

Moorhill Primary School

Moorland Road, Cannock, Staffordshire WS11 4NX

Inspection dates	13–14 January 2016
Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a school that requires improvement

- Pupils' progress in English and mathematics is not consistently good in Key Stage 2. This means that pupils are not always able to reach the standards expected of them.
- The work that pupils are given is not always sufficiently demanding to help them achieve the best they can.
- Pupils do not have sufficient opportunities to further develop their skills in writing at length and across different subjects.
- The teaching of skills to enable strong progress in grammar, punctuation and spelling is not yet consistently effective across all year groups.
- Pupils do not achieve well in mathematics, because they do not have enough chance to apply their skills in real-life situations.
- Leaders' checks on the quality of teaching do not consistently focus closely on the progress of groups of pupils.
- Some of the improvement targets and completion times are not precise enough for leaders to check how effective their actions are.
- The governing body have tended to rely too much on information given to them without delving in and checking the evidence.

The school has the following strengths

- Pupils make good progress and achieve well, from their starting points, in Key Stage 1.
- Children in the early years make a good start in their writing and understanding of number. They quickly develop skills that allow them to play together and become confident learners.
- Other adults are skilled in supporting the learning of individuals and groups of pupils. They make a good contribution to these pupils' progress.
- Leaders' work to promote pupils' well-being is strong. They ensure that pupils are kept safe and work closely with pupils and their families to ensure their welfare.
- The school is good at helping pupils to develop their spiritual, moral, social and cultural understanding.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching, especially in Key Stage 2, to ensure that all groups of pupils make expected progress, and increasing numbers more than expected progress, by:
 - setting the work at the right level of difficulty to challenge all groups of pupils
 - providing pupils with even more real-life problems to solve and investigate in mathematics
 - making sure that pupils have more opportunities to complete longer pieces of written work and regularly write at length in different subjects
 - continuing to develop the teaching of grammar, punctuation and spelling, so that pupils' progress is consistent across all year groups and attainment rises at the end of Year 6.
- Strengthen leadership and management by:
 - improving the monitoring of teaching with a clearer focus on how effectively individuals and groups of pupils learn and make progress in lessons
 - sharpen up some timescales and targets so the impact of the school's work can be measured more precisely to bring about more rapid improvement
 - making sure that governors are able to carry out their own independent assessments of pupils' outcomes and the school's performance.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

Effectiveness of leadership and management requires improvement

- The headteacher, with the good support of the deputy headteacher and other senior leaders, has developed a shared vision among the staff to see every pupil do his or her best. However, leadership and management are not yet good. Although leaders and managers have taken decisive action to improve teaching with eight new teachers appointed since the last inspection, this instability in staffing has not yet ensured the quality of teaching is consistently good and, as a consequence, pupils do not achieve as well as they should at the end of Year 6.
- Senior leaders have identified the correct priorities for improvement within the school development plan. The strong sense of purpose and the improvements already made show that the school has the capacity to improve and develop further. However, some of the targets for improvement and timescales are not as sharp as they should be to ensure the priorities for development are addressed swiftly.
- Teachers' performance is managed carefully; their targets and pay are linked to pupils' progress. Leaders at all levels are supported well in developing their roles and in how they use data to improve the progress in each year group. Leaders' monitoring of teaching, however, does not take enough account of the impact of teaching on the progress of groups of pupils in lessons.
- The school provides a broad and interesting curriculum that promotes pupils' interest and achievement and contributes to their personal development. Pupils study interesting and exciting topics such as Toy Story, Romans, and the Second World War. Pupils enjoy the many additional activities like educational visits to Tamworth Castle and Manchester Museum. An example of this is the Year 6 visit to Latches Wood that develops teamwork and problem-solving skills.
- Pupils' spiritual, moral, social and cultural development is promoted well. Through assemblies and teaching, the school successfully promotes values such as determination, responsibility, respect and tolerance. Leaders ensure that any form of discrimination is not tolerated. This prepares pupils well for life in modern Britain.
- The primary school physical education and sport funding is used well to ensure that all pupils become more physically active. It funds specialist coaches who take sports lessons in conjunction with the teachers. The school now provides a wider range of sporting opportunities and inter-school competitions, and pupils participate in daily morning and afternoon sports clubs such as multi-skills and tag rugby. As a result, pupils develop healthier lifestyles and improved physical well-being.
- The pupil premium grant for disadvantaged pupils is used appropriately. Each pupil is identified, their needs assessed and funds used to give additional support, as required, or assistance for educational visits and events. This is helping them to close the attainment gaps with their classmates.
- The local authority keeps a close check on the performance of the school and has provided appropriate and measured support. The school has effectively used its links with Trust partner schools so that good practice can be shared to improve the work of the school.
- **The governance of the school**
 - The governing body is actively engaged in the life of the school. Governors are linked to a subject or specialist activity such as safeguarding.
 - Governors have an accurate understanding of the expected rates of pupils' progress. However, performance information is not used rigorously to hold the school to account for any weaknesses in pupils' achievement. Governors have relied too heavily on the school's analysis without seeking verification.
 - The governors bring to their roles a wide set of qualities, such as professional skills and a good knowledge of the local community.
 - Governors carefully monitor the school's budget and spending, including the extra pupil premium funding, and can comment on the impact of the spending.
 - Governors supervise the headteacher's performance and make sure teachers' annual targets, and any rewards, are linked to pupils' progress.
 - Governors make sure the school meets statutory requirements, including those for safeguarding.
- The arrangements for safeguarding are effective. The headteacher has ensured that all staff and governors have read and acted upon the latest guidance on keeping children safe. The school works successfully with its key partners to ensure all pupils are safe and cared for well. The school helps parents and carers understand the importance of adopting safe practices such as using the internet safely.

