

Morley Newlands Primary School

Wide Lane, Morley, Leeds, West Yorkshire, LS27 8PG

Inspection dates

7–8 November 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	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.

- Pupils make good progress throughout school. Standards in English and mathematics are above average by the time they leave school.
- Children get off to a strong start in the Early Years Foundation Stage. They make good progress in all areas of their learning and are well prepared for starting Year 1.
- The quality of teaching is good. Teachers always expect the best of pupils, who in turn find their lessons informative and enjoyable. As a result, pupils of all abilities work hard and achieve well.
- Pupils are well behaved and feel safe. Their attendance is above average. Pupils are reflective and considerate of others because of the many good opportunities they have to learn about the lives of others and the world around them.
- The headteacher, senior leadership team and governing body rigorously pursue a clear direction for school development. Consequently, pupils' achievement and the quality of teaching have improved well since the last inspection.

It is not yet an outstanding school because

- In a few lessons opportunities are missed to challenge pupils to make even better progress.
- Teachers do not always make full use of marking and feedback to show pupils exactly how to improve their work.
- Teachers do not consistently promote a fluent and legible handwriting style.

Information about this inspection

- Inspectors observed 22 lessons including a joint observation with a member of the senior leadership team. The inspectors also made a number of shorter visits to classrooms.
- Discussions were held with two groups of pupils, the Chair of the Governing Body, a representative of the local authority, and members of staff including senior and middle leaders. Inspectors also heard pupils read from both key stages.
- Inspectors took account of 24 responses to the on-line questionnaire (Parent View) and outcomes from the school's consultations with parents.
- Inspectors observed the school's work and looked at a range of documents, including data on pupils' current and previous progress, the school development plan, performance management documentation and records relating to pupils' behaviour and safety.

Inspection team

Andrew Clark, Lead inspector

Additional Inspector

Elaine Maloney

Additional Inspector

Sue Eland

Additional Inspector

Full report

Information about this school

- This is larger than the average sized primary school.
- The proportion of pupils who are known to be eligible for the pupil premium, which is additional government funding allocated to the school, is above average.
- The proportion of pupils supported by school action is broadly average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is also below average.
- The majority of pupils are from White British backgrounds.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the already good quality of teaching and learning to outstanding by:
 - ensuring teachers make full use of time in lessons to further accelerate pupils' progress
 - making full use of marking and feedback to further involve pupils in assessing and improving their own work
 - improving pupils' development of a fluent and legible handwriting.

Inspection judgements

The achievement of pupils is good

- Standards have risen well since the last inspection. Attainment in reading, writing and mathematics is average at the end of Year 2 and above average by the end of Year 6.
- Children start the Early Years Foundation Stage with skills which are generally below those typical for their age. They progress well in their personal and social development, literacy and numeracy skills through carefully structured and motivating activities establishing good learning skills.
- Pupils of all abilities make consistently good progress through the school and this is a good improvement since the last inspection. This particularly results from good improvements to the quality of teaching, including the way in which teachers use what they know about pupils' differing abilities that challenges them all to do their best.
- Disabled pupils and those who have special educational needs make good progress from their starting points. The successful attention given to improving these pupils' literacy and numeracy skills ensures that they achieve well across a range of subjects.
- Pupils supported by the pupil premium make better progress than average and are reducing the gap between their achievement and that of others. In particular, the impact of special programmes to improve the reading skills of Year 4 and Year 5 pupils has led to the large majority of pupils working at or above the levels expected for their age. Their progress is closely monitored.
- Pupils make regular independent use of their literacy, numeracy, and information and communication technology skills in other subjects. More-able pupils respond well to teachers expecting the best of them and to interesting lessons. As a result, the proportion of pupils achieving better than expected in English and mathematics by the end of Year 6 is increasingly above average.
- The large majority of pupils read fluently and widely. They tackle new and unfamiliar words well because they develop a good understanding of letters and their sounds. Pupils of all ages and abilities read with expression and enthusiasm. Their love of reading and knowledge of different authors is a clear strength.
- Pupils make good progress in writing for many different purposes from non-fiction accounts to stories in the style of Roald Dahl and other authors. Although most pupils write at length and present their work carefully, occasionally their handwriting is not consistently developed and limits their capacity to write fluently and easily.

