

# Moorside Primary School

## Inspection report

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<b>Unique Reference Number</b>	105910
<b>Local Authority</b>	Salford
<b>Inspection number</b>	324291
<b>Inspection dates</b>	2–3 February 2009
<b>Reporting inspector</b>	Peter Cox

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	281
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Derek Antrobus
<b>Headteacher</b>	Mrs V Chandler
<b>Date of previous school inspection</b>	22 May 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Holdsworth Street Swinton Salford Greater Manchester M27 0LN
<b>Telephone number</b>	0161 921 1295
<b>Fax number</b>	0161 793 4280

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This is a slightly larger than average school serving a broadly average socio-economic area. The proportion of pupils entitled to free school meals is below average. The proportion of pupils with learning difficulties and/or disabilities, including those who have a statement of special educational need, represent less than half the national average. The majority of pupils are from White British heritage; only a small proportion are from minority ethnic groups or are at an early stage of learning English. The school has gained the Healthy Schools Award, is an Eco School and received the Activemark award in 2007. An acting headteacher, in post since the beginning of January this year, currently leads the school.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school because it provides a good standard of education and care for its pupils. From broadly typical skills on entry to the Nursery, pupils achieve well and attain above average standards by the end of Year 6. However, although pupils of higher ability do well in English they do not achieve as well as they could in mathematics and science. The school is well led by the acting headteacher who musters among her staff a sincere and dedicated approach for the well-being and development of the pupils in their care. Parents are overwhelmingly supportive of the school and appreciative of the extra mile it goes in order to ensure an all-round education. A minority of parents expressed concern about the mixed-aged classes, but inspection evidence shows that lessons and activities are carefully planned and largely meet the needs of all pupils. Teaching and learning are meaningful and productive with the majority of pupils engaged in relevant and structured activities. Teachers' good subject knowledge and delivery are strengths, yet the school has correctly identified weaknesses in challenging higher ability pupils in mathematics and science. Advice and guidance from the local authority has been sought to enhance teaching and learning in this area to raise standards at the higher levels in these subjects.

The curriculum successfully meets the needs of all pupils. It has undergone a recent review due to falling numbers necessitating the need to teach children in mixed-aged classes. Whilst the evaluation of the review has not been completed, inspection evidence confirms that the curriculum meets requirements well. The extra-curricular activities provide good enrichment for the pupils' learning and development. Basic information and communication technology (ICT) skills are developed well in some subjects, but there are missed opportunities to promote these key skills across the whole curriculum.

Pupils' personal development and well-being is a strength and contributes very well to their good attainment. Pupils are aware of different cultures and they talk of being happy, safe and secure, and enjoy their schooling. They take part in regular physical activities and appreciate and practise a healthy lifestyle.

Leadership and management are good. Administrative and safeguarding procedures are in place and regularly reviewed. Senior leaders have a good understanding of the school's strengths and weaknesses and monitor teacher performance well. Middle managers make an effective contribution in a number of areas, for example ensuring that good standards of literacy across the school are reached. However, senior leaders acknowledge the need to delegate even greater responsibility to these leaders to enable them to contribute more to the school's strategic direction and to help raise standards further. Overall, however, leaders and managers at all levels are demonstrating a good capacity to improve.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

The quality of provision in the Early Years Foundation Stage is good. Although children's skills on entry to the Nursery vary, they are generally typical for their age but often lower in language and communication. Rigorous assessment of children on entry to Nursery and throughout the Early Years Foundation Stage ensures that their learning needs are known and met. Consequently, all children make good progress in relation to their starting points. By the end of the Early Years Foundation Stage, children reach the learning goals typical for their age and

many exceed these. Children are happy, settled and enjoy coming to school because of the high levels of care and support provided. Teachers and support staff establish close links with parents who are very supportive and say that they feel welcomed in school. One comment that summed up many others was, 'The Foundation staff are very caring and helpful ... Our children are really learning things, not just playing.' Staff provide reading workshops and weekly sessions to ensure that parents are fully involved in supporting their children's learning and are well aware of their progress. The large stimulating indoor learning environment encourages children's curiosity through an engaging range of activities. Good opportunities are provided each day for Reception children in Year 1 to learn alongside their peers and access the outdoor and indoor learning areas. The school has yet to realise its plans to further improve the outdoor areas. Children are encouraged to make choices and take responsibility, which helps them become independent learners. Teaching is good with well-planned opportunities that provide an appropriate balance between adult-led and child-initiated activities. Skilled teaching assistants work closely with teachers to ensure that activities and opportunities are provided to meet the needs of all children. Leadership and management are outstanding, as is the promotion of the children's safety and welfare.

