

Moorside Community Primary School

Inspection report

Unique Reference Number	119303
Local authority	Lancashire
Inspection number	379774
Inspection dates	1–2 December 2011
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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	141
Appropriate authority	The governing body
Chair	Debra Hyman
Headteacher	Christine Howard
Date of previous school inspection	30 June 2009
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Introduction

This inspection was carried out by two additional inspectors. They observed eight lessons taught by seven teachers. Inspectors held meetings with staff, pupils and representatives of the governing body. The school's work was observed, and inspectors looked at a range of documents including those related to safeguarding, assessment and tracking data, school development planning and documents related to the support given to pupils whose circumstances may make them vulnerable. In addition, 18 questionnaires completed by parents and carers were evaluated along with questionnaires returned by staff and a representative sample of students.

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

- It considered how well different groups of pupils achieve, especially pupils who are known to be eligible for free school meals, pupils who have special educational needs and/or disabilities and girls.
- It looked at how effectively leaders and managers have tackled the issues for improvement identified at the time of the previous inspection, and to what extent this has driven improvement.
- It considered how effectively the curriculum supports pupils' personal development and their learning, especially in literacy, numeracy and information and communication technology (ICT).

Information about the school

This is a smaller than average primary school in which the proportion of pupils known to be eligible for free school meals is well above the national average. Most pupils are White British. Very few pupils speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is above average. However, the proportion of pupils with a statement of special educational needs is broadly in line with the national average. An above average proportion of pupils join the school at other than normal times. The school has Early Years Foundation Stage provision for Reception aged children. The Early Years Foundation Stage leader has been in post since September 2011. The on-site nursery and after school club, which are managed separately from the school, are inspected and reported on separately. The school has gained national Healthy School status.

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

1

Main findings

This is an outstanding school. It provides excellent value for money. Leaders and managers, including the outstanding governing body, are driving the school forward at a very fast pace. The areas for improvement identified at the time of the previous inspection have been tackled with exceptional rigour. As a result, the school's effectiveness has improved very rapidly and securely. Several key aspects of the school's work that were satisfactory then are now outstanding. They include the curriculum, the provision for care, guidance and support and the use of assessment to support pupils' learning and progress. The rapid and profound improvement that has taken place demonstrates the school's outstanding capacity for sustaining and furthering improvement.

Children join the Early Years Foundation Stage with skills that are generally well below expectations. By the end of Key Stage 2 attainment has risen and is now average and continuing on an upward trend. Nearly all pupils make at least expected progress given their starting points and significant numbers exceed expectations. The progress and achievement of pupils known to be eligible for free school meals and for pupils with special educational needs and/or disabilities are outstanding because of the excellence of the care, guidance and support they receive. Girls' achievement is improving. The previous gap which saw girls' attainment lower than that of boys is closing rapidly as the school's initiatives to develop girls' confidence and self-belief have a positive impact. The proportion of pupils attaining the higher levels in English in the end of Key Stage 2 tests is lower than in mathematics because of more-able pupils' relatively weaker writing skills, especially in how accurately they use grammar to structure their writing.

Pupils say how much they enjoy school and how exceptionally safe they feel. Pupils behave outstandingly well at all times. They are deeply respectful to those who are different, to each other and to the adults working with them. This is a school whose foundations are set firmly on respect. As a result, pupils' spiritual, moral, social and cultural development is outstanding. Pupils' adoption of healthy lifestyles is also outstanding.

Pupils make good progress because teaching is consistently good. Activities are well planned to match the needs and abilities of different groups of learners. Pupils enjoy learning and respond positively to challenge. The school is working to increase the

proportion of outstanding teaching to raise attainment further and drive progress at an even faster pace for all pupils.

Leaders and managers evaluate the school's effectiveness accurately. Outcomes are used to tackle weaknesses rigorously. Teamwork across the school is very strong in the pursuit of improvement. The school has forged excellent relationships with parents and carers. The highly effective work of the designated teaching assistant is pivotal in providing outstanding support for pupils whose circumstances may make them and their families vulnerable.

What does the school need to do to improve further?

- Raise attainment and accelerate progress further by:
 - making sure that teaching is consistently lively and exciting so that a greater proportion is outstanding
 - making sure that the writing skills of more-able pupils are developed further, especially in how accurately they use grammar to structure their writing
 - making sure that the recent improvement in girls' attainment and progress is sustained so that their achievement at least matches that of the boys.

