

Moorlands Junior School

Inspection report

Unique Reference Number	106308
Local Authority	Trafford
Inspection number	355927
Inspection dates	18–19 November 2010
Reporting inspector	Stephen Wall

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	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	199
Appropriate authority	The governing body
Chair	Mr Chris Harrop
Headteacher	Miss Kathryn Hiller
Date of previous school inspection	13 February 2008
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Introduction

This inspection was carried out by three additional inspectors. Nine lessons were observed taught by seven teachers. The inspectors held meetings with representatives of the governing body, staff and a group of pupils. They observed the school's work and looked at the monitoring of pupils' progress, the school's monitoring, self-evaluation and planning for improvement and the school's documentation relating to safeguarding. The inspectors also analysed 81 questionnaires returned by parents and carers and took account of those completed by staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- How well different groups of pupils make progress and achieve, especially pupils with special educational needs and/or disabilities.
- How effectively the curriculum has an impact on pupils' achievement and their personal development.
- How effectively the school uses assessment data to track pupils' progress and uses the outcomes to raise attainment.

Information about the school

This is an average-sized junior school. The proportion of pupils known to be eligible for free school meals is below average. The school has a local-authority-funded Small Specialist Class for up to 16 statemented pupils with complex learning difficulties. A few also have significant medical needs. The local authority allocates pupils to this class. Hence, the proportion of pupils in the school with special educational needs and/or disabilities is well above average. Most pupils are of White British heritage. A minority of pupils are from a variety of minority ethnic backgrounds; a few speak English as an additional language. The school has gained the following awards: Healthy School (enhanced) status; Artsmark Gold; the Activemark; International Schools (intermediate) and Racial Equality awards.

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?

1

The school's capacity for sustained improvement

2

Main findings

This is an outstanding school. At the core of its success lies outstanding provision for care, guidance and support that ensures pupils feel exceptionally safe. The outstanding curriculum is immensely rich in providing pupils with enjoyable and memorable experiences. As a result, all aspects of pupils' personal development are outstanding. Pupils' behaviour is exemplary, as is their knowledge and understanding of the importance of healthy lifestyles. Pupils thoroughly enjoy coming to school, as seen in their well-above-average attendance. Their commitment to making the school happy and harmonious is outstanding. Pupils' good grasp of basic skills in literacy, numeracy and information and communication technology (ICT), coupled with their exceptional confidence and inquisitiveness ensures that they are outstandingly well prepared for future success. The rich provision for cultural experiences, especially in music and modern foreign languages, means that pupils' spiritual, social, moral and cultural development is of the highest order.

Good teaching ensures that pupils make good progress and achieve well. Attainment by the end of Year 6 is above average. Teaching is purposeful and makes good use of assessment data to match tasks to the needs and abilities of different groups. Teaching is challenging and varied. However, it does not routinely encourage pupils to solve problems on their own to develop even further their skills as independent learners and thus help them make even better progress. Outstanding teaching for pupils with special educational needs and/or disabilities, especially for pupils in the Small Specialist Class, enables them to make outstanding progress.

Good leadership and management provide the school with a clear sense of purpose. Senior leaders are outstandingly successful in providing equality of opportunity, especially for its most vulnerable pupils. Outstanding governance is both extremely supportive and challenging. It is pivotal in bringing an international dimension to the school's highly successful promotion of community cohesion and in supporting the school's outstanding success in forging effective partnerships. Leadership and management evaluate the school accurately. High on the list of priorities is raising attainment further. To this end, the leaders and managers acknowledge the need to make more effective use of targeted intervention and support for individuals and identified groups of pupils. Since the last inspection, high standards of attainment have been maintained and the overall effectiveness of the school has been taken a stage further. This demonstrates the school's good capacity for sustained improvement.

What does the school need to do to improve further?

- Raise attainment further by:

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- – providing pupils with more opportunities across subjects to engage in solving problems to promote further their skills as independent learners
- – developing further the use of intervention and support for individuals and targeted groups of pupils.