### **What the school should do to improve further**

- Increase the proportion of pupils reaching the higher levels of attainment in mathematics and science to at least match those of English.
- Develop middle leaders so that they take on a more strategic role in contributing to raising standards.
- Step up the use of ICT across the curriculum to further develop pupils' skills in this subject.

## **Achievement and standards**

### **Grade: 2**

During Key Stage 1, pupils continue the good progress started in the Early Years Foundation Stage. Inspection evidence and the provisional results of the 2008 teacher assessments at the end of Year 2 show that pupils attain above average standards in reading, writing and mathematics, although the percentage of pupils securing the higher levels in these areas is broadly average. Inspection evidence shows that throughout Key Stage 2 pupils continue to make good progress. Challenging targets are met and the progress of different groups of pupils, such as those with learning difficulties and/or disabilities is equally good. Standards at the end of Year 6, as shown in the 2008 provisional results made available by the school, are above those expected for pupils this age in English and science, but with a less impressive performance in mathematics where standards reached were largely those expected for pupils' age. Pupils' performance at the higher levels in 2008 was best in English but not as strong in mathematics and science.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development including their spiritual, moral, social and cultural development is good overall and contributes well to their achievements. Pupils' awareness and understanding of life in a diverse British society is satisfactory. The school promotes a harmonious and inclusive environment in which pupils speak of feeling highly valued and safe. As a result, pupils' confidence, self-esteem and largely good attitudes to learning are evident. Behaviour is good, although some inattentive behaviour by a small minority affects these pupils' progress in lessons.

Pupils enjoy coming to school, commenting that bullying is very rare and that any concerns they have are dealt with swiftly and effectively. The school does everything possible to improve pupils' punctuality and attendance, which is broadly average. Pupils' achievement of targets in this area is regularly celebrated in assemblies. Pupils follow closely the 'golden rules' set down by the school and show a thorough understanding of how to stay safe. This is because the school provide ample opportunities for a range of visitors, such as the fire service and police, to speak to the pupils. Pupils choose the healthy options available from the snack shop and lunchtime salad bar and know how to live a healthy lifestyle. There are increasing opportunities for physical activity in lessons, including the 'wake up and shake' sessions at the start of the day, and through an extensive range of extra-curricular sporting activities. Pupils are expected to take the initiative and make positive contributions to school life through roles such as playground leaders and snack bar monitors. Pupils are proud of their active involvement in the school and are delighted that their school council has established a quiet, shaded seating area. The school's focus on improving pupils' basic skills, especially in literacy, numeracy and ICT helps prepare them well for their future.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Pupils progress well in their learning because the teaching is of good quality. Lesson planning is equally good and generally caters for the wide variety of abilities and learning styles in classes. Some mathematics and science lessons, however, do not challenge higher ability pupils well enough. At the start of lessons, teachers make clear to pupils what they are expected to learn and help them reflect on what they achieve by periodically revisiting the lesson objectives. In the best lessons, learning is purposeful and fun because there are practical activities, including games, and good use is made of interactive whiteboards to support and enthuse pupils. Effective questioning is used to challenge pupils' ideas so they engage in deeper thinking, resulting in well considered and often mature responses. Teachers usually maintain a good pace in lessons that keeps pupils interested and actively involved in their learning. The school has very good procedures for assessing pupils, which clearly identifies any additional support required. Consequently, there is appropriate teaching for those with learning difficulties and/or disabilities and help where necessary for pupils who do not speak English as a first language. Marking of pupils' work provides them with clear feedback on how well they are performing and what they need to do to improve. Teachers generally make good use of information about pupils' progress to set targets; these are beginning to be shared with parents so that they too can support learning.

