

# The Morley Academy

Fountain Street, Morley, Leeds, West Yorkshire, LS27 0PD

**Inspection dates** 1–2 May 2013

<b>Overall effectiveness</b>	Previous inspection:	Not previously inspected	
	This inspection:	<b>Outstanding</b>	<b>1</b>
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school.

- Students achieve exceptionally well given their starting points in English and mathematics and across a wide range of subjects.
- Teaching is outstanding. Teachers plan interesting and demanding lessons and they drive learning at a fast pace.
- Occasionally, the pace of the lesson is too fast and students are not given the time to reflect on the learning, to think deeply about the work and to take more responsibility for their learning.
- Students are rightly proud of their academy and as a result, behaviour is exemplary. Students' attitudes to learning are very positive. Students want to learn and willingly engage with their teachers.
- Sixth formers do exceptionally well given their starting points. The great majority stay on into Year 13 and complete their studies successfully.
- The academy is extremely successful in developing its staff and this contributes to high morale and strong motivation to contribute positively to its success.
- Leaders and managers have a relentless focus on improving the quality of teaching so that all students achieve well across the academy.
- Governors have well-established systems that provide them with a clear picture of the improvements being made in the quality of teaching and the progress of students. They provide the right mixture of support and challenge to ensure the academy continues to build on its outstanding provision.

## Information about this inspection

- Inspectors observed 49 lessons involving 49 teachers. Three of these were jointly observed. Three registrations and an assembly were also observed.
- Meetings were held with the Chair and vice-chair of the Governing Body and the Chair of The Gorse Academies Trust, as well as the academy’s improvement officer, senior and middle leaders, staff and various groups of students.
- Inspectors looked closely at a range of academy documents, including information related to teachers’ performance and minutes of the governing body meetings. They examined policies, whole academy and departmental plans and records of observations of the quality of teaching and progress of students.
- Inspectors analysed the 54 responses to the on line questionnaire (Parent View) and considered the analysis of a survey carried out by the academy over the last academic year.

## Inspection team

Pankaj Gulab, Lead inspector	Additional Inspector
Jonathan Woodyatt	Additional Inspector
Michael Cooper	Additional Inspector
Mary Lanovy-Taylor	Additional Inspector
Stephen Rodchester	Additional Inspector

## Full report

### Information about this school

- This academy is much larger than the average sized secondary school.
- The proportion of students eligible for the pupil premium, which provides additional funding for children in care of the local authority, from forces families and for students known to be eligible for free school meals, is lower than the national average.
- The percentage of students for whom English is an additional language is lower than the national average, as is the figure for students from minority ethnic families.
- The proportion of special educational needs students supported through school action is lower than the national average.
- The proportion of students supported through school action plus or a statement of special educational needs is lower than the national average.
- The academy meets the government's current floor targets, which set the minimum expectations for students' progress and attainment.
- The academy uses alternative provision for a small number of students at Hunslet Boys and Girls Club and Leeds City College.
- The Morley Academy converted to become an academy in January 2011. When its predecessor school, Morley High School, was last inspected by Ofsted, it was judged to be outstanding.
- The Gorse Academies Trust oversees the Morley Academy and sponsors The Farnley Academy.

### What does the school need to do to improve further?

- Improve the depth of students' learning by ensuring, that within the fast pace of learning, students are given the chance to take charge of their own learning and are allowed the time to reflect on learning and think more deeply so as to secure fuller understanding.

## Inspection judgements

### The achievement of pupils

### is outstanding

- Students enter the academy with average standards and leave, as a result of the outstanding teaching, with standards in a wide range of subjects that are much higher than average. By the end of Year 11, students achieve GCSE results that are high compared with national figures for students with similar starting points.
- They make exceptional progress, given their starting points, in both English and mathematics. The proportion securing 5A\* to C grades, including English and mathematics, is higher than the national average. This trend is being continued and built upon as indicated by results already secured for both subjects this academic year.
- Effective systems are in place to support disabled students or those with special educational needs and as a result, they make the same outstanding progress as other students in the school.
- Planning for the use of the additional funding to support Pupil Premium students and those who come into the school with low reading scores is detailed and successfully improves the achievement of these students. Year on year the gap between Pupil Premium students and those not in receipt of this funding is narrowing. The average point scores for Pupil Premium students is higher than similar students nationally and this is similarly true of the proportion who secure 5A\* to C grades, including English and mathematics. Nevertheless, students known to be entitled to free school meals are one grade behind their peers at the school.
- The academy carefully selects those students who will be entered early for examinations and this ensures that they are supported where necessary to make more than expected levels of progress. For example, current Year 11 students are securing exceptional levels of progress in English and mathematics.
- Students attending alternative education benefit from the arrangement and make good progress, developing skills that enable them to make useful decisions about their future.
- Equality of opportunity is promoted well through securing achievement for all groups of students across the academy. High levels of success means that almost all of them go onto further education, employment or training at the end of Year 11 and Year 13.
- Achievement in the sixth form is outstanding. It reflects the effective guidance provided to students in choosing courses that meet their needs and abilities. Progress on these courses is closely monitored by leaders and managers and constructive support is provided when needed. Results in both Year 12 and Year 13 in 2012 were high, particularly when students' starting points are taken into consideration. Tracking data shows that this level of success is set to continue for the current year groups. Students appreciate the independence and challenge contained in the courses they choose and engage well with teachers' probing questioning in lessons.

