

Moorhouse Primary School

Crossley Street, Milnrow, Rochdale, Lancashire, OL16 4DR

Inspection dates 17–18 December 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
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 requires improvement from the start of Year 1 to the end of Year 6.
- By the end of Year 6, standards in reading and mathematics are not high enough.
- Teaching and learning require improvement. Pupils of different abilities are not consistently challenged and so they are not all fully engaged in their learning.
- Sometimes, pupils have insufficient time to complete activities and to demonstrate progress.
- Not all pupils understand clearly their next steps for improvement. Pupils do not yet have enough opportunity to practise their reading, writing and mathematics skills in different subjects.
- Leadership and management require improvement. Middle leaders do not have a good enough overview of the areas they lead including of pupils' achievements. Not all are monitoring and evaluating key aspects of their work to better their impact on pupil progress.
- Governors do not have a clear enough understanding of the performance of significant groups within the school. This limits the challenge to senior leaders.
- Behaviour requires improvement. In lessons when activities are not matched to the abilities of pupils well enough, they start to lose concentration and display low levels of disruptive behaviour such as talking at the same time as the teacher.

The school has the following strengths

- Children start the Nursery with skills that are well below those expected of three-year-olds. They make good progress and reach a level of development which is just below what is expected by the time they start Year 1.
- Pupils feel very safe in school.
- The new headteacher has the full support of governors, staff, pupils and their parents. Regular monitoring of teaching and of pupils' achievement by senior leaders is helping both of these areas to improve. Governors have an effective overview of achievement and teaching. They challenge senior leaders appropriately.

Information about this inspection

- The inspectors observed seven lessons.
- Meetings were held with groups of pupils, senior leaders and teachers with responsibility for leading and managing subjects and key stages. A meeting was held with a group of governors and the local authority.
- There were an insufficient number of responses to the on-line questionnaire, Parent View, to be reliably representative of parents' views. An inspector spoke with parents at the school and the information gleaned has been taken into consideration.
- The inspectors observed the school's work and looked at a number of documents including: the school's data showing pupils' current progress; documents relating to the school's own view of its performance; the school improvement plan; records relating to attendance and documents relating to safeguarding.

Inspection team

Pritiben Patel, Lead inspector

Additional Inspector

Pauline Pitman

Additional Inspector

Full report

Information about this school

- This school is smaller than most other primary schools.
- Most pupils are of White British background. A small number of pupils are from Asian and other White heritages.
- The proportion of pupils supported through school action is above average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- The proportion of pupils known to be eligible for the pupil premium funding is nearly double that of schools nationally. The pupil premium is additional funding given to schools by the government to support pupils who are 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 does not meet the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- There is a breakfast club at the school from 7.50am to 8.50am daily which is run by the governing body.
- Moorhouse Children's Centre shares the same grounds as the school.
- A new headteacher took up her post in April 2013.

What does the school need to do to improve further?

- Accelerate pupils' achievement in Key Stages 1 and 2 by improving the quality of teaching and learning and raising standards by ensuring:
 - pupils of all abilities are consistently challenged so that they are fully engaged during all lessons
 - that pupils have sufficient time to complete their activities and make at least good progress
 - that all pupils understand clearly their next steps for improvement
 - that pupils have greater opportunities to practise their reading, writing and mathematics skills in different subjects.
- Develop leadership and management by ensuring:
 - middle leaders have a better overview of the areas they lead including of pupils' achievement and that they monitor and evaluate key aspects of their work to better their impact on pupil progress
 - that all governors have at least a good understanding of the performance of significant groups of pupils within the school so that they are able to hold senior leaders fully to account for the progress that pupils make
 - An external review of governance should be undertaken in order to assess how this aspect of leadership and governance may be improved.

