

Moorfield Primary School

School Way, Moorfield Road, Widnes, Cheshire, WA8 3HJ

Inspection dates 27–28 September, 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- From a starting point where children's skills are similar to what is expected for their age, pupils make good progress. Attainment is above average when pupils leave Year 6, although it is better in mathematics than in English.
- Lessons are interesting and varied. Teachers give clear instructions and demonstrations so pupils know what to do and they learn well.
- Pupils are polite, well behaved and co-operate well with each other and this enhances their learning. Attitudes to school are good and attendance is above average.
- Pupils' spiritual, moral, social and cultural development is promoted effectively and this contributes to an atmosphere of courtesy and mutual respect within the school.
- Rigorous evaluation of the school's work and the management of teachers' performance by the headteacher and senior leaders have been used effectively to identify training needs, improve the quality of teaching and raise attainment, particularly in mathematics. This is an improving school.

It is not yet an outstanding school because

- Not enough teaching is outstanding to accelerate progress even further.
- Achievement in writing is not yet as good as in mathematics and reading, especially for more-able pupils.
- Activities that children choose for themselves in the Reception classes are not sufficiently focussed on extending children's learning.

Information about this inspection

- Inspectors observed 11 teachers in 19 lessons or part lessons, three of which were joint observations with the headteacher. In addition, inspectors made a number of short visits to lessons and to sessions where pupils were receiving additional support in groups or individually.
- Meetings were held with groups of pupils, staff, the Chair of the Governing Body and a representative from the local authority. Inspectors also talked to parents informally at the start of the school day.
- Inspectors listened to pupils read and scrutinised the work in their books.
- They looked at the school development plan and school documentation about pupils' progress, on procedures for safeguarding pupils and staff and the monitoring of staff performance. They also looked at the analysis of the use of funding received through the pupil premium.
- Inspectors took account of the 24 responses by parents to the on-line questionnaire (Parent View). They also looked at the analysis of the school's survey completed by 112 parents in the last school year. They scrutinised 22 staff questionnaires.

Inspection team

Shirley Herring, Lead inspector	Additional Inspector
Prydwen Elfed-Owens	Additional Inspector
Adrian Martin	Additional Inspector

Full report

Information about this school

- The school is slightly larger than the average-sized primary school. The majority of classes contain a single age group although three classes contain pupils from two age groups.
- Most pupils are from a White British background.
- The proportion of pupils known to be eligible for the pupil premium is below average.
- The proportion of pupils supported through school action is below average, as is the proportion of pupils at school action plus or with a statement of special educational needs.
- There are very few pupils whose first language is not English.
- The school meets the current floor standards in English and mathematics set by the government.

What does the school need to do to improve further?

- In order to raise achievement, particularly in writing and for more-able pupils, increase the proportion of outstanding teaching by:
 - providing greater challenge for more-able pupils from the start of lessons
 - planning more opportunities for pupils to complete extended pieces of writing in English and in other subjects
 - increasing the pace in those lessons where learning is slower.
- Enhance provision in the Early Years Foundation Stage by ensuring that those activities children choose for themselves, indoors and outside, are purposeful and clearly focussed on extending their learning.

Inspection judgements

The achievement of pupils

is good

- Children enter the school with a range of skills that overall are typical for their age. They make good progress in the Reception year and so the majority reach and some exceed, the expected goals by the time they enter Year 1.
- Pupils make good progress in Key Stage 1, particularly in mathematics, because lessons are suitably practical and pupils are keen to learn. This was seen in a lesson in Year 1 when pupils rolled dice and used a number line to develop their understanding of addition by counting on. Attainment at the end of Year 2 is above average in mathematics and broadly average in reading and writing. While almost half the pupils attained the higher level in mathematics in 2012, the proportion achieving a similar level in writing was low.
- Pupils are making good progress in Key Stage 2. After a period when attainment was broadly average at the end of Year 6, standards have improved and attainment was above average in 2011. Results in 2012 indicate this improvement has been maintained. However, improvements have been more marked in mathematics than in English, reflecting the school's priorities and focus for development. While the proportion achieving the higher level in reading and mathematics is above average, it is broadly average in writing.
- Disabled pupils and those with special educational needs achieve well because their needs are identified at an early stage. They receive good support in class, in small groups and individually and so they make good progress.
- Pupils supported by the pupil premium are making good progress and their attainment is better than the national picture.