### The quality of teaching

### is outstanding

- The progress made by students is outstanding, as a result of consistently good and outstanding teaching. Teachers are passionate about their subjects and this is shared effectively with students. Much of the teaching observed was outstanding. Records kept by the academy show that over time teaching, across the academy, including in the sixth form, has gone from strength to strength.
- Teachers have very high expectations of students and plan a range of challenging and interesting activities that are driven at some considerable pace in lessons. They use effective questioning to check the progress of learning. Students enjoy active learning and work very well in pairs or groups.
- The academy promotes students' basic literacy and numeracy skills well. In addition to the excellent progress being made in English and mathematics, time is set aside every week for students to spend time widening their experience of reading. Opportunities to develop literacy

skills are supported in all lessons with teachers focusing on key words and using skilled questioning to draw out fully formed answers to questions from students.

- The academy's 'green for growth' marking system is very effective in helping students to respond to the regular and high quality marking. Every student has been issued with a green pen and they use it to respond to the teachers' comments and suggestions. This constitutes the 'green for growth system' and it helps to develop an exchange with teachers that deals with misunderstandings and effectively drives learning forward. Books show that teachers let students know clearly what they are doing well and how they can move their learning on.
- Teaching assistants are well prepared for their part in lessons and contribute well to meeting the learning needs of students who require additional support.

### **The behaviour and safety of pupils** are outstanding

- Students are enthusiastic about their learning and this is captured exceptionally well when teaching is good and outstanding, leading to very good progress. Students' attitudes to learning are very positive.
- Around the school, students are polite and courteous to visitors, adults and peers and in spite of some awkward corridor spaces and large numbers they move around the site without incident. Students are sensitive to the needs of others. Different groups of students get on well.
- Students are proud of their academy and enjoy coming to learn every day. As a result, attendance overall is high. Students are punctual to lessons in spite of there being no formal 'bell' system to indicate the change of lessons.
- Positive behaviour systems are effectively used in everything the academy does. This is valued by the academy community and particularly by the students because it emphasises their positive behaviour. Parents, students and staff value this system and this ensures that it works.
- Students are very clear about how to keep safe and recognise different forms of bullying. Students have every confidence in the knowledge that academy staff will deal with bullying and say that it rarely occurs. Numbers of students sent out of lessons for poor behaviour or excluded from the academy are very low.
- Students in the sixth form are excellent role models for younger students and conduct themselves extremely well across the academy. They take on supportive roles whenever there are whole academy events.

### **The leadership and management** are outstanding

- The Executive Principal and Principal have an inspirational vision for how successful the academy can be and work very hard to do everything in their power to help students achieve. This desire is shared across all leaders and managers in the academy. Together with the governors, they have built a team that is highly effective in driving up standards and making the academy even better.
- Senior and middle leaders are skilled in making judgements about the quality of learning across the academy and have an accurate view of the academy's strengths and weaknesses. They use this to constantly take actions to make things better and then to check the impact of their leadership and management. This process is well established across the academy and as a result, over several years, there is a track record of improvement in all aspects of the academy's work. Links to performance management are constructively built into areas for improvement identified for teaching and the progress of students. These targets are effectively evaluated when salary increases are being considered.
- Membership of the teaching and learning group that helps to drive improvement in teaching includes teaching assistants. As a result, teaching assistants' skills are contributing well to the learning taking place in lessons. The wide range of courses available to staff to improve their practice is having a positive impact in the classroom.

- The curriculum provides exciting opportunities for students to learn. Students have a choice of a wide range of subjects, both academic and work related, designed to meet their needs and abilities resulting in everyone experiencing success. 'Be Smart' days, when the normal curriculum is suspended, are used to extend and enrich students' learning experiences and prepare them for the real world. Students also access a wide range of clubs and trips, which together with the main curriculum makes a very strong contribution to students' spiritual, moral, social and cultural development.
- The responses of parents, through the on line Parent View and to a survey carried out by the academy are overwhelmingly supportive of the work of the academy. This is also reflected in the views of students and staff. One staff member wrote 'I really love working at The Morley Academy, the school stretches my abilities and I am constantly working to improve my performance'.
- Systems and procedures established across the academy apply equally across the sixth form and leadership and management in this area is also outstanding.
- As this is an outstanding academy, the support from the local authority is appropriately minimal.
- Partnership arrangements are strong and the academy leadership at all levels is involved in supporting other educational institutions.
- **The governance of the school:**
  - Governors contribute exceptionally well to the drive for improving standards across the academy. They have a wide range of experience and expertise that allows them to support and challenge the academy well. They are regular visitors to the academy and have clear systems to monitor the quality of teaching and the achievement of students. They use external support to provide them with regular checking of their own effective monitoring. They carefully look at the impact of actions on expenditure plans and are particularly focused on the positive impact being made on the progress of students entitled to the Pupil Premium. They have an excellent understanding of the arrangements for performance management of staff and monitor the link between good and outstanding teaching and salary progression.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	136392
<b>Local authority</b>	Leeds
<b>Inspection number</b>	412101

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

<b>Type of school</b>	Academy converter
<b>School category</b>	Non-maintained
<b>Age range of pupils</b>	11–19
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in the sixth form</b>	Mixed
<b>Number of pupils on the school roll</b>	1554
<b>Of which, number on roll in sixth form</b>	278
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Terry Elliott
<b>Executive Principal</b>	John Townsley
<b>Principal</b>	Anne-Marie Garnett
<b>Date of previous school inspection</b>	Not previously inspected
<b>Telephone number</b>	0113 253 2952
<b>Fax number</b>	0113 253 1483
<b>Email address</b>	info@morley.leeds.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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 assesses 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 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto: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 information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2013

