

# Moorside Primary School

Market Street, Droylsden, Manchester, M43 7DA

## Inspection dates

6–7 February 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Pupils arrive at the school with standards that are broadly average and leave with the same as a result of making only expected progress during their time at school.
- Much work is done in Key Stage 2 and learning quickens particularly in Years 5 and 6. Pupils' progress in Key Stage 1 is slower and does not build well enough on that secured in the Early Years Foundation Stage.
- The quality of teaching is mixed. There is not enough good teaching and none that was seen to be outstanding.
- Middle leaders are not having sufficient effect on raising achievement in their areas of responsibility.
- Plans for improvement do not yet take account of what leaders find from scrutinising pupils' work. Pupils' opinions are not always considered to help inform further improvements.
- Target setting for pupils and feedback on the quality of their work do not provide pupils with sufficient challenge to help them reach higher levels of achievement, particularly the less and more able pupils.
- Not every pupil is given the opportunity to respond to the advice given by their teachers.

### The school has the following strengths

- The headteacher and deputy headteacher, along with the governing body, have worked tirelessly to secure improvements in the quality of teaching and rates of achievement since the last inspection.
- They recognise the shortcomings in what is done to help pupils read and have been successful in bringing about improvements.
- Pupils' behaviour and attitude to learning is good, particularly in the better lessons where they are challenged to think and work hard.
- Pupils enjoy coming to school, as shown in their above-average attendance. They are supportive of one another in class and enjoy celebrating each other's success at every opportunity including in assemblies.

## Information about this inspection

- Inspectors observed 16 part-lessons of around 30 minutes each and spent in excess of three hours visiting all classes again on the second day.
- Inspectors listened to pupils from Year 2 and Year 6 read and talked with them and other groups about their lessons and their experience of school life.
- Meetings were held with senior leaders and middle leaders. Two governors were met with and a meeting was held with a representative from the local authority.
- Inspectors observed the school's work and looked at a wide range of documentation, including safeguarding documents, development plans, records of pupils' current attainment and progress, pupils' work in books and documents relating to pupils' attendance and behaviour.
- The views of 64 parents were taken into account through the online questionnaire (Parent View).
- Inspectors listened to the views of parents as they brought their children to school.

## Inspection team

Peter Cox, Lead inspector	Additional Inspector
Sharon Bruton	Additional Inspector
Yvonne Mills-Clare	Additional Inspector

## Full report

### Information about this school

- The school is larger than the average-sized primary school.
- An average proportion of pupils are known to be eligible for pupil premium funding (additional funding provided by the government to support children known to be eligible for free school meals, those in local authority care and the children of service families).
- The majority of pupils are from a White British heritage with a lower than average proportion representing minority ethnic groups. The proportion of pupils who speak English in addition to their own language is much less than is seen nationally.
- Of the disabled pupils and those with special educational needs a slightly larger than average proportion are supported through school action and a below-average proportion supported at school action plus or with a statement of special educational needs.
- The school meets the government's current floor standards, which set the minimum expectation for students' attainment and progress.

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

- Improve the quality of teaching, particularly in Key Stage 1, so that it is consistently good or better in order to raise attainment and improve the progress of all pupils, including the less and most able, by:
  - ensuring that the learning activities are well matched to the needs and abilities of all pupils including those in the Early Years Foundation Stage
  - providing pupils with information on how to improve their work and allowing them time to respond to teachers' advice and guidance
  - providing learning opportunities that inspire creative responses by pupils and help improve their independence.
- Strengthen leadership and management further by:
  - developing middle leaders to enable them to accurately check and measure how well the procedures and processes they operate are helping to raise pupils' achievement
  - ironing out the inconsistencies in practice across the school
  - checking more regularly the way classroom teachers use data to set work at the right level for pupils of all abilities.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Children enter the Early Years Foundation Stage with skills generally at the level expected for their age in most areas of learning. Pupils leave school with attainment that is average having made the expected progress.
- In 2012 some middle-ability pupils made better progress than expected in reading, writing and mathematics due to the better teaching they received in Key Stage 2. While the overall proportion of pupils making expected progress is slightly above the national expectation, more should be making better gains in their learning by the time they leave school considering their starting points.
- The pupil premium funding is used well. The attainment of pupils who receive funding is in line with national averages and compares well with other groups of pupils. The engagement of a teacher specifically to help accelerate pupils' skills in reading is paying off. Since September 2012 there is evidence of good improvement in the reading ages of those taught on a small-group and one-to-one basis.
- Pupils who have special educational needs and those who speak English as an additional language make similar progress to others because of the support they receive in class. The effects of the support given to these pupils is yet to be more closely checked and measured so that more targeted support can be offered.
- Pupils' standard of reading in Year 6 and Year 2 is average.