### **Curriculum and other activities**

#### **Grade: 2**

Overall the curriculum is good as it provides well for the needs of all pupils, including those with learning difficulties and/or disabilities, gifted and talented pupils and those learning English. It supports well pupils' academic and personal development. Basic skills are a clear focus of the curriculum with a particular emphasis currently on developing mathematics across the school. Changes to the science curriculum are beginning to raise standards in both key stages. The curriculum has recently been reviewed to take account of the needs of mixed-age classes. The school has not yet had the opportunity to evaluate the full impact of the review, but inspection evidence shows that there is a need to accelerate the use of basic skills in ICT

across all subjects within the curriculum. Whole school topics like the Romans in Key Stage 2 are planned to ensure maximum progression in learning, using age-related objectives and expectations. There is a good range of appropriate and relevant intervention strategies that cater for groups of pupils with specific needs and for those who need to catch up, for example the mathematics recovery and phonics groups. Extra-curricular activities are strengths and many parents expressed their appreciation of the tireless lengths that many of the staff go to improve their children's education, including gardening and cooking clubs and the many sport-related activities.

## **Care, guidance and support**

### **Grade: 2**

Every child really does matter in this school. Staff know each pupil individually. The quality of care was summed up by one parent who commented that 'Teachers are very involved with the children and are very much loved by them.' Pupils requiring special help and assistance with their learning receive tailored and well-focused support that ensures they progress well matching the good progress of others. Equality of opportunity is provided for well, allowing access to sporting and a variety of cultural activities for all. Pupils know what is expected of them in terms of their overall targets for progression. Whilst these are meaningful and understood by parents and pupils, individually focused target setting is at an early stage of introduction. Significant strengths of the school are the systems in place for ensuring robust health, safety and safeguarding protection for the staff and pupils. Policies are put into practice and are updated regularly to ensure the school meets current government requirements for safeguarding.

## **Leadership and management**

### **Grade: 2**

The school is led by an enthusiastic, hardworking and committed acting headteacher who has been in post since the beginning of the spring term. Her care for the pupils is very evident and shared across the teaching and support staff as a common sense of purpose in raising attainment and personal development. The school's contribution to community cohesion is satisfactory overall with an effective variety of experiences planned into the curriculum. An example of this was seen in an outstanding assembly which brought together many foreign languages where pupils identified and were able to speak in Swahili, Mouri, Cantonese among others, and most interestingly Klingon! Despite this, the school recognises the need to develop a wider global understanding within learning to better promote community cohesion.

Despite struggling with a longstanding budget deficit, which is managed very well, the school provides good value for money because of the overall good standards and achievement. Rigorous adherence to the budget action plan currently places the school well on course to achieve a balanced budget in the near future. Governors are well informed about the school and hold the leadership to account well. They understand the areas of strength and weakness and undertake their responsibilities diligently. While middle managers make an effective contribution to the school, senior leaders acknowledge the need to develop them further to enable them to take on a more strategic role. The school has dealt effectively with the issues raised from the last inspection. Good links exist with the local authority which is providing support to strengthen the teaching of mathematics and science in order to challenge more effectively the higher attainers. Other links include the local high school where the majority of pupils transfer

to and where the use of that school's specialism of mathematics and computing is beginning to be made use of.



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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?	2
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?	2
The capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

### Achievement and standards

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

<sup>1</sup>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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	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	2

## The quality of provision

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

Inspection of Moorside Primary School, Salford, M27 0LN

Thank you for making my colleagues and me so welcome when we came to inspect your school recently. We very much enjoyed our time with you and are pleased to tell you that we judged your school to be good.

This means that you are getting a good standard of education provided by teachers and other staff who are good at what they do. They care for you very well. This shows in the way you are looked after and in the opportunities provided for you during your lessons and in the activities after school. Your school is well led by the acting headteacher and her senior staff who work hard to make sure you learn as much as you can. You can help in this by continuing to come to school regularly and arriving on time, ready and equipped to start learning.

To give you an even better start in life we have asked the school to do three things to help you even more. First, we want all of you to do the very best in all your lessons reaching your full potential, particularly in mathematics and science. Second, we have asked the headteacher and the governors to make sure that other teachers, who have important responsibilities, be more involved in the journey of improvement the school is taking. Finally, whilst you know how to use computers and other technology, we want you to use these skills even more in all your lessons.

I wish you well for the future and really do hope you become fluent in Klingon!

'Live long and prosper!'