

# Moorside Primary School

## Inspection report

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<b>Unique Reference Number</b>	105910
<b>Local authority</b>	Salford
<b>Inspection number</b>	377318
<b>Inspection dates</b>	18–19 October 2011
<b>Reporting inspector</b>	Andrée Keddle

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

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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 of pupils on the school roll</b>	315
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Lisa Corbett
<b>Headteacher</b>	Violetta Chandler
<b>Date of previous school inspection</b>	02 February 2009
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 23 lessons taught by 12 teachers and held meetings with groups of pupils, members of the governing body, the local authority School Improvement Officer and staff. They observed the school's work, and looked at documentation including safeguarding records, school policies, the school improvement plan, test and assessment data, pupils' work, and teachers' planning. The inspectors also analysed questionnaires returned by staff, pupils and 92 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The achievement of all groups of pupils, especially higher attaining pupils, to determine whether teaching and the curriculum are ensuring that they make sufficient progress.
- The quality of teaching, to determine whether learning activities are challenging enough, especially in English.
- The rigour and effectiveness of the leaders' systems to bring about improvement and raise standards.
- The accuracy of assessment procedures in the Early Years Foundation Stage.

## Information about the school

This is a larger than average-sized primary school. Most pupils are of White British heritage and only a few pupils speak English as an additional language. The percentage of pupils known to be eligible for free school meals is below average and the proportion of pupils with special educational needs and/or disabilities is below average.

There have been a number of staff changes very recently including to the post of assistant headteacher, appointed from September 2011, and three new teachers in the Early Years Foundation Stage and Key Stage 1.

The school has achieved Healthy School status, the Eco Green Flag award and the Activemark.

There is childcare provision on-site managed by a private provider. It did not form part of this school inspection but a report of its quality can be found on the Ofsted website.

**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?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

This school provides a satisfactory education for its pupils. Most children enter the Early Years Foundation Stage with a level of skills and knowledge which is typical for children of similar age. Pupils make satisfactory progress and they leave at the end of Year 6 with broadly average standards in English and mathematics. Attainment is strongest in reading and weakest in writing. The assessments and tests at the end of Key Stage 1 and Key Stage 2 show standards are improving.

Overall, teaching is satisfactory, but it is inconsistent. As a result, the progress pupils make is variable across classes and subjects. Most lessons are satisfactory and some are good, but a few lessons are not challenging enough and pupils do not move on quickly enough in their learning. Improvements have been made to the teaching of reading, and progress for all pupils is much improved as a result. Pupils' progress is slower in writing. However, senior leaders have recognised this and pupils now have more regular opportunities to write for extended periods of time. They are given a clear purpose and focus for their writing and teachers' marking gives them good information to help them to improve. In the Early Years Foundation Stage children's progress is satisfactory overall, but it is sometimes limited by planning for activities which focuses on what the children are going to do, rather than what they are going to learn.

The satisfactory curriculum is broad and balanced, and is suitably enriched by a range of extra-curricular clubs and educational visits. Links between subjects are made and in some lessons pupils apply their knowledge in one subject to work in another. For example, in one lesson, pupils used their geographical knowledge to help them to write a postcard. The curriculum is improving, but its impact on raising standards is yet to be fully realised.

This is a warm and welcoming school and pupils say that they feel happy and safe. Pupils have a good understanding of how to keep themselves safe, including when using the internet. Staff care for them well and pupils enjoy coming to school. This is reflected in their high attendance rates. Pupils understand what constitutes a healthy lifestyle and they participate enthusiastically in regular physical activity during and after school. They behave well both in lessons and around school.

Senior leaders have a secure understanding of the school's strengths and areas for development. Self-evaluation is accurate and shared with the governing body. School

data and pupils' books show that rates of progress are increasing, and effective systems are in place to check on the progress of all groups. This demonstrates the school's satisfactory capacity for sustained improvement. Members of the governing body are supportive and regularly come into school. A new committee is in place to focus on school improvement and the level of challenge from the governing body is satisfactory.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Raise standards of attainment and accelerate pupils' progress in English and mathematics, by ensuring that:
  - teachers are rigorously held to account for the progress that pupils make
  - teachers have high expectations of the quality and quantity of work produced by pupils
  - learning activities are challenging, particularly for higher attaining pupils in Key Stage 2
  - the accuracy and regularity of assessment is improved throughout the school.
  
