pupils make and compare how they are doing with other pupils in the school and other pupils nationally. The headteacher has recently developed a new tracking system but there has been no time to assess its impact on pupils' achievement.
- The monitoring of teaching is ineffective because leaders have not always placed sufficient emphasis on improving the quality of work in books or the level of challenge provided for pupils, including for the most able. The procedures for setting performance management targets for teachers and in respect of their salary progression, are now becoming more securely linked to outcomes for pupils.
- Middle leadership roles are underdeveloped. Key subject leaders are not sufficiently focussed on driving the necessary improvements, especially in the quality of teaching, in their subject area. Additionally, there has not been robust enough monitoring of the effectiveness of their work.
- The new headteacher is establishing a more accurate picture of teaching across the school. He is determined that the school should improve. He has actively set about providing more support for teachers and has established a good dialogue between the school and the local authority. This has led to a better awareness of the quality of teaching and pupils' achievement. However, this was only started in January 2015 and the impact on pupils' achievement is limited.
- The primary school physical education and sport funding is used well to develop pupils' physical well-being and participation in competitive sports through after-school clubs and the use of sports coaches. As a result, many more pupils participate with enthusiasm in physical education lessons and school sports. For example, the school entered two cricket teams into the Conisbrough Cricket Competition and both teams reached the semi-finals.
- Pupils' spiritual, moral, social and cultural development is developed well with a variety of visits and visitors to the school. These enhance pupils' experiences and prepares them appropriately for life in modern Britain. By ensuring pupils learn about range of religions and different cultures, the school tries to discourage discrimination and foster good relationships. Pupils' work in Year 5 on Judaism is one example of how the school is achieving this.
- Until November 2013, the school did not engage readily with the local authority nor respond to its offers of support. A much more effective relationship exists now. The local authority has carried out a thorough review of teaching and is starting to help the school to tackle the issues identified.
- The majority of parents have expressed confidence in the school, especially following the appointment of the new headteacher.
- The school may not appoint newly-qualified teachers.
- **The governance of the school:**
 - Governors recognise that pupils' achievement is inadequate but are not able to interpret properly the information they receive about this. Therefore, they are unable to understand the full extent of the issues that face the school.
 - Until very recently, governors did not question the headteacher enough about pupils' achievement and the quality of teaching. Governors are not sufficiently involved in the school's self-evaluation nor in checking the impact of any actions in the school's improvement plan.
 - Governors are well intentioned and want the best for their school. However, their knowledge of the

responsibilities regarding safeguarding is insecure due to a lack of appropriate training. They have not ensured approaches to safeguarding pupils are always systematically applied.

- The governing body is beginning to take effective action. Recently, governors have taken appropriate actions to develop good communication links with parents through a questionnaire to which 145 parents responded.
- Governors ensure that most of the school budget is managed appropriately, but have not ensured the effective use of the pupil premium funding.
- Governors' involvement in decisions on school improvement, including decisions about teacher's pay and their performance, has been limited until recently.

The behaviour and safety of pupils are inadequate

Behaviour

- The behaviour of pupils requires improvement. While some pupils have positive attitudes to learning, others show less commitment and this impedes their learning. Pupils spoken with by inspectors indicated that others sometimes stopped them learning. This is because the behaviour of a minority of pupils is not always well managed and this slows their own and other pupils' progress. The majority of pupils, however, sustain attention well and enjoy school.
- Pupils behave well around school. They enjoy one another's company. They engage enthusiastically in all activities outside the classroom, such as experiencing life in the Second World War.
- A new system of behaviour management has been developed by the headteacher and pupils say that behaviour has improved since Christmas 2014.
- The school has effective systems to promote regular attendance, which continues to be in line with the national average. However, many pupils do not arrive to school on time and this disrupts learning in some classes.

Safety

- The school's work to keep pupils safe and secure is inadequate. Safeguarding practices are not robust enough. A few pupils say bullying is sometimes not dealt with quickly enough by adults in the school. The headteacher is taking key steps to ensure that pupils are kept safe. Parents and pupils say that things have improved since the arrival of the new headteacher.
- Pupils say they feel safe in school and parents also say their children are safe. There are regular opportunities to focus on the risks rising from the internet, social networking sites and cyber bullying. The school actively warns pupils about cyber bullying.
- The headteacher leads by example as to how a better standard of care and attention should be paid to every pupil and their family. However, record keeping in this respect is not robust because it is not regularly updated. A new online system has been introduced by the headteacher to directly address this, but it is too early for its impact to be seen.

