

# Moorside Primary School

Market Street, Droylsden, Manchester, M43 7DA

**Inspection dates** 17–18 June 2014

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Good</b>	<b>2</b>
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.

- The governing body and school leaders at all levels have worked tirelessly to secure significant improvements for pupils.
- They have responded very effectively to issues identified as requiring improvement in the last inspection.
- As a result attainment has risen across all age groups this year, and progress is consistently good.
- Teaching is good. It is successful in helping pupils have a clear understanding of what they need to do better in reading, writing and mathematics.
- The behaviour of pupils is consistently good and they show pride in all that they do.
- Staff morale is high. This is partly because staff have been encouraged to contribute productively to improvements in the classrooms.
- School governors hold the headteacher and staff to account through astute questioning and checking. This has led to a resolute focus on the raising of standards in basic skills and improving the quality of teaching.
- Pupils feel safe, are happy in school, and display positive attitudes to their learning. The school's work in developing the pupils' social and cultural learning is excellent.

### It is not yet an outstanding school because

- The work set is not always hard enough and this affects the performance of the most able pupils in some classes.
- Activities do not always allow pupils to work on their own or give enough time to explain their thinking and reasoning when solving problems.

## Information about this inspection

- Inspectors observed 20 lessons or part-lessons. They also spent time in classrooms looking at pupils' work and talking to pupils.
- Inspectors looked at pupils' books from all year groups, sometimes with members of the school staff.
- Inspectors analysed a range of documents including the school development plan, minutes of meetings, anonymised performance-management information, and records of behaviour, safety and attendance.
- Inspectors held meetings with school leaders on several occasions, and had meetings with members of the governing body, with a representative from the local authority, and with pupils from differing year groups.
- Inspectors surveyed the views of staff and parents, speaking to many and looking at information from the 52 responses on Parent View. Written comments from 44 staff were considered.

## Inspection team

Jeremy Barnes, Lead inspector

Additional Inspector

Pamela Hemphill

Additional Inspector

Peter Jones

Additional Inspector

## Full report

### Information about this school

- This is a larger than average-sized primary school.
- The vast majority of pupils are from White British backgrounds.
- The proportion of pupils supported through the pupil premium is below average although increasing. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and children who are looked after by the local authority.
- The proportion of pupils supported through school action is marginally below average.
- The proportion of pupils supported through school action plus with a statement of special educational needs is below average.
- The school provides a breakfast club for its pupils, run by school staff.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Since the last inspection, the school has received a monitoring visit from HMI in April 2013. Two assistant headteachers have been appointed since then, and in October 2013, a new chair of governors was elected.

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

- Increase the amount of outstanding teaching by ensuring that the work set is hard enough, particularly for the most able pupils.
- Ensure that activities provide pupils with more opportunities to work on their own and that they develop reasoning and thinking skills to solve problems.