Outcomes for individuals and groups of pupils

1

Pupils enjoy learning. In lessons they are inquisitive and industrious. Pupils work well in pairs and groups where they are keen to present their ideas and listen respectfully to others. Pupils especially enjoy practical, problem-solving activities. In a Key Stage 1 lesson, for example, pupils responded eagerly to finding out how to give and find grid references. They then settled with great concentration to applying what they had learned to solving practical problems. The progress they made was very impressive. Pupils make good and improving progress as they move up through the school. By the end of Key Stage 2 attainment is average and rising. The proportion of pupils attaining the higher levels in the end of Key Stage 2 tests is average in mathematics but lower in English because of more-able pupils' relatively weaker writing skills, especially in their accurate application of grammar. The outstanding support from a talented team of teaching assistants enables pupils with special educational needs and/or disabilities and pupils known to be eligible for free school meals to make outstanding progress. The above average proportion of pupils who join the school at other than normal times make good progress because the school is highly effective at helping them settle quickly and identifying their needs accurately.

Pupils say that the adults working with them are very approachable. 'Sometimes they know something is wrong even before you've said anything', is a typical comment. Attendance has risen and is now above average because the school has very comprehensive procedures in place for checking on absence. Pupils' good basic skills, their positive attitudes to learning and their high levels of self-confidence prepare them well for future success. Pupils enjoy taking on responsibilities in school by becoming, for example, school councillors. They are active in their local community by supporting a range of local charities. Pupils' adoption of healthy lifestyles is

outstanding because the school promotes it very effectively through a wide range of activities. For example, healthy cooking lessons in the school's kitchen area promote very effectively the importance and understanding of using healthy ingredients.

These are the grades for pupils' outcomes

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

How effective is the provision?

Teaching makes effective use of assessment data to match tasks closely to the needs and abilities of different groups of learners. Teaching assistants make an extremely valuable contribution to the support of lower attaining pupils and those whose circumstances may make them vulnerable which enables these pupils to make outstanding progress. Teachers have good subject knowledge. They use questioning effectively to encourage pupils to articulate their answers at length. However, the pace and vitality of teaching varies at times. Just occasionally this acts as a brake on accelerating progress more rapidly. Pupils' progress is checked meticulously. Any underachievement is quickly identified and tackled. Teachers mark pupils' books regularly. Their comments are consistently helpful in indicating clearly what pupils should do to improve.

The curriculum is outstanding. It presents pupils with a meticulously planned range of memorable experiences. Pupils' opinions are sought about what cross curricular topics they would like to study and what they would like to find out. Topics are used highly effectively to provide opportunities for pupils to develop their basic literacy and numeracy skills. For example, pupils talk with real passion about the topic they have completed on the Beatles. 'We don't just learn about the Beatles. We learn about what Britain was like back then. I've loved writing about it because it's really been fun,' is a typical pupil comment. Pupils designed and helped build the school's stunning Sensory Garden. They worked out the finances, measured accurately, designed creatively and wrote intelligently about their experiences. They took great pride in recalling the experience.

Outstanding care, guidance and support are the cornerstones of the school's success. Pupils are known very well as individuals. Those pupils whose circumstances may

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

make them and their families vulnerable receive excellent support from staff, especially the designated teaching assistant, who acts as a highly effective channel of communication between home and school. As a result, these pupils are fully included in the life of the school and many make excellent progress. Induction arrangements into the Reception class enable children to settle quickly. Older pupils are exceptionally well prepared for their move to secondary education. They say how much they are looking forward to the move but how much they will miss this school.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	1
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?

Leaders and managers at all levels provide the school with an exceptionally sharp focus on improvement. The governing body is highly supportive and challenging in holding the school rigorously to account. It is highly influential in setting the school's strategic direction by being deeply involved in producing the school's high quality development plan. Leaders and managers evaluate the effectiveness of the school accurately. The quality of teaching and learning is monitored regularly. The outcomes have led to a coherent plan to develop the quality of teaching further so that more is outstanding. Highly positive relationships with parents and carers have been forged, especially with those parents and carers who may find working with school difficult. Parents and carers are exceptionally well informed about their children's progress and many take advantage of the school's invitation to attend meetings and events to show their commitment and high levels of support for the school.

