

Moorfield Community Primary School

Cutnook Lane, Irlam, Salford, Greater Manchester, M44 6GX

Inspection dates 10–11 December 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
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' achievement in reading, writing and mathematics is not consistently good. Progress rates vary across the year groups, with too many pupils making only the expected progress from their starting points and too few pupils making better than expected progress.
- Some of the school's most-able pupils are not yet achieving as well as they could.
- Teaching has not had sufficient impact over time to ensure good achievement. Sometimes tasks are too hard or too easy for pupils and sometimes teachers' instructions are not clear.
- Leaders have not improved achievement and teaching sufficiently since weaknesses were identified at the school's last inspection.
- The school's systems for sharing and reviewing information about pupils' progress are not yet as effective as they could be.

The school has the following strengths

- In many lessons, teaching is good, with some outstanding practice.
- Pupils who have special educational needs, including those in the school's resourced provision for pupils with autism, achieve well, because of the good support they are given.
- Leaders make regular checks on teaching quality and middle leaders play an active part in this process.
- As a result of effective action taken by the school, attendance has improved significantly and is above the national average.
- Pupils are happy and secure in school; they behave well and have positive attitudes to learning.
- The governing body has addressed shortcomings in its effectiveness that were identified at the school's last inspection. Governors play an increasingly active role in checking on the school.

Information about this inspection

- The inspectors observed ten lessons. They listened to pupils read in Years 2, 3 and 6 and discussed with them the books they have enjoyed and those they are currently reading.
- Meetings were held with three members of the governing body, with teaching staff, with senior and middle leaders and with a group of pupils. The inspectors also met with a representative of the local authority.
- There were too few responses to the online questionnaire (Parent View) to be analysed by Ofsted. Inspectors took account of the school's own most recent surveys of parents' views and of a letter from an individual parent. An inspector also met with a group of parents to hear their views about the school.
- Inspectors took into account the views that staff expressed in the questionnaires they completed.
- They observed the school's work. They inspected the written work in pupils' books and also looked at a wide range of documentation, including safeguarding documents, the school improvement plan, records of pupils' attainment and progress and documents relating to pupils' behaviour and attendance.

Inspection team

Diane Auton, Lead inspector	Additional Inspector
Prydwen Elfed-Owens	Additional Inspector

Full report

Information about this school

- The school is smaller than most other primary schools.
- Most pupils are White British, with a small proportion from a range of other heritages and backgrounds. Currently, all of the pupils in school speak English as their home language.
- Pupils are taught in single year group classes in the Early Years Foundation Stage and Key Stage 1 and in three mixed-age classes in Key Stage 2.
- The proportion of pupils supported through school action is above average. The proportion supported at school action plus or with a statement of special educational needs is considerably above average.
- The school provides 6 specially resourced places for pupils, aged 5 to 11, who have autistic spectrum difficulties; each of these pupils has a statement of special educational needs. Their class base is known in school as the Gingerbread Room.
- The proportion of pupils known to be eligible for pupil premium funding is considerably larger than that found in most schools and comprises the majority of pupils in the school. This additional government funding is provided for those pupils known to be eligible for free school meals, children from service families and those children who are looked after by the local authority.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment in English and mathematics.
- An above average proportion of pupils join or leave the school at times other than the usual transition points.
- There have been a number of changes in staffing since the school's last inspection, including the appointment of a new deputy headteacher in September 2012.

What does the school need to do to improve further?

- Improve teaching, so that all pupils are enabled to make good or better progress, by:
 - ensuring that tasks for pupils to do are neither too hard nor too easy, and providing sufficient challenge for the most-able pupils
 - always providing pupils with clear instructions
 - making more rigorous checks on teaching
 - sharing the most effective practice.
- Improve the achievement of the most-able pupils by:
 - ensuring that the most-able pupils are promptly identified
 - ensuring that teaching always gives them the support and opportunities they need.
- Improve leadership and management by:
 - developing further the systems for tracking pupils' progress
 - ensuring that the school's progress targets for each pupil and whole classes are sharp and precise and understood by all staff
 - providing clear and succinct summaries of the progress made by pupils in each year group in each term, so that all staff and governors have an accurate overview of how well the school is doing.