## Inspection judgements

### The achievement of pupils is good

- Progress throughout the school in reading, writing and mathematics has accelerated sharply this year in all age groups, and for all groups of pupils. While achievement in 2013 required improvement, this quick progress means achievement is now good.
- Most children start school with skills that are typical for their age. However, the number of children beginning Nursery whose skills are below this level is rising and accounts for a growing number of pupils currently in Nursery and Reception. Senior leaders have identified this trend and are already taking action to support these children and their families.
- Children make adequate progress in Nursery and this speeds up in Reception. Careful assessment and well-planned interventions, particularly for reading, get children off to a good start and they quickly settle into routines, making good progress overall in the Early Years Foundation Stage.
- By the end of Reception Year, children are well prepared for entry to Year 1. Pupils make better progress in communication and language, but fare less well in mathematics.
- The proportion of pupils attaining the expected standard in the national Year 1 phonics screening check (the sounds that letters make) is slightly above that found nationally.
- Pupils left Key Stage 1 in 2013 with broadly average levels of attainment. This attainment has risen in 2014 and there are more pupils, including the most able pupils, now achieving standards that are above average.
- In Key Stage 1, in reading and mathematics, pupils have progressed rapidly this year and attainment is above national averages for many pupils. While progress rates for pupils' written work are similarly quick this year, attainment is broadly average.
- While there have been similarly accelerated rates of progress for pupils with special educational needs or disabilities, the attainment of these pupils when they leave Year 2 is still below the average attainment of this group nationally.
- Pupils have progressed very well through Key Stage 2 this year. There is no longer a slowing of progress in Year 3 and Year 4, as effective interventions have ensured consistent progress across the key stage. Pupils currently in Year 6 are attaining standards which are now significantly higher than the corresponding group from 2013.
- Those pupils who are eligible for pupil premium funding, including those entitled to free school meals, are progressing at similarly quick rates this year. As a result the gap in attainment between them and all pupils nationally is narrowing. The attainment of these pupils in writing this year is high and standards are in line with other pupils in their class.
- Pupils read well and often. Those pupils who spoke to inspectors about their reading betrayed a good technical knowledge, speaking of how text was 'written to create tension and unease'. There are good partnerships with parents to develop early reading, and a variety of reading intervention programmes effectively target those pupils falling behind.
- While the proportion of pupils achieving higher levels in mathematics in 2013 was only in line with national averages, the school has accelerated the progress of pupils this year across the school. There are now more pupils working at the higher Levels of 5 and 6 in Year 6, and this proportion of above-average performance is also mirrored in other year groups.
- Senior leaders have ensured that the most able pupils across the school are supported well, and the improved attainment has justified their various improvement strategies, for example, the deployment of a specialist teacher of mathematics to raise attainment at Levels 5 and 6. However, the work set is not always hard enough and this affects the progress of the most able pupils in some classes.
- This overall improvement in pupils' achievement indicates that the school has been successful in promoting equality of opportunity and tackling any discrimination. A range of carefully planned intervention programmes ensure that pupils are guided well.

### The quality of teaching is good

- Attainment has risen because teaching has improved. This is because of a rigorous examination of classroom practice undertaken throughout the year, focusing unequivocally on pupils' progress.
- Pupils are given a variety of equipment and support which helps them to improve their writing. One Year 4 pupil commented to inspectors that, 'If I use embedded clauses in my writing I can get to a 5c next.' and this is typical of the degree to which pupils understand how they can improve.
- Pupils display good attitudes, which assist their learning. They listen carefully, waste little time, and show the ability to maintain attention. Year 1 pupils, for example, were able to sustain concentration over a lengthy period to create good drawings during an art activity.
- Good opportunities are provided for pupils to develop longer pieces of writing or solve extended mathematical problems in pairs and groups. However, on some occasions, pupils are not given the opportunity to work on their own or enough time to explain their reasoning and thinking when solving problems.
- Teachers support and care for their pupils very well and parents fully agree. In the Early Years Foundation Stage, the natural area outside is used well to support children's play. For example, children were fascinated by the snails they were observing and tried to find leaves, grass and other items to make them comfortable.
- There is an increasing focus on challenging the most able, for example, in mathematics in Year 5 and Year 6. Teachers' good subject knowledge here is helping to lead to pupils' very good progress. Occasionally, activities do not challenge pupils and the work is not hard enough, with such challenges not getting to grips with what pupils need to learn.
- Marking is very good, and the pupils are very clear about the feedback they receive. Errors are dealt with quickly and books show how pupils have learnt from their mistakes. Marking strategies are consistently applied. Pupils are aware of their targets and how they relate to national levels of attainment.