Quality of teaching, learning and assessment requires improvement

- There is a lack of consistency in the quality of teaching, leading to varied rates of progress across classes and subjects, particularly in Key Stage 2. In some lessons the work set is not hard enough for some pupils. This results in them not making the progress they are capable of.
- The teaching of mathematics is improving and in most classes is helping pupils to secure their basic skills. However, teaching does not always build on the good practice developed by providing sufficient opportunities for pupils to use their mathematical skills to solve practical problems.
- Pupils are developing their skills in writing in different styles. However, they do not always have enough chances to practise their skills in long pieces of written work. Pupils' skills in using grammar, punctuation and spelling correctly are improving, although it is not yet consistently strong across the school because teaching does not yet fully develop pupils' skills.
- Effective teaching of reading has ensured that pupils can build words effectively and understand what they are reading well. Pupils took pride in demonstrating their reading skills to the inspectors and showed that they understood the text effectively.
- Teachers use questioning effectively to challenge pupils to think through questions and explain their answers in detail. Pupils are encouraged to discuss questions together and so develop their thinking skills.
- Teachers mark pupils' books regularly and carefully and pupils are given clear guidance on how to improve their work. Pupils respond well to teachers' comments and say that they are helped to produce better work.
- Other adults make a good contribution to pupils' learning in lessons, particularly for those who find learning difficult. They work well to support less-able pupils to keep up with the pace of lessons by using teaching resources and questioning effectively to develop pupils' knowledge, skills and understanding.

Personal development, behaviour and welfare requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- The school's work to keep pupils safe and secure is good. Pupils say they feel safe in school and parents agree that the school keeps their children safe. The school site is kept secure and visitors are carefully checked.
- Leaders work very effectively with a range of agencies to ensure pupils' welfare. Pupils are made aware of risk, particularly when using the internet and mobile devices. Pupils say that they feel safe in school because the atmosphere is calm and ordered.
- Pupils are proud of their school and keenly take on responsibilities, for example as school councillors, buddies and monitors. The school buildings and grounds are litter-free, bright and filled with stimulating resources. The 'Eco Warriors' encourage other pupils to recycle materials and save energy by switching off lights when they are not needed. The good relationships between pupils and adults contribute to the positive values and sense of belonging in the school.
- Pupils have a good understanding of the different forms bullying can take, including those relating to race and gender. They say that it is rare but if they ever have any concerns, there is always an adult on hand to help them.
- Pupils learn to take responsibility and consider their role in society. They help others by raising funds for charities such as Children in Need. These events often involve making and selling items, which helps them to learn about the value of money.

Behaviour

- The behaviour of pupils requires improvement.
- In lessons, where the work is engaging, pupils are keen to learn. When teaching is not engaging, pupils become inattentive, disconnect from learning and can distract others. This slows their pace of learning.
- Pupils have good relations with each other, and pupils from different backgrounds play happily and enjoy each other's company at breaktimes.
- The school keeps thorough records of any incidents of poor behaviour. These show the effectiveness of the procedures for improving behaviour. Records of individual pupils reveal a reduction in poor behaviour over time.

- The school is effective in dealing with pupils who have behavioural difficulties. Pupils with poor behaviour have led to some fixed-term exclusions. Through the school's support and guidance, the behaviour of these pupils has improved markedly. There have been no exclusions in the last year.
- Attendance is improving and is now above average. The school is taking effective action to work with parents of children with low attendance to make them aware of the benefits of regular attendance. As a result, nearly all pupils come to school regularly and on time.

