



Morley Newlands Primary School

Inspection Report

Unique Reference Number 107838
Local Authority Leeds
Inspection number 287925
Inspection dates 31 January –1 February 2007
Reporting inspector Les Schubeler

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

Type of school	Primary	School address	Wide Lane
School category	Community		Morley, Leeds
Age range of pupils	3–11		West Yorkshire LS27 8PG
Gender of pupils	Mixed	Telephone number	0113 2533231
Number on roll (school)	457	Fax number	0113 2145409
Appropriate authority	The governing body	Chair	Mr R Hyde
		Headteacher	Mr Adrian Stygall
Date of previous school inspection	2 July 2001		

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a large primary school serving an area of broadly average social and economic circumstances. The proportion of pupils from economically challenging backgrounds has fallen during the last five years, although indications are that this trend is being reversed. The proportion of pupils eligible for free school meals is broadly average but the proportion with learning difficulties and/or disabilities is below average. The large majority of pupils are of White British heritage. The school holds the Inclusion Chartermark.

During the last four years, the school has been without key staff at various times and even since the current headteacher took over in November 2005, the senior leadership team has not been able to operate at full capacity.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

Morley Newlands is a rapidly improving school that provides a satisfactory education for its pupils. This matches the school's own judgement.

The headteacher has identified the essential priorities to raise achievement. With the valuable support of a leadership team that is seriously reduced in number by long-term illnesses, he has in a short time set the school firmly on course for good improvement. Taking clear direction from the headteacher's vision, the team has high expectations and a commitment to make Morley Newlands the best school possible.

Throughout the school, including the Foundation Stage, rigorous assessment, good use of data, target-setting and improvements in the quality of teaching are having a beneficial impact. Although there has not been time to measure a sustained effect of these changes, achievement and progress are now satisfactory and improving. Challenging targets set by the school are helping to drive up standards and Year 6 results in national tests are broadly average.

The quality of teaching and learning is satisfactory overall. There are many strengths in teachers' classroom practice that are leading to better achievement, but there are still inconsistencies, especially with regard to matching activities to the needs of all pupils. The school has wisely invested in practical resources, new reading materials, and information and communication technology (ICT). This improved provision is contributing to a wider variety of teaching strategies and to the success of the guided reading programme for all pupils.

Pupils are well cared for and consequently, their personal development and well-being are good. Here, the school's self-evaluation is modest. From entering the Nursery and continuing through the school, children develop good relationships with those around them. They are well mannered and show respect to visitors. They are proud of their school and its reputation as being inclusive. Pupils eagerly participate in local community events such as singing at the inauguration of the mayor. They appreciate all that the school provides and know their views are listened to. They know how to stay fit and healthy and enjoy the wide range of after school activities. They feel safe and trust the adults they deal with. Effective support is provided for pupils to understand their own feelings and make good choices.

Despite the accommodation's shortcomings, the school is a clean, healthy and attractive environment and this helps to promote good attitudes to learning. Governors know the school well, and because they are well informed they provide a strong level of support and challenge. Decisive action has been taken to tackle a budget deficit. Across the school a common sense of purpose is emerging amongst staff. There is a shared acceptance and understanding of what needs to be done to improve school performance. Thus, there is sound capacity for improvement. Over the last fifteen months, a small management team has been in place and as a result not all aspects of the school's performance have been monitored as closely as they should have been. Nonetheless, this team has been responsible for introducing significant improvements

in the provision offered to pupils. A larger, restructured management team is now established. As parents say, 'it's all coming together now'.

What the school should do to improve further

- Improve the match of activities to pupils' learning needs in order to raise standards and achievement.
- Ensure that the monitoring and evaluation of the school's performance are distributed across all levels of management so that thorough evaluation leads to improved standards.

Achievement and standards

Grade: 3

Recently implemented assessment systems throughout the school are beginning to help staff gain a clearer picture of children's knowledge and progress. They enter the Foundation Stage with broadly average skills for their age and make satisfactory progress. Their personal, social and emotional development is a particular strength and a new communication and language programme is effectively supporting their progress in phonics and writing. Key Stage 1 results peaked in 2004 and then declined to below average in the following two years. New assessment systems are now helping teachers to focus more clearly on pupils' achievement and pupils are now making satisfactory progress. Standards at the end of Key Stage 2 are broadly average but pupils' achievement has been declining since 2003. However, as a result of recent, effective measures, this is being tackled effectively. Current assessments show that Year 6 pupils, including those with learning difficulties and/or disabilities, are making satisfactory progress and are on course to meet their challenging targets for 2007.

Personal development and well-being

Grade: 2

Pupils enjoy coming to school as demonstrated by their good behaviour and positive attitudes to learning. Many pupils think that 'lessons are fun!' Older children work effectively as 'buddies' to help each other make progress. Attendance is satisfactory. Staff work hard to maintain a positive trend, with 100% attendance being celebrated on the Attendance Tree.