Inspection judgements

The achievement of pupils

requires improvement

- There are variations in pupils' achievement across the school and, despite some areas of strength, pupils' overall achievement requires improvement.
- In the current year, most children started in the Nursery class with broadly typical skills for their age. In previous years this was not always the case, with significant proportions starting Nursery with immature skills, especially in communication. Because of effective teaching, children make good progress from their individual starting points and their skills are usually close to the expected levels for their age by the end of the Reception year.
- The school has taken some decisive actions to address low attainment in Key Stage 1 and standards started to rise in the last school year as a result. For example, pupils in the current Year 2 started this school year with above average attainment, as a result of the effective teaching they had received in Year 1. In the current term, however, staffing changes in Year 2 have contributed to slowing the momentum of some pupils' progress and the school is aware that this needs to be addressed as a matter of urgency.
- Results of the national phonics test (a test of pupils' early reading skills) taken by Year 1 pupils in the last two years show the majority of pupils reached the expected standard. Some pupils with special educational needs were not ready to be entered for the tests, but are continuing to make good progress from their starting points.
- Achievement is not yet securely good in Key Stage 2. In the last school year progress was not as rapid in Years 2 and 4 as in the rest of the year groups. Pupils' books in the current year show that in some classes good teaching is having a positive impact and that progress is speeding up well. Where teaching is less effective, however, pupils' progress still requires improvement.
- Although writing has been a weaker area in past years, the gap between achievement in writing and achievement in reading and mathematics has reduced considerably, especially in classes where teaching is good or better.
- Across the school there are too few pupils working at levels above those expected for their age. Only a very small proportion of pupils reached the higher levels at the end of the key stages in 2013. This picture has started to change in the mixed age Year 5 and 6 class this year, where, as a result of good teaching and high expectations, an increasing number of pupils are working at above average levels.
- Standards in reading are rising. Children make a good start in establishing their early reading skills in the Early Years Foundation Stage and Key Stage 1. Currently, by the time they leave the school most pupils' reading skills are at the expected level for their age.
- There is no significant gap between the achievement of pupils known to be eligible for free school meals and the pupil premium and that of other pupils in the school.
- Pupils who have special educational needs, including those in the Gingerbread group, achieve well, making good progress from their individual starting points. Pupils in the Gingerbread group do particularly well in their personal and social development, often and increasingly through working alongside their peers in the mainstream classrooms. These pupils often make considerable gains as a result of the effective support they receive. All of this illustrates the school's full commitment to ensuring equal opportunities for every pupil.

The quality of teaching

requires improvement

- The quality of teaching was judged satisfactory at the school's last inspection. It requires improvement because, in a minority of lessons, teaching seen was not effective enough and also because teaching has not been effective enough over time to secure good or better achievement.
- The majority of teaching seen during the inspection was good, however, and some was outstanding. This reflects an overall improvement in teachers' skills, but inconsistency remains. This accounts for continuing variations in pupils' progress.

- Where teaching is most effective, lessons are planned well so that activities match pupils' learning needs and interests. There are opportunities to resolve misunderstandings and correct previous errors. Teachers explain clearly what pupils are expected to do and to learn, giving them a full awareness of the purpose of the lesson and of how to move their learning forward.
- Where less effective teaching was seen, tasks were sometimes not matched well enough to pupils' needs and abilities, making them too difficult for some pupils and too easy for others and this reduced pupils' progress. Slower progress also resulted when pupils did not thoroughly understand the instructions they had been given.
- Recent revisions to the way teachers mark their books are helping pupils to know what they need to do to improve their work. Some actions have been taken to make teaching in literacy and numeracy more effective, including the introduction of ability-group teaching of reading skills in the Early Years Foundation Stage and Key Stage 1, and a focus on multiplication skills in mathematics. These improvements have started to impact positively on pupils' progress, but they have not yet raised the achievement of all pupils or that of the most-able.
- Good, sometimes outstanding, teaching and a well-planned curriculum in the Early Years Foundation Stage means that children are busy, happy and totally absorbed in learning. This enables them to make a very good start in school and to establish positive attitudes.
- In an outstanding topic lesson in Year 1, pupils retold the nativity story orally, with accuracy and enthusiasm. Skilful teaching enabled them to shape the activity for themselves and to discuss and share their ideas productively. They chose interesting vocabulary alternatives and sounded out difficult words. They gave a good summary of the punctuation points they would need to remember, before going off eagerly to write their individual versions of the story.
- Positive relationships between pupils and adults in the classroom and effective teamwork between teachers and skilful teaching assistants all contribute well to pupils' overall learning and progress.
- Outstanding teaching in the Gingerbread Room gives pupils the individual support they need to make excellent progress. Staff are skilled in motivating pupils and helping them to complete each activity successfully. There is a strong emphasis on developing pupils' basic skills. Very effective support is provided for pupils to join in with lessons in the mainstream classes every day. This is enabling them to experience success and make new friendships.