- Improve the quality of teaching so that it is consistently good or better, by ensuring that:
  - lessons are delivered at a good pace with good opportunities for pupils to apply their skills and knowledge
  - lessons have a clear learning focus with specific success criteria which are used to evaluate the quality of pupils' work
  - teaching assistants are fully deployed to support pupils in all parts of lessons
  - pupils have the opportunity to respond to teachers' marking.
  
- Accelerate children's progress in the Early Years Foundation Stage by ensuring that:
  - activities are sharply focused on what children are going to learn, rather than what they are going to do
  - children have good opportunities to apply their skills and knowledge through child-initiated activities.

### **Outcomes for individuals and groups of pupils**

<b>3</b>
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Overall, pupils make satisfactory progress. Their average basic skills combined with their high attendance prepare them satisfactorily for their future lives. Pupils' progress in reading and mathematics is better than in writing. It is good in lessons where the teaching is good, the pace is rapid and the activities are well matched to pupils' prior skills and knowledge. For example, in a mathematics lesson, pupils were observed sorting numbers into sets in a Venn diagram. The teacher's good subject

knowledge was communicated well and pupils were able to use correct vocabulary to explain where the numbers should be placed. The higher attaining pupils were challenged well with more difficult multiples of numbers to sort, leading to them making good progress in this lesson. Not all lessons are fast paced or give opportunities for pupils, and particularly higher attaining pupils, to apply their skills and knowledge to challenging activities. A smaller proportion of higher attaining pupils reach the higher level of attainment in Key Stage 2 than are now doing so in Key Stage 1. Pupils with special educational needs and/or disabilities make satisfactory progress as the result of satisfactory support in lessons.

Pupils behave well and cooperate sensibly in lessons with partners and in groups. They respond enthusiastically to praise and try hard. This was illustrated in one Key Stage 1 lesson, when one pupil acted as the teacher's helper and awarded raffle tickets to those pupils behaving particularly well. Pupils say they feel very safe in school and feel confident to talk to staff if there are any problems. They say that problems are resolved well by staff. Pupils understand well the importance of exercise and a balanced diet in maintaining a healthy lifestyle. They participate well in a range of physical activities and there is good attendance at the sports clubs run after school. Pupils' contribution to the school and wider community is good. They take on responsibilities readily, such as becoming members of the school council and the eco team. Pupils have been involved in a community project and have produced a compact disc (CD) of their tuneful singing.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

In the best lessons, many of which focus on writing, pupils make good progress as the result of a fast pace and the teachers' high expectations of the quality and quantity of work to be produced. The teaching provides pupils with a clear learning focus and specific tasks, with success criteria, detailed marking against them and opportunities for pupils to respond. Feedback from teachers clearly informs pupils about what they have done well and what they need to do to improve. However,

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

these strengths are not yet evident in the majority of lessons where, too often, teachers' expectations are too low and learning activities are not challenging enough. Teaching assistants support pupils well in group activities but they do not always interact fully with pupils in all parts of the lesson.

The satisfactory curriculum has been revised and stronger links made between subjects to reinforce learning and make it more interesting. For example, a recent visit to Llandudno was used as the stimulus for writing in a lesson observed by inspectors. Standards in reading are rising as the result of more opportunities for pupils to read in sessions during which teachers focus on the next steps which pupils need to take to improve their reading skills. Pupils speak highly of the range of extra-curricular clubs, which include gardening, cookery, musical drama, French and a range of sports.

The school cares for pupils very well, particularly those whose circumstances may make them vulnerable. Good relationships exist between teachers and pupils, and between pupils. A recent drive to improve attendance has been very successful and attendance rates are high.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account:	
The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

Senior leaders have a sound vision for school improvement and the drive to raise standards is gathering pace. Effective systems are in place to check on the progress that pupils make and to hold individual teachers to account but expectations are not always set high enough. Previously, end-of-year assessments in writing have relied on tests and the school has recognised that these are not always an accurate reflection of pupils' performance. Regular assessment of writing in pupils' books is in place and is beginning to demonstrate an improvement in the accuracy of assessment. The governing body recognises the need to raise standards and holds the school to account in a satisfactory manner. Test and assessment data are used to evaluate the school's performance and set improvement priorities, however, the regularity and accuracy of assessment is not yet sufficiently consistent.