### The quality of teaching

### requires improvement

- The quality of teaching is mixed across the school. There is a proportion that is good but too much requires improvement and, as a consequence, pupils do not do as well as they should. The better teaching is characterised by positive relationships between pupils and adults, secure subject knowledge of the teachers and an enthusiasm and enjoyment of learning demonstrated by the pupils. Teachers plan work that is matched to the needs of the different abilities of pupils.
- Teaching overall is not good because too many lessons include learning that is slow and sometimes work is too easy for the pupils. This was seen when a teacher planned the same activity for all the pupils regardless of their ability. This approach results in those pupils who are of a high ability finding the work too easy and those pupils of a lower ability finding it too hard.
- In the Early Years Foundation Stage children are happy and socialise well together. They are encouraged to be independent and learn indoors and outside but they are not given enough guidance from adults to build on their skills and make as much progress as possible.
- The quality of marking in pupils' books is inconsistent. Work is marked regularly but the help and advice given is variable and pupils are not given sufficient opportunities to respond to teachers' comments and correct their work, finish work off or answer questions posed by the teachers.
- Teaching assistants contribute well to the learning and progress of all pupils, particularly for those with disabilities or with special educational needs and those who receive pupil premium funding. They also play a key role in addressing issues for pupils who are at risk of falling behind by providing extra help for those who need it.
- Pupils' spiritual, moral, social and cultural development is promoted well throughout the school. This helps pupils develop good attitudes to their work and they encourage one another to do their best.

### The behaviour and safety of pupils

### are good

- Pupils enjoy school and appreciate the variety of activities on offer to them such as swimming and music. They also speak highly of how well they all get on together, explaining that when

disagreements do occur they are resolved quickly. Attendance is above average and punctuality is good, reflecting the strong partnership between parents and school.

- Older pupils recognise how much the school has improved in recent years and say, 'Teachers try to make our lessons interesting and exciting'.
- Pupils generally have good attitudes towards learning. They listen sensibly to each other's opinions and show respect for adults, although when tasks become too difficult or too easy their attention begins to wane.
- Incidents of bullying are rare. Pupils are informed about all types of bullying and know how to keep themselves safe, for example, when using the internet. All parents who completed the on-line survey agreed that their children are safe and well looked after.
- Around school and at playtimes pupils are polite and friendly, accepting the wide and varied responsibilities well. One morning during the inspection a pupil offered their coat for an inspector who agreed that it was very cold!
- A few pupils, who have particular behavioural difficulties, receive good support so that they learn to manage their feelings well. Adults also show good understanding of their needs and use well-planned methods to support those with emotional difficulties. Parents speak very highly of this aspect of the school's work.
- The school provides sensitive support for pupils and families whose circumstances might make them vulnerable. Staff work productively with a range of external agencies and professionals to ensure they receive all the help they need.

## The leadership and management

## require improvement

- Leadership and management are not yet good because, although improvements in teaching have been made, there is still more to do to ensure it is consistently good or better across the school and particularly in Key Stage 1.
- The headteacher is a strong leader and is well supported by a very able deputy who, according to those parents spoken to, is well regarded in the local community. They set the right direction for the school and the priorities contained in the improvement plans are appropriate in moving the school forward.
- A range of responsibilities for school improvement are delegated to middle leaders, most of whom share the aims and ambitions for the school and undertake their roles with energy and commitment. However, there is variation in their success. Senior leaders have identified the need for them to be more responsible for pupils' achievement and are working closely with individuals to ensure this happens.
- The responsibilities for checking and analysing information on pupils' progress are increasingly being shared among teachers. This enables everyone to play an active part in supporting developments and responsibility does not rest solely with senior leaders.
- The monitoring of the quality of teaching is rigorous. Training has been put in place when needed. The performance of staff is checked against the Teachers' Standards and pay progression recommended for approval by governors when appropriate.
- School plans show the curriculum is due a full review. It currently meets the needs, interests and aspirations of pupils and adequately promotes pupils' basic skills in reading, writing, communication and mathematics. A more creative, theme-based approach to teaching subjects is being considered.
- The local authority provides effective support when requested by the school.
- **The governance of the school:**
  - Under the guidance of the headteacher the governing body has an accurate view of where the school is, including an overview of pupils' performance and the quality of teaching. Any underperformance in teaching is tackled robustly. This means governors are increasingly able to hold senior leaders to account for the school's performance and use of resources. They

ensure that staff are set targets closely linked to pupils' progress and whole-school priorities. Governors are aware of the close link between achievement of these targets and teachers' salary progression. They oversee the management of the financial budget and have eradicated a budget deficit through careful cost controls and spending. They ensure that the pupil premium funding received is used appropriately, for example for the employment of a dedicated teacher to help improve reading for those pupils in greatest need. The governing body ensures the school meets safeguarding requirements and that equal opportunities are promoted and discrimination not tolerated.

## 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

<b>Unique reference number</b>	106209
<b>Local authority</b>	Tameside
<b>Inspection number</b>	400826

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

<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>	432
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	David Rainford
<b>Headteacher</b>	Pierre Coiffait
<b>Date of previous school inspection</b>	29 June 2010
<b>Telephone number</b>	0161 3703614
<b>Fax number</b>	0161 3011099
<b>Email address</b>	admin@moorside.tameside.sch.uk



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