Equal opportunities are promoted well. All groups of pupils achieve well and some make outstanding progress. The gap between girls' and boys' attainment is closing rapidly and securely. The school adopts recommended good practice for safeguarding procedures. Training for staff is regular and of good quality. Safeguarding checks are carried out regularly and recorded meticulously. Good relations with outside agencies have been forged to support the effectiveness of safeguarding. Community cohesion is good. The school has a detailed action plan in place but evaluation of the actions it takes to promote community cohesion is at an early stage. The school itself is an exceptionally harmonious community and pupils are involved effectively in the local community. Pupils show good understanding of the issues of diversity both nationally and globally.

These are the grades for the leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
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	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

New leadership is providing a sharp focus on improvement. The leader has already instigated closer working with the on-site nursery and has made significant improvements to the indoor and outdoor provision. Children now work and play in a welcoming and stimulating environment both indoors and outside. Children make good progress and achieve well because teaching meets their learning needs accurately. It is knowledgeable and supportive. Children play happily together in a harmonious atmosphere where every child, regardless of ability or background, is valued equally. Children make good progress and they are given a firm foundation for future success. Children's progress is checked effectively and the outcomes are used to plan activities according to individual children's needs. They are happy and obviously enjoy their learning in the safe and nurturing environment.

Parents and carers are informed on a regular basis of their children's progress. There are detailed arrangements to ensure children settle quickly and smoothly into their new surroundings. Where necessary, effective use of outside agencies provides support for children with special educational needs and/or disabilities. There is a good vision for future success, a strong sense of purpose among staff and a good balance of teacher led and child initiated activities to stimulate and engage children in work and play.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation stage	2
Taking into account: Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management in the Early Years Foundation Stage	2

Views of parents and carers

Questionnaires were returned by 18 parents and carers which represents a low rate of response. However, when taken into account with the outcomes of the school's own recent survey of parents' and carers' views, it is clear that the vast majority of parents and carers are very happy with all aspects of the education the school provides for their children.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Moorside Community 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 inspector received 18 completed questionnaires by the end of the on-site inspection. In total, there are 141 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	12	67	6	33	0	0	0	0
The school keeps my child safe	14	78	4	22	0	0	0	0
The school informs me about my child's progress	14	78	4	22	0	0	0	0
My child is making enough progress at this school	12	67	6	33	0	0	0	0
The teaching is good at this school	12	67	6	33	0	0	0	0
The school helps me to support my child's learning	10	56	8	44	0	0	0	0
The school helps my child to have a healthy lifestyle	11	61	7	39	0	0	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)	11	61	7	39	0	0	0	0
The school meets my child's particular needs	11	61	7	39	0	0	0	0
The school deals effectively with unacceptable behaviour	10	56	8	44	0	0	0	0
The school takes account of my suggestions and concerns	10	56	8	44	0	0	0	0
The school is led and managed effectively	10	56	8	44	0	0	0	0
Overall, I am happy with my child's experience at this school	13	72	5	28	0	0	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	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 is 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).

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">■ 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.



5 December 2011

Dear Pupils

Inspection of Moorside Community Primary School, Skelmersdale WN8 9EA

Dear Pupils,

Thank you for your warm welcome during the recent inspection of your school.

You will be pleased to know that you go to an outstanding school that takes excellent care of you. Your school has improved in leaps and bounds since it was previously inspected because it is so very well led and managed. You obviously enjoy school very much. Your behaviour is excellent at all times – well done! Your school provides you with an outstanding range of exciting activities to capture your interest and help you learn. It tracks your progress very closely and provides you with excellent help and support when necessary to make sure you all make the progress you should. You make good progress and achieve well because teaching in your school is good. Some of you make outstanding progress. It was a pleasure to get to know your school and to meet and talk to so many of you. I was very pleased to see how polite you are and how confident you are when talking to visitors.

In order to make your school even better, I am asking it to help you make even faster progress by:

- making sure that more teaching is outstanding
- making sure that more of you attain the higher levels in English in the end of Key Stage 2 tests
- making sure that girls do consistently at least as well as boys.

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

Yours sincerely,

Stephen Wall
Lead inspector

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