The school works successfully to form good relationships with parents and carers. There is effective communication and parents and carers have good opportunities to become closely involved in their child's learning. For example, learning and activity bags are sent home with Year 1 pupils. Procedures to safeguard children are good and meet government requirements. Staff are well trained in child protection and very effective procedures are well embedded. The school is a cohesive community and makes a satisfactory contribution to community cohesion. There is only limited evidence of its success in promoting community cohesion in the wider area. The school's work in promoting equal opportunity and tackling discrimination is satisfactory. Assessment information is collected and the progress of different groups of pupils is checked by senior leaders and the governing body.

*These are the grades for the leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

**Early Years Foundation Stage**

Children make satisfactory progress overall, with improving progress in aspects of communication, language and literacy, as the result of teaching to help children develop their knowledge of letters and sounds. Progress is weaker in writing. By the start of Year 1, children have a level of skills and knowledge that is broadly in line with that expected for their age.

Children engage appropriately on tasks for sustained periods of time when activities are interesting. For example, children were observed writing party invitations to Big Ted. Other children were observed listening well to a story accompanied by the teacher operating puppets linked to the story. There are some opportunities for children to apply their knowledge and skills to independent learning activities, but these are limited by planning which focuses on what the children are going to do, rather than specifically on what they are going to learn.

Children are happy, settled and secure, and relate well to adults. During the inspection, they were confident to talk to inspectors about their activities. Routines are becoming established and staff reinforce their expectations with praise. Staff are effectively deployed to meet the needs of children with special educational needs and/or disabilities. The leadership and management of the Early Years Foundation Stage are satisfactory and the new leader is using data suitably to establish the priorities for improvement. Children are assessed regularly and accurately and this information is recorded clearly.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation stage</b>	<b>3</b>
Taking into account: Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management in the Early Years Foundation Stage	3



## **Views of parents and carers**

Parents and carers are mostly very positive about the work of the school. Their responses show that they are pleased that their children are happy, safe and enjoy coming to this school. Parents and carers say that the teaching is good but inspectors have judged the quality of teaching to be satisfactory. A few parents and carers feel that unacceptable behaviour is not dealt with well. The inspectors saw no evidence of this and judged pupils' behaviour as good.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Moorside Primary 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 92 completed questionnaires by the end of the on-site inspection. In total, there are 315 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	69	75	19	21	3	3	0	0
The school keeps my child safe	71	77	21	23	0	0	0	0
The school informs me about my child's progress	46	50	40	43	3	3	1	1
My child is making enough progress at this school	47	51	37	40	4	4	2	2
The teaching is good at this school	49	53	35	38	6	7	0	0
The school helps me to support my child's learning	47	51	39	42	3	3	1	1
The school helps my child to have a healthy lifestyle	50	54	36	39	3	3	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)	39	42	40	43	4	4	0	0
The school meets my child's particular needs	45	49	43	47	3	3	0	0
The school deals effectively with unacceptable behaviour	41	45	37	40	6	7	0	0
The school takes account of my suggestions and concerns	43	47	38	41	3	3	0	0
The school is led and managed effectively	59	64	27	29	4	4	0	0
Overall, I am happy with my child's experience at this school	65	71	23	25	3	3	1	1

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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 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. Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



20 October 2011

Dear Pupils

### **Inspection of Moorside Primary School, Salford, M27 0LN**

Thank you very much for the warm welcome you gave the inspectors when we inspected your school. Thank you for talking to us freely and giving your opinions in the questionnaires. It is clear that you enjoy coming to school as shown by your high attendance. We were impressed with your good behaviour and how safe you feel in school. You understand how to keep yourselves safe, such as when using the internet and you make healthy choices, such as eating fruit and taking part in exercise.

Adults in your school care for you very well. You make satisfactory progress in your learning as the result of satisfactory teaching. Your progress is improving as the result of improvements made to teaching and to how teachers mark your work, especially in writing.

Overall, we have judged that Moorside is a satisfactory school. To help your school improve, we have asked the senior leaders to:

- help you to achieve higher standards in English and mathematics by improving teaching still further
- help you make quicker progress in your work
- help the children in Nursery and Reception make greater progress through better learning activities.

You can help by continuing to attend school every day and by working hard to meet your targets.

Yours sincerely

Andrée Keddle  
Lead inspector

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