Positive relationships in school support children's good spiritual, moral, social and cultural development. Children are able to reflect on issues important to their daily life, as well as those of other faiths and cultures. As a result of their roles of responsibility children are developing key life skills, such as teamwork, problem solving and decision making. Pupils make a good contribution to the community through fundraising activities and participation in local events. Their involvement in initiatives such as designing the refurbishment of two Year 6 classrooms and 'Better Breaks' has led to happier and more active playtimes. Pupils take part in a wide range of clubs,

ranging from football to circus skills and at playtime they readily choose healthy snacks from the school's fruit shop.

Quality of provision

Teaching and learning

Grade: 3

Pupils enjoy their lessons, and are able to work collaboratively and confidently together. Relationships with staff are good. Lessons have a clear focus and pupils understand what is expected of them. Teachers set high expectations for good behaviour. Children are supported to develop independence and speaking and listening skills from the Foundation Stage onwards. Good use is made of displays and 'learning walls' in classrooms. Marking is constructive and clear guidance is now enabling pupils to understand their targets, which is beginning to contribute to their improving level of achievement. Teaching assistants are skilled in ensuring that all pupils have full access to the curriculum, and the needs of pupils with learning difficulties and/or disabilities are met through careful planning and focused support. Teachers are beginning to use pupil assessment data more effectively to help them plan their lessons, and the use of detailed tracking information is helping some teachers to direct more attention to individual needs. However, there are still inconsistencies in this respect. Consequently, there is not always enough challenge and pupils are sometimes too passive in their learning.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. The identification of weaknesses in literacy and numeracy has led to a major investment in new learning resources. The development of reading skills is a particular priority for the school and there has also been a big investment of time in a successful, daily guided reading programme for all pupils. This improved provision is contributing to the improved quality of teaching and learning. It is also beginning to accelerate pupils' progress, but as yet, it is not sufficiently established to see a sustained impact. The needs of pupils with learning difficulties and/or disabilities are met through well-planned programmes of support. A good variety of enrichment activities that includes visits, residential experiences and study support, as well as the provision of a good range of extra-curricular activities, make a valuable contribution to pupils' personal development and broaden their learning experiences.

Care, guidance and support

Grade: 2

Care, guidance and support are good. The good quality care for children is typified by the warm approach of the headteacher, as recognised by parents' comments such as, 'he is out there greeting people - even in the rain!' Many aspects of pastoral care for pupils are very good. Positive relationships with adults enable the pupils to feel

confident that there is always someone they can turn to for help. The learning mentor plays a key role in helping all children, including the most vulnerable, to be happy in their learning. Child protection and health and safety arrangements are firmly in place. Good arrangements are made to prepare pupils for the transition to secondary school. Staff encourage pupils to do their best and develop positive social skills, by becoming the 'star of the day' or by having their name on the 'wall of fame'. They show pupils what is good about their work and how they can improve it further. Effective strategies are in place to identify and help pupils with learning difficulties and/or disabilities. Progress is reviewed regularly and outside agencies are consulted when appropriate.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The recently appointed headteacher has been the keystone in bringing about brisk improvement. He has been well supported by a depleted senior team that has worked well together to establish good staff morale after a difficult period and to effect early improvements in pupils' achievement. All staff are now positive in their determination to speed up the process of change. Effective strategies, such as the detailed system for tracking pupils' progress, are ensuring that there is a clear focus on how well pupils achieve. However, not enough time has yet elapsed to show sustained success. As a result of the disruption to the leadership team, not all aspects of the school have been monitored as rigorously as they need to be. Financial management has improved and spending is carefully prioritised. Governors are supportive of the school and informed. The school gives satisfactory value for money. Parents are increasingly involved in their children's learning and the school has given them careful guidance and training in how to help their children's learning. The school has embraced in a positive spirit good support from the local authority adviser and consultants, together with support from external consultants. Effective partnerships with the Morley 'family' of schools contribute valuably to the school's burgeoning improvement.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you for the warm welcome you gave to the three inspectors who visited your school recently. We would like to thank you for being so courteous and friendly. We enjoyed talking to you and finding out your views about the school. We spent a lot of time finding out how well you learn in your lessons, looking at your work and talking to your headteacher and school staff. We came to the conclusion that Morley Newlands is a satisfactory and rapidly improving school.

We think your teachers and teaching assistants care for you and look after you well, keeping you safe and healthy. We know, too, that you are proud of your school and that you respect the attractive environment, which you and the staff of the school have created. It was very pleasing to see that you get on well with one another and all the adults who work with you. We think that you are all working hard and are now making faster progress than before. Your teachers have introduced new ways of checking your progress that help you to know better how to improve. We think that if you concentrate on trying to reach the targets that your teachers set for you and listen carefully to the advice they give you on how to make progress, then the standard of your work will get better.

To help your school to improve further, we have asked your teachers to make sure that all the work you are given really stretches you. We've also asked your headteacher and other staff to make sure that close checks are kept on all parts of the school's work to make sure everything is going well.

We are sure that you will carry on enjoying school and continue to build on the improvements that you are making now. Most of all, we hope that you will continue to work hard and help all the staff to make Morley Newlands an even better school in the future.