

Inspection of a school judged outstanding for overall effectiveness before September 2024: Morley Newlands Academy

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

Inspection dates:

22 and 23 October 2024

Outcome

Morley Newlands Academy has taken effective action to maintain the standards identified at the previous inspection.

The principal of this school is Emma Worrincy. This school is part of The GORSE Academies Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Sir John Townsley, and overseen by a board of trustees, chaired by Anne McAvan.

What is it like to attend this school?

This is a school with exceptionally high expectations for pupils. These expectations extend beyond what pupils should achieve academically to how they should behave and the range of experiences and opportunities they should benefit from.

Beginning in the early years, children are taught explicitly how to behave and to develop positive behaviours for learning. The youngest children in school become enthusiastic, keen and willing sponges for the carefully crafted curriculum that they are taught. At each stage of their education, pupils are very well prepared for the next phase of their learning. In classrooms and around school, pupils behave with maturity and consideration for others. Pupils work with independence and focus. They are proud of their learning and achievements in the curriculum.

The school's high expectations include for pupils with special educational needs and/or disabilities (SEND). The school identifies these pupils quickly. These pupils receive just the right amount of support at just the right time. They are highly successful in their learning.

Pupils develop a deep understanding of different groups in society. They become reflective, active citizens who care about the world. Pupils understand how different subjects they are taught open doors for future careers.

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

Pupils are taught a curriculum that is carefully designed to give them the knowledge, vocabulary and experiences to be successful now and in the future. This curriculum begins in the early years. Children learn the important skills and knowledge to build on in Year 1 and beyond. Staff in the early years set a high bar for children's future education.

The curriculum in key stages 1 and 2 is expertly delivered to ensure that all pupils achieve well. Staff skilfully check what pupils have understood before moving on to the next piece of learning. Staff ensure that pupils understand the important knowledge and vocabulary within subjects. Pupils with SEND receive support that helps them to achieve exceptionally well. The school has introduced new units of learning in some subjects where pupils deepen their learning beyond the national curriculum. For example, pupils in Year 5 learn about the science and design technology knowledge that is needed to create a cricket ball that will help people with visual impairments to be physically active.

The school has designed an early years curriculum that is relentlessly focused on helping children to develop their written and spoken communication. Phonics teaching begins early in Reception. Pupils who need support with reading are rapidly identified. The support that they receive is focused on the sounds that they find challenging. Children in the early years benefit from multiple opportunities to hear and use high-quality spoken language. Pupils quickly learn to become fluent readers. They use these reading skills to engage in the curriculum. Reading is seen as a gateway for future learning. Pupils value reading and the opportunities that it provides for them.

The school has ensured that attendance has consistently improved over time. It promotes a culture of regular attendance in early years. This sets the tone for positive attitudes to attendance throughout school. Staff take pride in promoting the importance of attendance to pupils. Pupils themselves know how crucial it is to be in school. The school uses its attendance systems intelligently to target support for specific pupils whose attendance needs to improve more quickly.

The opportunities for pupils' broader development are extensive. Core values such as tolerance and respect underpin the curriculum from an early stage. Difference and diversity are taught and celebrated. There is a clear emphasis on physical health and mental well-being. Even the youngest children understand the importance of teeth brushing, hydration and healthy snacks.

The school is passionate about raising aspirations and expanding pupils' horizons and career expectations. It has created a vast array of wider opportunities that pupils benefit from. For example, pupils enjoy opportunities such as karate, volleyball and singing squad. Some pupils told the inspector how some of these opportunities prompted them to take up activities outside of school.

Leaders at all levels speak with a consistent voice about the school's moral mission. The school's ambitions for its pupils are reflected in what pupils achieve and their range of

experiences and opportunities beyond the classroom. Governors, trustees and other leaders have a clear picture of how their actions make a difference to pupils. The school's systems for evaluating the impact of its actions are extremely rigorous. It is continually looking for ways to further develop the experiences pupils receive. The school's decisions are rooted in what is best for pupils.

Safeguarding

The arrangements for safeguarding are effective.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be outstanding for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be outstanding for overall effectiveness in January 2018.

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	141797
Local authority	Leeds
Inspection number	10323062
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	707
Appropriate authority	Board of trustees
Chair of trust	Anne McAvan
CEO of the trust	Sir John Townsley
Principal	Emma Worrincy
Website	morleynewlands.leeds.sch.uk
Dates of previous inspection	16 and 17 January 2018, under section 5 of the Education Act 2005

Information about this school

- The school is part of The GORSE Academies Trust.
- The school uses alternative provision for a small number of pupils. The alternative provision used is registered with the Department for Education and inspected by Ofsted.

Information about this inspection

- Inspections are a point-in-time evaluation 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 have taken that into account in their evaluation of the school.
- The inspectors visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.

- The inspectors spoke to the principal and other senior leaders.
- The inspectors spoke to the chair of the governing body and other governors.
- The inspectors spoke to trustees, the chief executive officer and the deputy chief executive officer.
- To evaluate the effectiveness of safeguarding, the 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 children's interests first.
- The inspectors examined a range of school documents relating to behaviour, attendance and governance, as well as leaders' self-evaluation of the school.
- The inspectors considered the responses to Ofsted's online survey, Ofsted Parent View, and the results of Ofsted's staff survey.

Inspection team

Liam Colclough, lead inspector

His Majesty's Inspector

Jo Bentley

Ofsted Inspector

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