The quality of teaching is good

- Teachers make good use of their accurate knowledge of pupils' progress to set work that boosts their learning. They increasingly successfully expect all groups of pupils, including disabled pupils and those who have special educational needs, to make good progress.
- Relationships between adults and pupils are good. Consequently, lessons run very smoothly and pupils have very positive attitudes to learning.
- Leaders have rigorously and systematically applied extensive procedures to improve teachers' effectiveness since the last inspection. As a result, the quality of teaching is now good and sometimes outstanding.
- Lessons often start with an activity which grabs pupils' attention and sharpens their thinking, for example, stimulating use of information and communication technology, fast-paced calculation games and exciting role play, such as murder-mystery games. These activities reinforce pupils' prior learning and prepare them well for new work to come.
- Teachers and other adults ask probing questions to explore pupils' understanding and develop their thinking skills. They enable pupils to make a full contribution to discussions through, for

example, talking with a partner and by making presentations. This successfully reinforces their knowledge and understanding.

- Occasionally, however, teachers spend too long explaining things to pupils or the questions they ask do not build well on earlier answers. As a result, pupils are not challenged to make the best progress they can throughout the lesson.
- Disabled pupils and those who have special educational needs undertake work which helps them to do well and builds progressively on their earlier learning. Teaching assistants and other adults provide sensitive and skilled support when needed while encouraging pupils to work as independently as possible.
- Teachers regularly mark pupils work and often encourage them to express their own opinions. However, they do not always identify precisely what it is that pupils need to do to make the very best possible progress.

The behaviour and safety of pupils are good

- Pupils behave well and feel safe. Sometimes behaviour is exemplary in lessons, although occasionally a few pupils take too long to settle to their work without guidance from the teacher. Pupils respond well to the caring ethos and teachers' clear expectations of the way that they should behave.
- Pupils are considerate of others. Year 6 pupils, for example, help pupils in Years 1 and 2 read and help new pupils settle in. Pupils are punctual and well prepared for the school day. Effective use of the pupil premium funding to raise the aspirations of these pupils through exciting visits has had a good impact on their attendance.
- Pupils contribute to establishing school rules and promoting good attitudes through their roles as school councillors. They have very clear ideas about how they can make the school even better and feel they are listened to and their views acted upon.
- The school works well with parents to support pupils with emotional and social difficulties and help them manage their own behaviour. Consequently, parents support and appreciate teachers' high expectations and poor behaviour is very rare.
- Pupils have a good understanding of different types of bullying, including cyber-bullying, and feel that very little goes on. This view is supported by inspectors' observations and their analysis of the school's records of incidents.
- Pupils respond well to the strong moral and social guidance they receive through good assemblies, and to their effective personal and social education. Through, for example, role play and the creation of digitally animated stories, they deepen their understanding and appreciation of the lives of others in different circumstances to their own. This prepares them well for their future education and contributes to their safety and well-being.

The leadership and management are good

- The headteacher and staff know what needs to be done to make the school even more successful. Middle and senior leaders make full use of rigorous systems to check the quality of all aspects of the school's work and plan for its future development. This has led to significant improvements in the quality of teaching and the curriculum and to pupils' achievement since the last inspection.
- The school receives good support from the local authority. This has been carefully tailored to meet the priorities identified by the school. This has contributed well to improving the quality of teaching, assessment and pupils' well-being and safety.
- There are thorough systems for mentoring, supporting and coaching teachers which are rigorously applied. Senior staff provide good role models and are skilled in observing teaching and setting targets for improvement. Staff are aware of their accountability for the progress their

pupils make and understand how this is linked to salary progression. Consequently, the school is aware of the few aspects of teaching and learning requiring further development and is well placed to address them.

- The headteacher and other senior staff take a lead role within the cluster of local schools in sharing ideas on how to make things even better.
- Policies for safeguarding pupils meet legal requirements and are supported by detailed record keeping. The school has introduced systems for recording and checking on child protection concerns which have been adopted by other schools.
- The school makes learning exciting and memorable through the different subjects and the links between them. There are many examples of good quality work in art, music and science among other subjects. The school promotes a good understanding of diversity through many visits and visitors, projects on local history, fair trade and other global issues. This is a good improvement since the last inspection.
- **The governance of the school:**
 - The governing body is well led and it is well informed about the school's work through high-quality reports from the headteacher and the governors' own systematic and thorough checking procedures. Its thorough understanding of data on the progress of all groups of pupils is a particular strength. As a result, it makes a strong contribution to establishing the strategic direction of the school. Governors ensure that financial management is matched well to improving pupils' achievement and the impact is carefully scrutinised. For example, the use of the pupil premium funding to provide precisely targeted support for individual pupils, increasing the role of pupil support workers and funding visits to help these pupils aim high in life, is enabling them to make good progress.

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	107838
Local authority	Leeds
Inspection number	400939

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	420
Appropriate authority	The governing body
Chair	Ralph Hyde
Headteacher	Adrian Stygall
Date of previous school inspection	25 January 2010
Telephone number	0113 336 8050
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