

Moorside Community Primary School

Keighley Road, Ovenden, Halifax, HX2 8AP

Inspection dates 13–14 November 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.

- Most pupils achieve well.
- From low starting points, children in the Nursery and Reception classes make good progress.
- Good progress continues in Key Stages 1 and 2 and attainment by the end of Year 6 is broadly average.
- Teaching and learning are good, with examples of outstanding practice.
- In most lessons, teachers convey high expectations and set challenging tasks which get the best out of pupils.
- Pupils have positive attitudes to learning. Good behaviour supports their learning well. In some lessons, pupils' attitudes and behaviour are outstanding.
- Pupils feel safe and very well cared for by staff.
- Good care and support are provided for pupils who have behavioural and emotional difficulties.
- Attendance is improving.
- The headteacher provides strong leadership and direction for pupils and staff.
- Leaders and managers have been successful in improving teaching and raising pupils' achievement.
- Good improvements have been made since the previous inspection.

It is not yet an outstanding school because

- In a few lessons, tasks are too easy for the more able pupils and their learning does not move on at a quick enough pace.
- The best practice in the teaching of writing is not widely shared.
- Pupils' achievement in writing is not as good as in reading and mathematics.

Information about this inspection

- The inspectors observed teaching and learning in 20 lessons or part lessons.
- They held discussions with the headteacher, staff, representatives from the local authority, an external adviser, governors, parents and pupils.
- The inspector took account of the 15 responses to the online questionnaire (Parent View).
- They examined school policies, information about pupils' attainment and progress, teachers' plans, pupils' work and school improvement planning.

Inspection team

Derek Watts, Lead inspector	Additional Inspector
Rosemary Batty	Additional Inspector
Janet Keefe	Additional Inspector

Full report

Information about this school

- The school is similar in size to the average sized primary school.
- Most pupils are White British.
- The proportion of pupils supported through school action is well above average. The proportion supported through school action plus or with a statement of special educational needs is also well above average.
- A well above average proportion of the pupils are known to be eligible for the pupil premium, which provides additional funding for children in local authority care and pupils known to be eligible for free school meals and those children from service families.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching and ensure that all teaching is at least good by making sure that:
 - teachers always set suitably challenging tasks for pupils, particularly the more able
 - pupils' learning always moves on at a quick pace.
- Raise pupils' achievement in writing to at least in line with the national average by the end of Year 6, by:
 - sharing the best practice in the teaching of writing across the school
 - providing more opportunities for pupils to write longer pieces of work
 - taking action to improve pupils' handwriting and the way they present their work.

Inspection judgements

The achievement of pupils

is good

- Children enter the Nursery class with knowledge, understanding and skills that are much lower than those typically expected for their age. They make good progress because of effective teaching and the interesting learning opportunities provided.
- Good progress continues through Key Stages 1 and 2 and by the end of Year 6, pupils' attainment is broadly average in English and mathematics but their achievement in writing is weaker.
- Pupils who are disabled and those who have special educational needs make good progress because of the specific guidance and support that they receive.
- Effective use is made of additional funding to teach and support the many pupils who are eligible for the pupil premium. Individual and small group literacy and numeracy teaching contribute to these pupils' good progress. Pupils eligible for the pupil premium funding attain similar standards to those nationally by the end of Year 6. Some looked after children have made remarkable progress.
- In most lessons, the more able pupils are suitably challenged and their learning extended. Occasionally, the rate of learning slows when the tasks are too easy.
- Pupils' speaking and listening skills are progressing well because they have good opportunities to discuss their learning with others and express their ideas. By Year 6, most pupils are confident in talking about their learning.
- Pupils enjoy reading and make good progress in this important area. The regular and systematic teaching of letters and the sounds they make (phonics), helps to ensure that pupils acquire essential reading skills well.
- Pupils write for a range of purposes and in different styles. Their grammar, punctuation and spelling are improving. However, pupils do not always have sufficient opportunities to write extended pieces of work. There are weaknesses in handwriting and the presentation of work for some pupils. There are good examples of pupils applying their writing skills in different subjects.
- Pupils make good progress in mathematics. They acquire a good knowledge and understanding of mathematical methods and operations. Pupils apply their numeracy skills well to solve a range of practical problems.

The quality of teaching

is good

- The quality of teaching has improved since the last inspection and is now securely good. There are examples of outstanding practice.
- In the Nursery and Reception classes, children are provided with a wide range of interesting activities inside and outdoors. There is a good mix of adult-led activities and those chosen by the children. Children have good opportunities to explore and learn independently.
- Essential reading skills are taught through a well-structured programme. Pupils are encouraged to read widely at school and at home.
- Teachers are striving to improve teaching and learning in writing. During the inspection, 'Super Heroes' was a themed learning event. In an outstanding Year 4 lesson, pupils made exceptional progress in writing a description of Batman's batmobile. The teacher's infectious enthusiasm and strong subject knowledge inspired the pupils. Very clear explanations and skilful questioning extended pupils' knowledge and understanding of adjectives, adverbs, sentence openers and powerful verbs. Pupils benefited from the teacher's demonstrations of how to create and improve sentences. Pupils responded very positively to the teacher's high expectations. They were productive and worked at a good pace.
- In less successful writing lessons, teachers do not often enough show pupils how to write well and pupils are not encouraged to get on to the main writing task soon enough. The teaching of handwriting and the guidance on how pupils should present their work is not consistently good

across the school.