### **The behaviour and safety of pupils are good**

- The behaviour of pupils is good. Pupils are respectful, happy and motivated. Staff promote good behaviour through their enthusiasm, care for others, and their standards of professional conduct.
- Movement around the school is typically calm and orderly. There is a quiet, purposeful beginning to the day, with staff well-deployed to supervise and support children. Pupils' respect for those talking to them, for example in assembly, is good.
- Pupils listen attentively and are used to working regularly in groups, which gave inspectors chance to see their very well-developed social skills. Pupils, unprompted, often take it upon themselves to assist each other with their learning. They subscribe fully to the SMILE (Safe, Mindset, Independent, Learn, Extra mile) school values, which are reinforced by school staff.
- Lunchtimes and break times are predominantly happy occasions. They are well-staffed and lead to productive social opportunities. For example, a 'World Cup' tournament had been organised by staff and pupils, and mixed-gender teams were engaged in daily matches. These led to social as well as physical benefits.
- Parents and pupils are generally positive about behaviour and the way the school deals with isolated incidents of bullying or obstructive behaviour. However, they do recognise that the occasional low-level incident of poorer behaviour can affect lessons, and this was observed in a small minority of classes.
- The school manages behaviour well and is assiduous in recording incidents and acting on them. There is a range of awards and rewards, which assist in promoting good behaviour to the extent that a positive ethos permeates relationships between staff and pupils.
- The school's work to keep pupils safe and secure is good. A high level of pastoral care, coupled with clear and consistent systems, mean that pupils overwhelmingly feel safe in school. Pupils spoken to were clear about the different forms bullying can take. They feel incidents happen infrequently because staff ensure pupils are made aware of how to keep safe and where to turn

should an incident happen inside or outside school.

- Good attendance continues to be a strength of the school, and attendance for those pupils receiving the pupil premium has improved significantly this year. However, the school is not complacent and has appointed a new learning mentor to assist with the small number of pupils where attendance is below average.

## **The leadership and management are good**

- Improvements in leadership and management have been crucial in raising standards since the spring of 2013. Decisive leadership from the headteacher has been strengthened by very effective action from a range of other leaders in the school.
- As a result teaching and the achievement of pupils have improved and are now good.
- Assisted well by a wide range of external partners, including the local authority, school leaders have ensured expectations have been raised. These expectations have been checked regularly against the progress of pupils, and staff have been held to account when progress has not followed.
- School leaders, using the best practice from other schools, have used coaching and mentoring very effectively so that teachers have improved their practice, in some cases to a startling degree. The teachers work well as a team and this assists in ensuring judgements on attainment are accurate. They talk of a 'sea change' in the way that teachers support each other and influence each other's practice, whilst all the time focusing on pupils' standards.
- Middle leaders have led much of this change, and inspectors were able to examine examples of the individual coaching and mentoring which have led to rapid benefits in the classroom. This outward-looking approach is still in its infancy, and the school has plans to further develop this area.
- Leadership at all levels is flourishing. For example, one higher-level teaching assistant is driving the provision for sport and physical health, and another is leading an able team of teaching assistants, including the management of their performance. These have led to improved opportunities for individual pupils, with the quality of sports coaching, or the success of the school's intervention programmes, checked regularly for their success.
- Despite a relentless focus on improving literacy and numeracy skills, school leaders continue to offer a curriculum which has assisted pupils' spiritual, moral, social and cultural development. One pupil referred to his trip to China with the school as a magical moment, and spoke of how it has transformed his cultural appreciation.
- Leaders ensure that opportunities are given to prepare pupils for the next stage of their education. Pupils in Year 5 took part in a morning project in which they learnt about the British parliamentary system and the values of democracy. Pupils talk of how much they value these enriching experiences.
- There is a clear link between teachers' performance and decisions made regarding pay. Teachers speak with confidence about their own targets, which are linked to Teachers' Standards and often focused on pupils' performance. The school's decision to upgrade their systems for tracking performance has offered teachers greater ownership of the impact of their work, and this has energised staff to meet the raised expectations.
- The school's use of the primary school sports funding is good, leading to increased participation and competition in a range of sports.
- **The governance of the school:**
  - Governance is now good because of an unswerving focus on the raising of standards. Under the very effective leadership of the chair of governors, school leaders are held to account regularly. Governors have a good understanding of the performance of pupils across subjects and within groups, for example, the pupils entitled to pupil premium funding. They know about the performance of teachers, and only approve pay awards when there is clear evidence of progress. They manage the school budget well, and ensure that specific funds, for example, the pupil premium and the sports funding, are used appropriately to support improvements to

pupils' achievement

- Governors make sure that all statutory requirements are met, including those related to safeguarding.

## 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>	442345

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>	Beverley Stait
<b>Headteacher</b>	Pierre Coiffait
<b>Date of previous school inspection</b>	6 February 2013
<b>Telephone number</b>	0161 370 3614
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