Outcomes for pupils

require improvement

- Pupils have not achieved as well as they should at the end of Key Stage 2 in the past two years and progress across year groups and subjects is inconsistent. As a result, achievement requires improvement.
- Last year, pupils did not make the progress they were capable of in Year 6. They performed about two terms behind other pupils nationally in reading, a term behind in writing and four terms behind in mathematics. Pupils' progress improved last year at the end of Key Stage 1 where their achievement was good.
- The current progress of pupils in Key Stage 2 is showing a mixed picture. Pupils are making good progress in reading. The school has improved pupils' reading skills through daily, guided reading activities. Pupils enjoy reading, both for pleasure and to find information. However, gaps between pupils' attainment compared to age-related expectations, in writing and mathematics, are inconsistent in some classes. In some classes, pupils are not making rapid enough progress, with varying proportions of pupils working below age-related expectations.
- Weaknesses in the teaching of phonics (linking letters with sounds) in the past have hindered pupils' progress. However, positive steps taken through staff training in phonics and focused taught groups have resulted in pupils now making good progress.
- The most-able pupils are making expected progress this year although the proportions making better than expected progress are not rising quickly enough. Lower-attaining pupils' progress is improving and most are making expected progress from their starting points.
- Disabled pupils and those who have special educational needs are benefiting from the early identification of their individual needs and the extra help that is given quickly. As a result, these pupils now make better progress.
- Fewer disadvantaged pupils made expected progress compared to their classmates and other pupils nationally last year. Their progress and attainment this year is improving, and gaps in attainment and progress are closing in year groups currently in school.

Early years provision

is good

- When children start school, the majority have skills and knowledge that are below those typical for their age. By the end of Reception, all children make good progress from their starting points and a large majority reach a good level of development. As a result, they are confident learners ready to move into Year 1.
- The early years provision is well led and managed, with all adults working closely together. Staff work with parents so they are kept well informed and involved in their children's education. There are effective systems for checking and recording children's progress and attainment. This information is used well to plan teaching and learning.
- Teaching is good. Children benefit from a good balance between activities led by adults and those that they themselves choose. Coupled with lots of opportunities for speaking and listening, and hands-on learning in play areas, this means children make good progress in all areas of their learning.
- Children learn and behave well in a calm and well-ordered environment, which is bright, stimulating and supports their good achievement. For example, the 'Igloo' play area and the snow play inspire awe and wonder. Children get on well with each other, which aids the development of their social and emotional well-being.
- There is a strong focus on developing language and literacy; the success of this is shown in children's good progress in their writing, both through the displays and also through their books. However, provision for mathematics during child-led activities is not as developed as literacy. Children learn to follow instructions, concentrate on activities, happily sharing equipment and discussing what they are

learning with their friends.

- Children work and play in a safe, secure environment. Arrival and departure times are closely supervised by the staff, the outdoor area is secure and well maintained, the ratio of adults to children is good, and the health and safety of children is ensured through the thoughtful care and attention of staff.

School details

Unique reference number	124220
Local authority	Staffordshire
Inspection number	10002483

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

Type of school	Primary
School category	Foundation
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	389
Appropriate authority	The governing body
Chair	Mike Taylor
Headteacher	Sarah Sindrey
Telephone number	01543 510247
Website	www.moorhill.staffs.sch.uk
Email address	office@moorhill.staffs.sch.uk
Date of previous inspection	3–4 October 2013

Information about this school

- This is a larger than average-sized primary school.
- The vast majority of pupils are of White British heritage.
- The proportion of disadvantaged pupils who are supported by the pupil premium is above average. This is additional government funding to support pupils who are known to be eligible for free school meals and those looked after by the local authority.
- The proportion of pupils with special educational needs and/or who are disabled receiving school support is average. The proportion of disabled pupils and those with a statement of special educational needs or an education, health and care plan is below average.
- Early years provision is full time in Reception.
- The headteacher was appointed in January 2014.
- The school is part of a Co-operative Trust with two other primary schools. The Trust provides support for Moorhill Primary School and its partner schools and facilitates joint working between them.
- The school does not meet the government's floor standards, which are the minimum standards expected nationally for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

Information about this inspection

- Inspectors observed pupils' learning in 17 lessons, three of which were seen jointly with the headteacher and one with the deputy headteacher. In addition, inspectors listened to pupils read and examined their work in books.
- Inspectors took account of the 10 responses to Parent View, Ofsted's online questionnaire.
- Inspectors considered the views of 17 staff who completed the staff questionnaire.
- Meetings were held with two groups of pupils, the Chair of the Governing Body, the local authority and school leaders.
- Inspectors looked at a wide range of school documents, including: the school's own information on pupils' current and recent progress; planning of work in different subjects; leaders' monitoring of the quality of teaching and learning; and records relating to behaviour, attendance and the safeguarding of pupils.

Inspection team

Steve Nelson, lead inspector	Ofsted Inspector
Sally Noble	Ofsted Inspector
Chris Ogden	Ofsted Inspector

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