

Inspection of Morley Victoria Primary School

Victoria Road, Morley, Leeds, West Yorkshire LS27 9NW

Inspection dates: 6 and 7 December 2023

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Good

Previous inspection grade

Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since November 2007.

What is it like to attend this school?

Pupils are proud to attend this school. They are superb ambassadors for it. Pupils' behaviour is exceptional. Pupils engage maturely in conversations with their peers, adults and visitors. They listen to what other people say and respond in a considered way. Adults in school are excellent role models. Relationships between staff and pupils are strong. This supports the school's caring and nurturing ethos. A parent summarised a common opinion, saying that, 'Morley Victoria is more like a family than a school'.

The school provides a calm environment in which pupils feel safe and flourish. The school's strong focus on both the academic and personal development of pupils prepares them extremely well for their future. Pupils carry out leadership roles such as school councillors and ambassadors very responsibly. These purposeful opportunities enable pupils to contribute positively to their school.

The school has high expectations for all pupils. It works in partnership with parents and carers to ensure that barriers to learning, especially for pupils with special educational needs and/or disabilities (SEND), are removed. Pupils with SEND benefit from the school's well-designed curriculum. Most pupils, including disadvantaged pupils, participate in extra-curricular clubs.

What does the school do well and what does it need to do better?

The school has developed an ambitious and carefully constructed curriculum. Leaders have ensured that the knowledge pupils should learn builds up over time. As they progress through the school, pupils develop a deep understanding of what they learn. Teachers provide regular opportunities for pupils to revisit prior learning. One pupil told an inspector that this was 'to make sure that the knowledge is stuck in my head'. This helps pupils to retain important knowledge and skills. It also helps them to make connections in their learning across the curriculum.

Leaders ensure that staff benefit from regular, high-quality training. This supports teachers to teach the curriculum with confidence. They have a clear understanding of what pupils must learn. Pupils enjoy lessons because they are so engaging. Across the curriculum, pupils produce work that is of a very high standard.

Pupils with SEND are supported exceptionally well. Teachers make carefully considered adaptations to lessons. This enables pupils with SEND to benefit from all that the school's curriculum has to offer. Adults support pupils very well. They use their skill and expertise to provide high quality and timely support. This helps pupils to become increasingly independent.

Reading is given high priority in the school. Staff and pupils refer to it as the 'master skill' for all pupils to learn. The school has ensured that the teaching of phonics is well established. Where necessary, staff provide pupils with appropriate support to

enable them to keep up with their peers. Pupils develop a love of reading. Older pupils recognise the importance of being able to read well. They know that it will help them when they move to secondary school and in their future careers. Pupils learn to read with increasing fluency and accuracy. They read texts from a range of different genres. Pupils speak with confidence about the books they enjoy reading and authors that capture their interest.

The school prioritises building positive relationships with parents from the beginning of children's time at the school. This strong partnership and well-established routines support children in early years to settle quickly. Staff know the children well. Adults skilfully support children to use an increasing range of vocabulary through their interactions and conversations. The school's recently revised curriculum supports children in their learning as they move from Nursery into Reception effectively. Some parts of the curriculum, particularly in Reception, are not sufficiently refined. Some activities are not as closely matched to children's individual needs as they might be. Leaders are aware of this. There is compelling evidence to indicate that their actions to further refine this aspect of the school are having a positive impact on children's learning.

The school's emphasis on pupils' personal development is a strength. Pupils in all year groups benefit from the coherent approach the school has implemented. The school ensures that pupils regularly learn about concepts such as equality and diversity in age-appropriate ways. The school supports pupils to develop a strong personal character very effectively. Partnerships with local organisations and businesses provide many opportunities for pupils to contribute to the community. Through these, pupils learn about, and reflect upon, their role in positively impacting on society.

Leaders, including those with responsibility for governance, have an accurate view of the school. Governors visit the school regularly. They check that strategies to develop the school are having the intended impact on pupils without adversely affecting staff workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	107866
Local authority	Leeds
Inspection number	10211881
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	464
Appropriate authority	The governing body
Chair of governing body	Claire Skeet
Headteacher	Joanne Wood
Website	www.morleyvictoriaprimary.org.uk
Date of previous inspection	28 November 2007

Information about this school

- The school is a well-above-average sized school.
- The proportion of pupils eligible for free school meals is below average.
- The proportion of pupils with SEND is close to the national average.
- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- Inspectors spoke to the headteacher, assistant headteachers, early years leader and special educational needs co-ordinator.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, science, computing, physical education and history. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also spoke to leaders and reviewed pupils' work in some other curriculum subjects.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- An inspector met with the school's improvement adviser from the local authority.
- Inspectors considered parents' responses to Ofsted's survey, Ofsted Parent View. They also spoke to parents at the beginning and end of the school day. Inspectors also reviewed responses to Ofsted's staff survey and spoke to groups of teaching and non-teaching staff.
- An inspector met with representatives from the governing body.
- Inspectors visited the school's breakfast club as well as before and after-school club provision.

Inspection team

Matthew Harrington, lead inspector	His Majesty's Inspector
Alison Greaves	Ofsted Inspector
Suzette Garland-Grimes	Ofsted Inspector
Jonathan Sharp	Ofsted Inspector

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