

Morley Victoria Primary School

Inspection report

Unique Reference Number	107866
Local Authority	Leeds
Inspection number	309522
Inspection date	28 November 2007
Reporting inspector	Ann Sharpe

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 on roll	478
Appropriate authority	The governing body
Chair	Mr P Holdsworth
Headteacher	Mr R Elstub
Date of previous school inspection	September 2003
School address	Victoria Road Morley Leeds West Yorkshire LS27 9NW
Telephone number	0113 2535253
Fax number	0113 2597389

Age group	3–11
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Introduction

The inspection was carried out by one Additional Inspector.

The inspector evaluated the overall effectiveness of the school and investigated the following issues: pupils' personal development and well-being, the quality of the curriculum, care, guidance and support for pupils, and leadership and management. Evidence was gathered from the school's self-evaluation, plans for further improvement, nationally published assessment data and the school's own records of pupils' progress over time. Brief observations of lessons in all classes were undertaken. Discussions were held with staff, pupils and the chair of governors. Questionnaires returned by parents were considered. Other aspects of the school's work were not investigated in detail, but the inspector found evidence that the school's own assessments, as given in its self-evaluation, were sometimes rather modest, and these have been included, where appropriate in the report.

Description of the school

Almost all the pupils at this larger than average sized school are White British, but a few are from a wide range of other minority ethnic backgrounds. The proportion of pupils entitled to free school meals is below average. The proportion with learning difficulties and/or disabilities is below average. As a result of housing developments, the skills of children when they start Nursery have started to change. Although most pupils in the school started Nursery with skills that were below those typical for their age, the skills of children who recently started Nursery are more typical. In recent years, there have been significant changes of teaching staff. The school holds a wide range of awards, including the Stephen Lawrence Award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Morley Victoria is an outstanding school, providing outstanding value for money. It is a very happy and purposeful school that is extremely well thought of by pupils, parents and carers. Excellent partnerships demonstrate the keen sense of responsibility to ensure that the school and its pupils make a worthwhile contribution to the community. Since the previous inspection, the school has gone from strength to strength. The impressive range of national awards demonstrates its success in raising academic standards and improving pupils' personal and social skills. Although the school has undergone significant staffing changes, the outstanding leadership of the headteacher, assistant headteacher, leadership teams and governors has minimised disruption to pupils' education. Their forward thinking, strategic planning, team building skills, and overriding emphasis on ensuring that pupils lie at the heart of everything that happens have steered the school successfully through many challenges. All staff are valued equally and professional development is high on the school's agenda. As a result, everyone plays a crucial part in ensuring an outstanding level of care and support for all pupils.

From their starting points in the Foundation Stage (Nursery and Reception classes), pupils' achievement is outstanding, and standards are consistently well above average by the end of Year 6. Although pupils' performance in previous years has been relatively better in reading than in writing and mathematics, firm action taken by the leadership has paid dividends and the gap has narrowed considerably. Inspection evidence indicates that pupils are on track to meet their very challenging targets and the school anticipates even better national assessment and test results this year. Pupils achieve so well largely as a result of very high expectations of pupils and staff. Learning targets for all pupils are realistically challenging and there is a strong sense of determination by teachers to ensure that pupils reach them. This makes teaching and learning outstanding, because staff are tightly focused on ensuring that pupils of all abilities, including those with learning difficulties and/or disabilities, do as well as they can. The approach to involving the pupils themselves in reaching their learning targets is inconsistent, however, and it does not include all subjects.

Everyone is inspired by the school's shared vision and there is a united and relentless quest to ensure that pupils' personal development and well-being are outstanding. Staff and governors leave no stone unturned when it comes to making sure that pupils receive a 'rounded' education. Consequently, pupils are very well prepared for secondary school and for becoming responsible adults in the future. The outstanding curriculum reflects pupils' need to learn and practise a wide range of skills as well as basic literacy and numeracy skills. As a result, pupils' attendance is good and they say they thoroughly enjoy everything about school, including the many additional activities that enrich their learning. They talk with enthusiasm about their lessons and often follow up their learning at home. Pupils become increasingly thoughtful, sensible, caring and mature in their outlook. Older pupils talk about how gaining the Stephen Lawrence Award has made them more 'open minded' and explain the importance of living safe and healthy lifestyles. Pupils' behaviour is excellent because they understand why the school has such high expectations of them.

The school was rather modest in some evaluations of itself. Nevertheless, outstanding leadership and management give the school outstanding capacity to improve further.

Effectiveness of the foundation stage

Grade: 1

Although located in different buildings, the Foundation Stage is very much a part of the whole school. Children learn in a welcoming, happy and exciting setting that helps them to enjoy all their activities. As a result of informed and dedicated leadership and management and skilful teaching, children's achievement is outstanding. This enables them to start Year 1 with skills that are higher than expected nationally for their age. The school's recognition of the importance of getting children off to the best start possible, including learning to read, write and understand mathematics, is seen in day-to-day practice. Staff plan very carefully to ensure that children benefit from a thoughtful mix of learning in formal settings and by selecting their own activities, both indoors and outdoors. They make best use of the premises in order to put their plans into practice. Consequently, children settle quickly to learning and make rapid progress in their personal, social and emotional development. Staff take advantage of children's good speaking and listening skills to further children's development in reading, writing and mathematics. For example, children have many opportunities to talk about their learning with adults. Staff are very keen to keep abreast of national developments and practice already reflects anticipated changes.

What the school should do to improve further

- Ensure a consistent approach in all subjects to encouraging pupils to take more responsibility for reaching their learning targets.

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Annex A

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?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	1
The effectiveness of boarding provision	NA
The capacity to make any necessary improvements	1

Achievement and standards

How well do learners achieve?	1
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and disabilities make progress	1

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

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?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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

Annex B



29 November 2007

Dear Children

Inspection of Morley Victoria Primary School, Leeds, LS27 9NW

Thank you so much for the very warm and friendly welcome you gave me when I visited your school. I thoroughly enjoyed my day, especially looking around all the classrooms and hearing about the things you enjoy doing at school. You were very keen to talk to me and answered all my questions very thoughtfully. Your school is an outstanding school and this means that it is one of the best in the country. You make a very good start with your learning in Nursery and Reception. This continues through all the classes, even when teachers change and you have more than one teacher. As well as doing very well in national tests at the end of Year 6, you do equally well when learning how to work and play with others, to understand their feelings and to deal with problems in a sensible and responsible way. Your behaviour is excellent and I could tell that everyone is really happy. I could also see why you have earned all those awards, such as Investors in Pupils. Congratulations!

You told me how much you enjoy lessons and like the teachers and other adults you work with. Your parents, too, told me that they think you receive a very good education. I agree with them. All the adults work hard together to make sure that you do as well as you can to reach your learning targets. They care about you a great deal and make sure that you always have someone to turn to for help. This is why your school is such a happy, busy and exciting place. Adults know what you need if you are to do well at school, and they make sure that nothing happens to slow you down. Your writing and mathematics have improved recently, because your teachers have found ways to encourage you to write more interesting and exciting pieces and to enjoy working problems out in your heads.

Teachers often help you to know more about what your learning targets are and what you still have to do to reach them, especially in writing. When I asked you about your targets, however, some of you were uncertain. I have asked the school to make sure that you are always involved as much as possible in checking how well you are doing with reaching your targets. You can help by asking teachers what you still have to do to reach the targets.

Best wishes to you all

Ann Sharpe
Lead inspector