Outcomes for individuals and groups of pupils

1

Pupils enjoy learning. In lessons they are keen to answer questions. When given the opportunity, they contribute effectively in groups and pairs to share ideas. Pupils' excellent behaviour ensures they remain focused at all times. Pupils take great pride in presenting their work neatly. They settle to work quickly and enthusiastically. Benchmark testing on entry to Year 3 shows that, overall, attainment is broadly in line with national averages. Pupils make good progress as they move up through the school to attain above average standards of attainment by the end of Year 6. Attainment in English is rising significantly because the school has focused methodically and successfully on improving pupils' writing skills. Pupils with a statement of special educational needs for complex learning difficulties and pupils who speak English as an additional language thrive in response to the school's nurturing environment and because of the excellence of the dedicated teaching they receive.

Pupils demonstrate excellent knowledge of how important it is to stay healthy. Participation in the very wide range of sporting enrichment activities is exceptionally high. Pupils' excellent behaviour is evident in the respectful attitudes they show to each other and the adults working with them. Pupils enjoy the multitude of opportunities they are given to take on responsibilities. They show their badges of responsibility with great pride. Pupils are very active fund raisers for charities both locally and internationally. Pupils show ingenuity in fundraising, especially to support their partner schools in an impoverished area of India. The cultural life of the school is extremely impressive. The school orchestra and the choir are both valued. Assemblies are hugely successful in promoting spiritual and cultural appreciation. For example, an assembly given by Year 5 pupils, and conducted partly in French and German, simulated an airline flight across European capital cities giving cultural information and time for reflection on cultural diversity.

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These are the grades for pupils' outcomes

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

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

How effective is the provision?

Teaching is good overall; some is outstanding. Teachers have very good subject knowledge and use it well to challenge pupils' thinking. Teachers have very good relationships with their pupils; mutual respect is a strong feature in all classrooms. Much teaching makes effective use of pair and group work to promote pupils' skills as independent learners. However, sometimes, teachers do not encourage pupils to solve problems for themselves and this slows their progress as independent learners. In the majority of lessons, assessment information is used effectively to tailor tasks to the needs and abilities of different groups of pupils. Pupils' work is marked regularly. Comments are helpful in showing pupils what they need to do to improve. Teaching assistants are used very effectively to support pupils with special educational needs and/or disabilities. The school is keen to provide more support for other groups of pupils to raise attainment further. Provision for pupils with complex learning needs in the Small Specialist Class is skilful, challenging and highly successful in enabling them to make outstanding progress.

The taught curriculum provides pupils with a broad and relevant base for learning. It is in the enrichment activities, however, that the outstanding curriculum has huge impact on pupils' positive attitudes to school, their enjoyment and their personal development. The cultural life of the school is outstanding, especially in encouraging pupils' appreciation of music and their participation in performance. French, German and Spanish are taught skilfully to all pupils by specialist teachers, adding vastly to pupils' cultural awareness and

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linguistic prowess. The weekly options afternoon is immensely popular with pupils. It uses expertise from staff, parents and carers and outside agencies to provide a fantastic range of learning activities in, for example, sports, handicrafts, manual dexterity and gardening.

Outstanding care, guidance and support are at the heart of the school's work. Strong links with partner schools ensure pupils settle quickly into Year 3 and that pupils are excellently prepared for secondary school transition. Pupils praise teachers for helping them deal with any problems. Effective links with outside agencies ensure that pupils with special educational needs and/or disabilities receive excellent support. The integration of pupils with complex learning difficulties into the life of the school is exemplary.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Good leaders and managers are driving the school forward effectively. They provide a sharp focus on improvement. The governing body provides outstanding levels of support and challenge. There is good teamwork and a sense of pride across the school. Development planning concentrates on priorities that will make the school even more effective. The monitoring of teaching and learning is regular and rigorous. It results in teachers being aware of what they need to do to make their teaching more effective. The school has forged good links with parents and carers. The school works hard to keep them informed about school life and the progress their children are making. Outstanding partnerships with other schools and outside agencies are central to the exceptionally high standards of care, guidance and support the school provides.

