

Morley Newlands Primary School

Inspection report

Unique Reference Number	107838
Local Authority	Leeds
Inspection number	336960
Inspection dates	25–26 January 2010
Reporting inspector	Keith Bardon

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	457
Appropriate authority	The governing body
Chair	Mr R Hyde
Headteacher	Mr Adrian Stygall
Date of previous school inspection	1 January 2007
School address	Wide Lane Morley Leeds LS27 8PG
Telephone number	0113 3368050
Fax number	0113 2145409
Email address	stygala01@leedslearning.net

Age group	3–11
Inspection dates	25–26 January 2010
Inspection number	336960

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by four additional inspectors. The inspectors spent 67% of their time looking at learning; visited 20 lessons; observed 18 teachers and held meeting with governors, staff and groups of pupils. The inspectors observed other aspects of the school's work, and looked at a range of evidence including policies, the improvement plan, pupils' work and the school's records indicating pupils' progress and attainment. The inspectors also analysed 154 questionnaires returned by parents and carers.

The inspectors reviewed many aspects of the school's work and looked in detail at the following:

- whether improvements in attainment in Key Stage 1 are continuing
- the effects of the school's efforts to raise standards in writing and science
- how well teaching meets the needs and promotes the learning of different groups of pupils
- the extent to which problems with the building affect the provision for pupils and their learning
- the progress children make in the Early Years Foundation Stage and how provision out of doors affects their learning
- how effectively the new senior leadership team and other teachers with leadership responsibilities contribute to school management.

Information about the school

Morley Newlands is a large primary school. The proportion of pupils eligible to take a free school meal is broadly average. Early Years Foundation Stage provision is made up of a Nursery plus two Reception classes, which often work together on activities. The school has twelve other single-age classes. Most pupils are White British. Almost all pupils speak English as their first language. The proportion of pupils who have special educational needs and/or disabilities, including those with a statement for their special educational need, is below average. The school has achieved Level 1 of the Stephen Lawrence Education Standard and the Inclusion Charter Mark, the Active Schools Charter Mark and very recently, the Healthy Schools award.

A privately managed out-of-school club is available to pupils before and after school each day and at holiday times. This was inspected separately and the report is available on the Ofsted website.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Morley Newlands Primary provides pupils with a satisfactory quality of education in a calm, orderly and pleasant atmosphere. This gives pupils a strong sense of security and well being and many describe their learning as fun.

Pupils' achievement is satisfactory. They make satisfactory progress overall during their time in the school so that attainment is average by the end of Year 6. Good quality reading has often been the strength of pupils' attainment in English, and now attainment in writing is starting to catch up. In response to a concerted effort by teachers to raise standards, a good proportion of pupils now write interesting and well-structured pieces of text in a range of different styles. However, these improvements tend to be confined to English lessons and pupils' writing in other subjects is often of a lower quality because the literacy skills they are acquiring have not been applied well enough. Well-judged developments are increasing the quality of the curriculum, but provision for science does not yet support high quality learning. Pupils are given insufficient opportunities to carry out their own investigations and their knowledge and skills do not build as securely and progressively as they should.

Relationships between teachers and pupils are good, lessons generally move along at a good pace and a strong work ethic prevails. While teachers plan lessons thoroughly and select interesting things for pupils to do, activities are often quite tightly structured and provide only limited opportunity for pupils to think creatively and to develop as independent learners. On too many occasions, the lesson objectives and success criteria teachers display at the start of each lesson, focus on the mechanics of the task rather than illustrating what pupils can expect to learn and encouraging them to get involved. Pupils' good behaviour is promoted well. Staff employ a consistent approach so that pupils understand fully what is expected of them. Partnerships with other schools and organisations are well developed and make a positive contribution to pupils' learning and well-being.

Improvement since the last inspection has been satisfactory overall, but has had greater effect lower down the school than in Key Stage 2, because much of the school's development has been focused in the lower school. Leaders and managers have an accurate picture of how well the school is performing and the areas in which improvements are needed. Well-formulated systems for gathering information and evaluating its implications have been put in place, but many have still to become firmly established and fully effective. These factors combined give the school a satisfactory capacity for sustained improvement.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

What does the school need to do to improve further?