- In most lessons, teachers make good use of the information they have about how well pupils are doing to plan their teaching and to match tasks to pupils' different abilities and needs. As a result, pupils are suitably challenged and they make good progress in acquiring knowledge and deepening their understanding. At times, tasks are too easy and do not challenge or extend the learning of the more able. In a few lessons, introductions are too long and pupils are not actively involved in their learning. The lack of challenge and pace has an adverse impact on pupils' learning.
- In the best lessons, pupils have good opportunities to assess their own learning. Teachers provide constructive feedback on pupils' performance to help them move on. The marking of pupils' work is effective and much improved since the last inspection. Pupils' good work is acknowledged and praised, and teachers' constructive comments guide pupils' improvement.

The behaviour and safety of pupils are good

- Children in the Nursery and Reception classes settle well into the school because of the positive and warm relationships established with adults. They enjoy their learning and play with other children well.
- Parents who responded to the online survey, 'Parent View' stated that their children were safe and looked after well. These positive views reflect the findings of the inspection. However, a few parents expressed concerns about behaviour.
- Pupils in Key Stages 1 and 2 are keen and enthusiastic learners. They behave well in lessons and around the school. Records of incidents show that behaviour has been typically good over time. Pupils told the inspectors that behaviour is mostly good. A few thought that it was sometimes excellent. In most lessons seen, pupils' behaviour and learning were good. The exemplary behaviour seen in Years 4 and 6 had a very positive impact on pupils' learning.
- The school does have a few pupils who can be challenging or behave inappropriately. The care, guidance and support given to pupils who have behavioural and emotional difficulties are very effective. As a result, the learning of others rarely suffers.
- Pupils have a clear understanding of different forms of bullying, including persistent name-calling and physical bullying. They know what action to take should bullying occur. The school has thorough and effective procedures for dealing with misbehaviour, including bullying. Pupils said, 'Bullying only happened sometimes' and they added, 'It is soon sorted out'.
- Positive action has been taken to raise attendance from below average to almost above average. The learning mentors have made a valuable contribution to monitoring and improving attendance.

The leadership and management are good

- Since her appointment, the headteacher has shown commitment, determination and drive to improve the school. Senior leaders and staff share the headteacher's ambition of doing the very best for pupils. Since the previous inspection, the quality of teaching, pupils' achievement and pupils' behaviour have all improved. There has also been considerable improvement to the range of activities provided for children in the Early Years Foundation Stage.
- The checking on the school's performance is systematic and thorough. As a result, senior leaders and governors have a clear overview of what the school does well and what needs to improve. Planning and actions to bring about improvement have worked well.
- The school has made good use of the local authority support initiatives and external advisers in its drive to improve.
- Senior leaders pay good attention to improving teaching and learning. Senior staff observe lessons and provide constructive feedback to teachers. Procedures for the appraisal of staff performance have been strengthened. Targets set to help staff enhance their practice are well

linked to pupils' progress and to the school's improvement priorities. Good training and support contributes to the quality of teaching. However, the best teaching of writing is not sufficiently shared among the teachers.

- The school has ensured that decisions about staff promotion and salary increases are closely linked to a teachers' responsibilities and performance.
 - An interesting curriculum is provided with a good range of subjects taught. It enables pupils to achieve well. Pupils particularly enjoy the clubs and the educational visits. Leaders have taken effective steps to improve the teaching of reading and mathematics. There is now a clear focus on improving learning opportunities in writing.
 - All pupils in the school have equal opportunity to learn and develop well. All groups of pupils have full access to the opportunities provided.
 - Pupil premium funding has been well planned and allocated. The two learning mentors provide effective support to pupils and their families. Additional support has been provided for the youngest children. Small group and one-to-one tuition is provided to help those pupils who are at risk of underachieving, particularly in English and mathematics. Breakfast is provided to ensure that pupils get off to a good start in the morning.
 - **The governance of the school:**
 - Governors have a good understanding of the school's performance and the community it serves. They have a clear overview of pupils' attainment and progress and how these compare to schools nationally. Governors provide constructive challenge and hold the school to account. Through the good training received and the clear information provided by the headteacher, governors are up-to-date with issues relating to the performance management of staff. They check on how the pupil premium funding is spent and the impact the actions have on helping pupils to achieve. They make sure that safeguarding procedures and practices meet requirements. There are clear induction and training arrangements for new governors.
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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	134659
Local authority	Calderdale
Inspection number	406565

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	255
Appropriate authority	The governing body
Chair	Sharon Crawshaw
Headteacher	Adele Simpson
Date of previous school inspection	15 September 2010
Telephone number	01422 365236
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