The quality of teaching

is good

- Lessons are interesting and well planned and so pupils are engaged and learn well.
- Teaching is more effective in providing appropriate challenge for different groups in mathematics than in English. This is because teachers target their questions and tasks to challenge all groups, including the more-able, from the very start of the mathematics lesson. This was seen in the initial activity in a mathematics lesson in Year 2. While the majority of the class were working out addition pairs to 10, the more-able pupils were challenged to find addition pairs of multiples of 10 to 100.
- Teachers plan work for different groups in English, although it is sometimes a long way into a lesson before the teacher changes from addressing the whole class to pupils getting on with the tasks suited to their ability.
- Teachers mark work carefully and give pupils good suggestions as to how they can improve. At the start of a lesson, teachers give pupils time to read the suggestions to help them in their new tasks.
- The best lessons move at a fast pace to keep pupils involved and accelerate their learning. This was seen in one mathematics lesson in Year 4 where pupils tried to beat the clock to answer questions using their knowledge of the six and seven times table.
- Teaching in the Early Years Foundation Stage is good and so children make a good start to school life. Teaching is most effective in those activities led by an adult, either for the whole class or in groups. For example, in a session on letter sounds and formation, the children watched the teacher writing a letter before practising writing it themselves on a whiteboard and in the air. Learning is less marked in those activities children choose for themselves because they are not sufficiently well planned to focus on what children need to learn.
- Teachers make good links between subjects in the curriculum to enhance learning. However, there are limited opportunities for pupils to improve their skills by writing extended pieces in English or in other subjects.
- Teachers provide good opportunities to promote pupils' spiritual, moral, social and cultural development by considering qualities such as honesty and perseverance, by applying the

structure of sanctions and rewards fairly and by pupils working together cooperatively.

The behaviour and safety of pupils are good

- Parents and pupils express the view that behaviour is good and this is the judgement of the inspection.
- Pupils are aware of different forms of bullying. They are clear that rare instances of bullying of any kind are dealt with swiftly and so pupils feel safe and secure in school.
- Pupils are very proud of their school and accept responsibilities readily, for example as school councillors or play leaders.
- They take great pride and care in their work and the standard of presentation in their books is a delight to see.
- Pupils are polite, friendly and well-behaved and this makes a good contribution to their learning. They know what is expected of them through the code of conduct, which was discussed with the school council before implementation.
- They enjoy coming to school and attendance is above average.
- They have a good understanding of how to keep safe, including e-safety.

The leadership and management are good

- The headteacher has a clear vision and understanding of how to bring about improvements to take the school forward. Systems for monitoring the performance of staff are well embedded and used effectively to focus appropriate training in order to improve the quality of teaching.
- Following a fall in attainment due to disruptions in staffing in the past, senior leaders planned a realistic and coordinated programme of improvements. The initial plan for improving teaching and raising attainment focussed clearly on mathematics. Analysis of results, staff training, improved assessment procedures and consistent strategies for calculations have been successful in raising attainment in mathematics. Similar strategies are now being deployed to raise attainment in writing and the tracking of pupils' progress shows that they are beginning to have an impact.
- Subject leaders have played a strong contribution to improving teaching and raising attainment by monitoring lessons, by coaching staff, by providing good models of teaching for others to follow and by organising training for teachers and teaching assistants.
- There are good links with a range of other professionals to access specialist support where needed so that all pupils are included in what the school has to offer.
- Clear expectations of behaviour, courtesy and respect, and the uplifting experience of making music together make a good contribution to pupils' spiritual, moral, social and cultural development. This prepares pupils well for the future.
- The school is committed to providing equal opportunities and discrimination is not tolerated. They are involved in the Comenius project and this is improving pupils' awareness of different countries and cultures.
- The local authority now gives light touch support to this good school.

■ The governance of the school:

- governors understand well the school's strengths and needs. They are a regular presence in school and provide informed challenge and support for the headteacher.
 - governors are fully aware of their responsibilities and there are robust procedures for safeguarding pupils and staff.
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What inspection judgements mean

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

School details

Unique reference number	111188
Local authority	Halton
Inspection number	405320

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	269
Appropriate authority	The Governing Body
Chair	Brian Jones
Headteacher	Andrew Williams
Date of previous school inspection	12-13 January 2011
Telephone number	0151 424 3108
Fax number	0151 495 3379
Email address	Head.Moorfield@halton-borough.gov.uk

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