- Improve the quality of teaching and learning across the school and especially in Key Stage 2 by:
 - providing more opportunities for pupils to become independent learners and creative thinkers
 - ensuring that lesson objectives and success criteria encourage pupils' involvement and give them a clear understanding of what they can expect to learn.
- Raise attainment in science by:
 - providing more opportunities for pupils to carry out enquiries and investigations for themselves
 - ensuring that the progression of pupils' knowledge and skills is secure and logical.
 - Ensure that pupils make full and effective use of their writing skills in all subjects in order to improve them further.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

3

Pupils of all ages behave well and apply themselves diligently to the tasks the teachers set them. They enjoy learning and finding out 'lots of things I didn't know about'. Most pupils listen carefully to instructions and readily answer the questions put to them. They are less inclined to think of their own ideas and ways of working because the structure of lessons does not always encourage them to do this. In response to the school's initiatives, attainment in Key Stage 1 has begun to rise and at times pupils make good progress in this key stage. Intervention strategies which target weaknesses in literacy and numeracy are proving particularly effective, helping pupils to overcome their difficulties and helping them to make good progress with their basic skills. While pupils make satisfactory progress overall in Key Stage 2, on occasions, some pupils could learn more and their attainment by the end of Year 6 is rather patchy. To some extent this stems from a lack of opportunity to engage actively in learning; something the school is working hard to correct through the introduction of a more lively and creative curriculum. Pupils with special educational needs and/or disabilities make satisfactory progress overall and good progress during the periods in which they are taught individually or as a small group. The progress made by the small number of pupils from minority ethnic backgrounds is satisfactory and similar to that of other pupils.

Pupils say they feel completely safe and know that they can talk to an adult if they have a problem. They are confident that staff will deal with any occasional instances of unpleasant behaviour quickly and effectively. Pupils play well together and are generally

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

considerate to each other. They understand the benefits of a healthy diet and enjoy selling fruit in the school shop. Many participate regularly in a wide range of sporting activities and are developing a good understanding of the dangers of habits such as smoking. They make a good contribution to the school community as school councillors and as trained peer mentors, but have relatively few opportunities to contribute to the wider community. The range of academic and personal skills that pupils acquire provides a satisfactory preparation for the future. Pupils have a good understanding of right and wrong and generally get on very well together. They are respectful to adults and take pride in what they are able to achieve. While pupils' appreciation of their own culture is satisfactory, their knowledge of cultures, traditions and beliefs that are different to their own is rather sketchy.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

Teachers discuss pupils' work thoroughly with them and check carefully to make sure they have understood instructions. Pupils behaviour is generally managed well and there are few disruptions to learning. English lessons provide interesting opportunities for

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

pupils to write in different styles, but teachers do not insist on the same quality of writing in other subjects. In the most productive lessons, teachers skilfully include pupils when formulating the success criteria so that everyone has a clear picture of what is to be achieved and what success will look like. In other lessons pupils work with less purpose because the success criteria often focus on what pupils will do rather than what they will learn. The use of assessment has improved since the last inspection, particularly in the way in which tasks are modified to reflect to pupils' differing abilities, but there are occasions when too little account is taken of pupils' responses to adjust the lesson and secure their progress. Teaching assistants are deployed well and make a positive contribution to pupils' learning, particularly those who need additional support to access the lesson. The teaching of pupils who receive individual help with literacy and numeracy is very effective and enables them to make good progress in their basic skills. Teachers mark pupils' work conscientiously and provide satisfactory guidance to aid improvement.

The curriculum has recently been the focus of significant development which has raised its quality and increased pupils' enjoyment. A more cohesive programme of interlinked subjects has been introduced with pupils consulted regularly about what interests them. These improvements have enhanced pupils' learning, but have yet to be completed. In science, the curriculum does not yet provide a strong enough base for raising attainment. Pupils benefit from regular visits to places of educational interest and from visitors to school. These broaden pupils' experiences and add extra dimensions to lessons. The school provides a good number and variety of extra-curricular activities, which are popular with pupils. Many of these are activity-based and provide valuable support for pupils' health and well-being.

Care and welfare procedures are thorough and well managed. The school keeps a very careful watch over pupils who may be vulnerable and responds quickly and effectively to their needs. Staff know the pupils well and those with specific responsibilities for pastoral care are readily available when help is needed. Recent improvements to monitoring and tracking systems ensure that pupils with special educational needs and/or disabilities are monitored closely; although the benefits have still to be reflected fully in their progress. Staff have recently started to write pupils' individual education plans in child-friendly language. This is a good innovation which has increased pupils' ownership of the plans and aided their understanding. Well chosen and effectively taught intervention strategies help younger pupils secure their basic skills in literacy and numeracy. Good organisation ensures pupils transfer smoothly from one stage of their education to the next.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

The effectiveness of care, guidance and support	2
--	----------

How effective are leadership and management?

A climate in which high expectations drive continuous improvement has taken time to establish, but is now firmly in place. Leadership and management are at a transitional stage, with staff new to the senior leadership team steadily increasing the contribution they make to the smooth running of the school and its on-going development. New systems for tracking pupils' progress have been introduced since the last inspection. These provide clear and detailed information which the school has begun to utilise well to target support for pupils where it is needed. The school has good links with other organisations, which are of particular benefit to pupils and families who need specialist help and support. While all pupils are included fully in the life of the school and there is no discrimination, some pupils in Key Stage 2 have yet to achieve their full potential. The school makes a positive and valued contribution to local community cohesion, but has only limited links with communities further afield. Safeguarding procedures are rigorous, thorough and effective. Staff and governors make frequent checks to ensure they are fully up to date and reflect the best practice available. The school benefits from a conscientious and well informed governing body which meets its statutory responsibilities well. While improvements are steadily being made to the buildings, some are in a poor state of repair and have limited facilities. The positive attitude and hard work of the staff ensures that any adverse effects that this might have on pupils' learning are kept to a minimum.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Early Years Foundation Stage