The quality of teaching is inadequate

- Teaching over time is inadequate and has not enabled pupils to make sufficient progress in reading, writing and mathematics. Few pupils make fast enough progress, including the most able. Tasks do not always provide sufficient challenge to accelerate the progress of all pupils. Teachers' expectations are not high enough.
- In too many English and mathematics lessons, the same work is set for every pupil whatever their age or ability and this slows their learning and progress. Disadvantaged pupils are not supported well enough and they make even less progress than other pupils. Boys and the most able are not challenged adequately because often the work set for them is too easy. As a result, they do not reach the standards of which they are capable.
- Too many lessons do not successfully motivate all pupils. In particular, boys are not encouraged to be enquiring and ambitious.
- Pupils with special educational needs are not always encouraged to do their very best. Teachers' expectations of them are not high enough. However, teaching assistants are now better deployed by the new headteacher, the deputy headteacher and the special educational needs coordinator. The impact of teaching assistants on learning is growing.

- Pupils' reading skills are generally better developed than their writing skills because teachers expect pupils to read widely. Year 6 pupils talked confidently about their favourite authors and topics. However, standards in reading are below average and not enough boys are making enough progress over time.
- Teaching in mathematics is inadequate. This is because some teachers' subject knowledge is not good enough. Therefore, they are not able to provide appropriate challenge and build on pupils' existing skills. Sometimes teachers do not provide pupils with the practical resources that are available. Therefore, too many pupils do not always firmly grasp the basic concepts in mathematics. Pupils are not given enough opportunities to solve problems.
- Although there is now a clear marking policy in place, it is not always adhered to by staff. Teachers' marking and feedback to pupils varies in its quality and usefulness. Teachers do not always ensure pupils act on this advice nor provide opportunities for them to do so.
- Teachers' assessments of pupils' work are not accurate. Pupils' books show teachers often assess their attainment at too high a level. This makes it hard for teachers to plan lessons that fully meet the needs of all pupils, with the result that progress in lessons is slower than it could be.
- The quality of pupils' written work is often compromised because of their poorly formed handwriting and the content is not of a consistently high enough standard. Pupils do not always know how to correct spelling errors. Over time, teachers have not placed enough emphasis on the development of pupils' writing skills. Improvement has been too slow, although pupils now have more opportunities for writing than in the past.
- In the minority of cases where teaching provides effective challenge, pupils progress well. For example, when learning about mathematics in a Year 6 lesson, pupils were asked to compare decimals. The tasks were challenging and consequently pupils were highly motivated and moved on quickly with their learning.

The achievement of pupils

is inadequate

- Since the last inspection, pupils' achievement has not been good enough, given their starting points. Standards are below average and have been for the last three years. The school has not built effectively upon the pupils' average attainment when they enter Year 3. Current attainment is below average in reading and well below average in writing and mathematics.
- Throughout the school, the achievement of the most able pupils is inadequate. The proportions of pupils who achieved the levels of which they are capable in the Year 6 assessments in 2014 and 2013 were below average in reading. Most able pupils achievement was significantly below the national average in writing, mathematics and spelling and grammar.
- Inspection evidence indicates that pupils are not on track to achieve better standards in the current academic year. Neither the current Year 3 nor Year 6 pupils have made sufficient progress in writing and mathematics and they are not reaching the standards expected for their age.
- From their starting points, the progress of disadvantaged pupils, those supported by the pupil premium, is lower than that of their non-disadvantaged peers nationally. Disadvantaged pupils make less progress than other pupils in the school, particularly in writing and mathematics. Very few make good progress in these subjects. The attainment gap widened for these pupils at the end of Year 6 in 2014. Disadvantaged pupils were approximately one year behind other pupils in the school in reading, writing and mathematics, but were approximately a year and a half behind other pupils nationally in these subjects.
- The needs of disabled pupils and those who have special educational needs are accurately identified. However, their progress from their starting points is inadequate. They are not always given the effective support they need to enable them to progress well.
- Pupils' progress in reading has also slowed, although not to the same extent as in writing and mathematics. The current progress of pupils in Year 6 indicates they are making better progress in reading than in writing and mathematics. Pupils say they enjoy reading and they read books that excite them.
- The attainment of boys is well below average in reading, writing and mathematics. In 2014, boys' achievement at Level 5 in reading, writing and grammar, punctuation and spelling was much lower than girls in the school and all pupils nationally. Current predictions for Year 6 pupils show boys are again underachieving at all ability levels.

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	106711
Local authority	Doncaster
Inspection number	453705

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	7-11
Gender of pupils	Mixed
Number of pupils on the school roll	256
Appropriate authority	The governing body
Chair	John Deans
Headteacher	Paul Rust
Date of previous school inspection	26 March 2013
Telephone number	01709 863400
Fax number	01709 863010
Email address	admin@morleyplace.doncaster.sch.uk

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