Inspection judgements

The achievement of pupils

requires improvement

- Pupils' achievement requires improvement from the start of Year 1 to the end of Year 6. Standards in national tests in 2013 were just below the national average at the end of Key Stage 1. Standards at the end of Key Stage 2 were significantly below in reading and mathematics and average in writing. Almost half the group in Key Stage 2 had a disability or special educational need. Individual plans for these pupils were not matched to their learning needs. Assessment was irregular and at times inaccurate. These weaknesses had a negative impact on the progress of these pupils.
- Pupils are now assessed accurately on a half-termly basis. Those who do not make the progress expected of them are identified and supported. As a result, there is no significant gap in the progress of different groups including those from Asian and other White heritages. Consequently, equality is promoted effectively.
- Disabled pupils and those with special educational needs are better supported now and are achieving in line with their peers. There is a clear focus on meeting their learning needs and they receive the additional support required in English and mathematics which is carefully monitored for impact.
- Pupil premium funding is used on additional staffing who provide small group support for the pupils who are eligible for this funding. There is no significant difference in attainment in reading and writing of pupils who are entitled to free school meals and those that are not. However, there is nearly one year's difference in mathematics, although gaps are now closing.
- A lower proportion of pupils than nationally attained the higher grades of Level 3 at the end of Year 2 and Level 5 at the end of Year 6 in national tests in 2013. This is because the most-able pupils are not consistently challenged in all lessons. Senior leaders recognise that this area requires improvement.
- The proportions of pupils who are making the expected progress and more than the expected progress in all areas is favourable because of the success of a number of specific initiatives. For example, pupils' ability to calculate sums and recall number facts in their minds is developing well through the programme 'mathematics passports' which clearly state the steps pupils need to complete to improve their understanding. As soon as they complete a certain amount of work pupils receive certificates which motivate them to get through more work. Progress in reading is improving because pupils have daily opportunities to read and better resources have been purchased to interest all pupils, including themes which inspire boys to read.
- A higher proportion of pupils than nationally achieved the expected standard in the Year 1 phonics screening test (the sounds that letters make) in 2013. This success is due to good teaching of phonics and pupils being taught in groups so that teaching carefully matches pupils' abilities.
- Children enter the Nursery class with a level of development in their personal, social and emotional skills, as well as in their writing and number skills, that is well below what is expected for children of their age. A good range of activities are provided for them in the Nursery and Reception classes with a strong focus on literacy and numeracy. As a result, children make good progress through the Early Years Foundation Stage so that by the time they start in Year 1 their skills have developed to just below what is expected.
- Pupils are on track to attain higher standards in the national tests in 2014.

The quality of teaching

requires improvement

- There is some good teaching at the school. However, over time pupils have not made good progress because the quality of teaching has not been good enough.
- Pupils are not always challenged in lessons and this slows their progress. In a Key Stage 1 mathematics lesson on sorting shapes, the teacher spent time developing pupils' understanding

of the names of shapes. However, it was clear that pupils already had a good understanding of this and were able to use names such as 'triangular prism', 'cuboid' and 'sphere' very easily. Hence, most pupils were able to complete the tasks effortlessly because they were too easy.

- In a Key Stage 2 mathematics lesson, pupils were learning about converting litres into millilitres. The teacher gave three different sets of work to pupils according to their abilities. However, the most-able pupils were able to convert their measurements quickly and spent some time talking about things that were not related to their work as they did not need to concentrate on the task in hand. Hence, it slowed the progress of this group.
- Sometimes, pupils do not have sufficient time to complete their work and show progress.
- Not all pupils understand clearly their next steps for improvement because they do not know what to focus on, this holds their learning back.
- Relationships between staff and pupils are strong creating a positive environment for learning. Teachers are very clear about what it is they want the pupils to learn in the lesson and as a result, pupils know exactly what is expected of them.
- Teaching in the Early Years Foundation Stage meets the needs of pupils with a good range of activities that engage the children well.
- Teachers have good subject knowledge and this enables them to question pupils effectively and develop their thinking. Teachers use interesting contexts in their teaching so that pupils' learning is relevant and meaningful. For example, in a Key Stage 2 English lesson the teacher demonstrated how to produce good quality writing about a 'favourite meal' by using her experience of eating apple crumble and custard at her grandmother's flat. The pupils then had plenty of ideas and were enthused about writing about their own 'favourite meal'.
- Support staff are enthusiastic and provide effective guidance for pupils both in and out of the classroom. As a result, disabled pupils and those who have special educational needs achieve in line with their peers.
- Homework is set regularly. Pupils' 'learning logs' show a good range of challenges that they have completed in their own time. The books show the good pride and dedication that most pupils have in their work.

The behaviour and safety of pupils

requires improvement

- Most pupils are well behaved but others need much supervision and reminding to follow rules and behave in an appropriate manner. During less structured times such as break and lunchtimes there can be a lot of unnecessary noise and some pupils do not always use their best manners. For example, a few pupils at lunchtime during the inspection were trying to spit food at one another.
- Most pupils have positive attitudes to their learning. However, when lessons are not carefully matched to the abilities of pupils they show low-level disruptive behaviour. Some pupils shout out, do not fully concentrate or listen to the teacher. On these occasions pupils' behaviour hinders learning.
- Behaviour has improved over time and particularly since the arrival of the new headteacher. For example, the number of incidents of inappropriate behaviour has declined from the summer to the autumn term. Pupils understand the 'traffic light system', which is used by teachers to manage behaviour.
- At the end of July 2013, there were three exclusions. There have been none this term. There has been one recorded racist incident. Pupils say that bullying is not an issue for them and if it happens then staff deal with it effectively. Pupils say that the word 'gay' is used sometimes to hurt feelings.
- A small number of pupils require specific support with their behaviour. Some of these pupils have been excluded from other schools. They receive good support here so that they are able to participate in all activities. These pupils have individual plans to help manage their behaviour. Activities in the 'Rainbow Room' help to develop their self-confidence and self-esteem well.
- This is a caring school where pupils say, 'teachers look after you'. Pupils feel safe in school and