While most children enter the Nursery with a range of skills that are typical for their age, a significant and increasing proportion are not yet speaking clearly or communicating effectively. Children make satisfactory progress in the Early Years Foundation Stage and most achieve the recommended levels for their age by the time they enter Year 1. Staff engage children in conversation and discussion at every opportunity. As a result, children's speaking and listening skills develop at a fast pace and they make good progress in this area of learning. Children benefit from well organised activities that stimulate their interest and promote their learning. However, limited accommodation restricts what can be provided outside. Despite the best efforts of the staff this adversely affects children's learning, particularly those in the Reception classes.

Children feel safe in the secure environment and come in happily to school each day. They enjoy working and playing together and acquire a good range of personal skills, such as, waiting their turn to speak and listening carefully to each other. Teaching is satisfactory overall. Activities led by the teachers are generally well organised, but children are not always given enough time to complete independent tasks. Children's progress is assessed frequently and the information used systematically to plan suitable work for different groups. Good systems enable children to settle quickly to school and they relate well to adults, particularly their key worker (the main adult who looks after their care). Leaders and managers are fully aware of the inadequacies of the current accommodation and are planning carefully to ensure they get the best from the new Nursery facilities which are close to completion. There are good links with parents and carers who are welcomed into school each day. They appreciate the weekly 'drop and stop' sessions where they learn more about how their children are learning.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

With few exceptions, parents and carers who responded to the questionnaire are pleased that their children enjoy school and are happy with the quality of education they are receiving. Although they are confident their children are safe at school, a substantial minority is unhappy about the way in which the school deals with unacceptable behaviour and some have concerns about bullying. During discussions with inspectors

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

and through their questionnaires, pupils expressed very little concern about bullying and their behaviour during the inspection was good. However, senior staff and governors acknowledge that there is a significant level of concern from parents and carers in this area which they need to look into and address. A small number of parents and carers question whether their children are making sufficient progress. Inspectors recognise that there are times when older pupils in particular could learn more.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Morley Newlands Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 154 completed questionnaires by the end of the on-site inspection. In total, there are 457 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	76	49	73	47	3	2	0	0
The school keeps my child safe	81	53	71	46	1	1	0	0
The school informs me about my child's progress	32	21	111	72	9	6	1	1
My child is making enough progress at this school	42	27	101	66	10	6	1	1
The teaching is good at this school	44	29	104	68	4	3	0	0
The school helps me to support my child's learning	43	28	95	62	11	7	1	1
The school helps my child to have a healthy lifestyle	43	28	105	68	3	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	40	26	96	62	4	3	1	1
The school meets my child's particular needs	38	25	99	64	10	6	3	2
The school deals effectively with unacceptable behaviour	35	23	82	53	26	17	8	5
The school takes account of my suggestions and concerns	39	25	89	58	13	8	4	3
The school is led and managed effectively	44	29	96	62	6	4	4	3
Overall, I am happy with my child's experience at this school	49	32	97	63	3	2	2	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



27 January 2010

Dear Pupils

Inspection of Morley Newlands Primary School, Leeds, LS27 8PG

Thank you very much for the very friendly greeting you gave the inspectors when we visited your school recently. Lots of you smiled and chatted to us which made us feel comfortable and welcome. We thoroughly enjoyed finding out about the work you do, and special thanks go to those who talked with us about the school.

Morley Newlands Primary is a satisfactory school which cares for you well. It was good to hear how safe you feel at school. This is important to the staff and we know they will be pleased. The behaviour we saw was good in and out of lessons, with just one or two pupils needing an occasional reminder of what was expected of them.

While most of you are making satisfactory progress and producing work that is close to the level it should be for your age, we feel it could be even better. We have asked your teachers to involve you more in thinking things through and working things out for yourselves. You need to play your part. For example, when the teacher is introducing the lesson and discussing the objective and success criteria, think carefully about what you already know or can do and how this might help. If you have any good ideas, be prepared to share them with your teacher and the rest of the class.

We enjoyed reading what you had written in your English books and were pleased to see that the quality of your writing is improving. Well done! Quite often the writing in your other books, such as, those for Theme work, is not as good and teachers will be encouraging you to write well in everything you do. The school is aware that your learning in science has lagged behind that in many other subjects. We all agree that lessons should provide you with more opportunities to investigate for yourselves and teachers need to make sure that new learning builds successfully on what you already know and can do. We know you will enjoy the practical activities your teachers will be providing and always bear in mind that the best science involves careful work and clear thinking.

Thank you once again for a very enjoyable two days and best wishes for the future.

Yours sincerely

Mr Keith Bardon

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.