The behaviour and safety of pupils

are good

- Pupils' positive attitudes to school and their work are having a good impact on the progress they make.
- Pupils' behaviour is good and they are considerate and polite. They say they feel safe and well-cared for in school and that there is always someone to turn to if they need help. They show caring attitudes in their relationships and often demonstrate a mature understanding and acceptance of fellow pupils' needs.
- Behaviour in lessons is good and pupils usually apply themselves well to their work. They often take a real pride in their work and try hard to present it neatly. They listen well to their teachers' instructions. They are also learning to listen to each other's ideas and take part in thoughtful discussions. Pupils in the Gingerbread Room are at varying stages of learning to manage their own behaviour in a classroom setting. Most are making good or better progress in this respect. Because their inclusion in whole-class lessons is managed well, it is rarely the cause of disruption for other pupils.
- Pupils have a clear understanding about different types of bullying, including cyber-bullying and prejudice-based bullying. They say that bullying in school is rare, but that when people fall out with each other staff sort matters out quickly.
- Pupils with additional learning, health, social, emotional or behavioural needs are included in everything on offer and are supported very well. The school provides sensitive and caring support for pupils and families whose circumstances might make them vulnerable, and parents expressed their appreciation of this. Staff work with a range of agencies to ensure that support

is targeted appropriately.

- Attendance was inadequate at the time of the last inspection. As a result of effective action, including extensive work with families on the part of the school's Learning Mentor, attendance is now above average.

The leadership and management

requires improvement

- Improvement is required because, although teaching and achievement show some improvements, they are not yet securely good over time. Some developments are relatively new and have not had time to impact fully. Some staff are new to the school and new to teaching and there has not been time for leaders to ensure that their skills have developed sufficiently to enable them to deliver consistently good teaching.
- The headteacher, the school's senior and middle leaders, staff and governors all share a strong commitment to improving pupils' progress and the quality of teaching.
- Systems are in place to check on pupils' progress at regular points across the year. The information this provides is used by individual teachers to help them plan the next steps in pupils' learning for their classes. However, leaders do not summarise progress information clearly enough to make it fully and easily accessible for all staff and for governors. This reduces its usefulness as everyone does not have a clear 'big picture' of how the school is doing.
- Improvement targets for pupils' achievement are sometimes too broad to allow leaders to achieve a precise measure of how successfully the targets are being met throughout the year.
- The school has recognised the need to improve the ways it records and shares progress information with all of its stakeholders and has plans to develop appropriate systems.
- Senior and middle leaders make regular checks on the quality of teaching. Staff work together well and share effective practice. A programme of training for all staff, including teaching assistants, is helping to support continued improvements. The school is aware that this requires further implementation to bring about consistently good or better teaching.
- The curriculum contributes well, overall, to pupils' spiritual, moral, social and cultural development. The curriculum is enriched by a good range of after-school clubs and activities and by visits to places of interests, including residential trips.
- The school uses its primary sport funding effectively to provide specialist coaching and tuition; this also provides ongoing training for school staff. Pupils of all ages enjoy good quality sport and physical education activities in lessons and after school.
- The local authority provides regular advisory input for the school.
- **The governance of the school:**
 - Governors are strongly committed to improving the school. They are well informed and hold the school to account. They have taken part in training to improve their expertise in governance.
 - Governors know the areas in which achievement needs improvement. They are fully informed of how the pupil premium funding is spent and what difference it is making to achievement.
 - Governors understand the need to plan strategically to ensure improved consistency in teaching and are currently involved in reviewing areas for action with the headteacher.
 - Governors are committed to checking on the performance of the school. They have identified a need for more concise summaries of the outcomes of the termly whole-school progress reviews to give a sharper picture of overall progress.
 - Governors ensure that performance management systems are thorough and that leaders' and staff targets are linked to pupils' progress and school priorities. They are fully aware of the link between achievement of progress targets and salary progression.
 - Governors give good support to the headteacher in meeting safeguarding responsibilities. They ensure that pupils have equal opportunities for success and that discrimination is 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

Unique reference number	105915
Local authority	Salford
Inspection number	426098
Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	156
Appropriate authority	The governing body
Chair	June Worsley
Headteacher	Caroline Eaton
Date of previous school inspection	15 November 2011
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