have an effective understanding of safety. Pupils know why fire drills are important in school. The police have spoken with them about stranger danger and pupils know about road safety.

- They have a good range of opportunities to show their maturity. For example, the school council has had a say in the purchasing of playground equipment. The Eco-council grows fruit and vegetables in the school. Playground Pals help other pupils to make friends.
- Pupils learn effectively about other cultures. For example, Muslim pupils have the space to pray in school during Ramadan and pupils of other faiths are invited too. A link with another school has been developed where pupils are able to learn about the Polish culture.
- Pupils very much enjoy celebrating their successes in the Achievement assembly on Fridays.
- Attendance is in line with schools nationally. The breakfast club is helping to improve the punctuality of pupils that attend.

The leadership and management

requires improvement

- The new headteacher has won the confidence of the school community. However, middle leaders do not have a good enough overview of their areas of responsibility, including pupils' achievement. Not all monitor and evaluate all aspects of their work to inform them of what needs to be done to improve the progress that pupils make.
- The curriculum is being adapted to better meet the needs and interests of pupils so that they acquire new skills and knowledge in meaningful contexts. There is an effective range of visitors who help to bring learning to life such as poets and storytellers. There are also opportunities for pupils to go on educational visits to the museum, library, as well as residential outings. Pupils do not have enough opportunity to practise their reading, writing and mathematics skills in different subjects.
- The headteacher has improved much about the school since her arrival. Teachers now have a better understanding of pupil progress and they are able to measure progress accurately. Assessments are made regularly and the information used to identify which pupils need extra help. Behaviour and the quality of teaching, including the marking of pupils' work, have improved too. Much current teaching is now good.
- The performance of teachers is monitored regularly and areas for improvement are identified. Teachers are set ambitious targets that they are required to meet in relation to the progress of pupils in their classes. Teachers are held to account for the progress that pupils make during the half-termly pupil progress meetings.
- Regular monitoring, for example, of pupils' work which is undertaken by both the headteacher and her deputy, is helping to bring about rapid improvement in pupil progress.
- The school's evaluation of itself is honest and accurate. It identifies all that is going well but also all the improvements that are still needed.
- The plans in place identify the correct priorities in order to move the school forward to become a good school.
- The headteacher is very positive about the support that she is receiving from the local primary schools that are working together to improve achievement. For example, work has been undertaken already in relation to teaching and learning which is helping to bring about improvement.
- The local authority has supported the school in implementing the assessment system as well as monitoring the quality of teaching.
- A small number of parents raised concerns about the lack of progress that their children made in the past. Parents are now happy that the needs of their children are being met. Parents are encouraged to participate in the life of the school. For example, workshops in phonics and reading are held and parents in the Early Years Foundation Stage are invited to work with their children daily. Attendance at events such as Christmas productions and concerts is good.
- The primary school sports funding is used to pay for the local cricket club to provide training for staff so that they can build their skills and deliver this area of sport confidently themselves. Money is also being spent to provide experiences in sports that pupils would otherwise not get,

such as in street-dance and taekwondo.

■ Safeguarding meets government requirements.

■ **The governance of the school:**

- Governors understand the current priorities of the school. They contribute to the school's evaluation of its own work. Governors both support and challenge school leaders. They have had some input into understanding pupils' achievement and they have an effective overview of achievement in the school. Not all governors have a good enough understanding about the performance of significant groups of pupils to enable them to further challenge senior leaders. Governors know that the pupil premium is used on staffing to provide support to those pupils who are eligible for this funding. Governors know that there is good teaching in the school but that over time it has not met the needs of pupils well enough. Governors have set challenging targets for senior leaders to meet. They are kept informed about the performance management of staff. The schools finances are in good order.

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	105788
Local authority	Rochdale
Inspection number	426312

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	224
Appropriate authority	The governing body
Chair	Keith Swift
Headteacher	Helen Brougham
Date of previous school inspection	28 March 2011
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