Excellent promotion of equal opportunities and tackling discrimination enable pupils with special educational needs and/or disabilities to be integrated seamlessly into the everyday life of the school. All pupils, regardless of background or ability, make at least good academic progress. Their enjoyment of school is outstanding. All pupils feel highly valued as individuals and they know who to turn to if they have problems.

Good safeguarding procedures ensure that appropriate checks are carried out on all staff and visitors to the school. Relevant personnel receive regular training to update them on safeguarding and child protection procedures. Risk assessments are carried out on activities and the school buildings and grounds. The school takes care to identify and support pupils who may be at risk. The school accepts the need to tighten up on some minor administrative errors in record keeping.

The school's promotion of community cohesion is outstanding. The school's leaders understand the school's context and plans accordingly. They are especially effective in

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promoting a harmonious school community. The school is very active in its local community and works very effectively with other local schools. Pupils gain excellent first-hand knowledge of other cultures through the close links with its partner schools in India. For example, the recent visit of the secretary of the Hadoti project in India to the school brought home to pupils the challenges faced by deprived children in other cultures. The school is meticulous in evaluating the impact of its actions to promote community cohesion.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	1

Views of parents and carers

Most parents and carers who returned the questionnaire are very pleased with the education being provided by the school for their children. A few parents and carers expressed some concern at the progress their children are making. Inspectors looked closely at this and found that, overall, progress and achievement are good. The school is keen, however, to raise attainment further by making more effective use of intervention and support for targeted groups to improve their achievement even further. A very small minority of parents and carers also expressed concern at how effectively the school is led and managed. Again, inspectors looked carefully at this aspect and judged that leadership and management are good in being knowledgeable, caring and purposeful.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Moorlands Junior 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 81 completed questionnaires by the end of the on-site inspection. In total, there are 199 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	55	68	23	28	3	4	0	0
The school keeps my child safe	56	69	24	30	1	1	0	0
My school informs me about my child's progress	29	36	45	56	5	6	1	1
My child is making enough progress at this school	32	40	39	48	8	10	0	0
The teaching is good at this school	41	51	37	46	2	2	1	1
The school helps me to support my child's learning	31	38	42	52	6	7	0	0
The school helps my child to have a healthy lifestyle	33	41	43	53	5	6	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)	32	40	34	42	6	7	1	1
The school meets my child's particular needs	28	35	45	56	5	6	0	0
The school deals effectively with unacceptable behaviour	30	37	41	51	4	5	0	0
The school takes account of my suggestions and concerns	19	23	51	63	2	2	5	6
The school is led and managed effectively	31	38	38	47	6	7	3	4
Overall, I am happy with my child's experience at this school	44	54	33	41	4	5	0	0

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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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 pupils' 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.



22 November 2010

Dear Pupils

Inspection of Moorlands Junior School, Sale, M33 2LP

Thank you for your warm welcome during the recent inspection of your school. It was a pleasure to meet you and see you at work and play.

You will be pleased to hear that inspectors judge your school to be outstanding. Your behaviour, attendance and attitudes to school are all excellent – well done! The care, guidance and support your school provides are of the highest quality. The excellent opportunities it gives you in, for example, music, modern foreign languages and during your weekly options afternoons really do help you develop as rounded and interesting young people who are confident and love learning. It was heartening to learn how much you do in your community and how much you do to help those less fortunate than yourselves in far-away places such as India; again – well done!

You make good progress and achieve well because of the good teaching you receive. It was especially heartening to see how well the pupils in the Small Specialist Class do and how well integrated they are into the whole life of the school.

In order to help you make even better progress, I am asking the school to do two things:

- provide you with more opportunities to solve problems for yourselves in lessons so that you develop even better skills as independent learners
- provide more intervention and support for different groups to help you achieve even better.

I am confident that you will continue to work hard and help your school go from strength to strength in the coming years.

I wish you all every success for the future.

Yours sincerely

Mr Stephen Wall

Lead inspector

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