

# Moorside Primary School

Holdsworth Street, Swinton, Greater Manchester M27 0LN

<b>Inspection dates</b>	23–24 June 2016
<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- Outstanding leadership since the last inspection has transformed the school to a place in which all pupils thrive and where standards are high.
- In the face of significant challenges related to the increase in pupil numbers, the work of school leaders has led to a sea change in the aspirations for pupils.
- The headteacher's drive and ambition are at the heart of the high expectations which permeate all aspects of the school's work.
- This ambition is shared by a highly effective governing body that challenges and supports the school exceptionally well.
- All pupils now achieve well, including disadvantaged pupils who make especially good progress in key stage 2.
- The quality of care, guidance and support that pupils receive is an outstanding feature of the school's work.
- Pupils value the improvements at the school and behave impeccably at all times. They are hard-working and have a very good knowledge of what they need to do to improve their work.
- Teaching is consistently good. Teachers plan, deliver and assess lessons as a team, ensuring that no pupil is left behind. They know their pupils very well.
- Pupils make good progress from their starting points. In 2015, their attainment and progress were above the national averages by the end of Year 6.
- Parents are overwhelmingly positive about the school. They are fully behind the changes that have been made.
- Children in the early years make good progress within a lively, exciting learning environment. They are happy and benefit from excellent care.

### It is not yet an outstanding school because

- On some occasions, teachers do not move pupils on to harder work quickly enough.
- There is not yet a clear system for accurately evaluating and measuring pupils' skills and knowledge across some subjects.

## Full report

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

- Further improve teaching, by:
  - moving pupils more quickly on to more complex activities.
- Further develop the school's system to enable teachers to accurately assess the skills and knowledge of pupils in subjects other than English, mathematics and science.

## Inspection judgements

### Effectiveness of leadership and management is outstanding

- Clear, dynamic leadership from the headteacher, skilfully aided by a growing number of talented senior leaders, has led to rapid improvement at the school since the last inspection. As a result, standards have improved considerably.
- Since 2014, there has been a significant increase in pupil numbers which, in turn, has led to the recruitment of many additional staff. Leaders, including a very well-informed governing body, have embraced this challenge. Instead of slowing progress, changes to the school population have galvanised the school community into creating a set of values where high expectations are shared by all.
- Staff and governors talk of 'team moorside' as indicative of the collaborative culture which typifies the leadership at the school. This culture has underpinned great success because policies, procedures and strategies are understood, and acted on, by all staff. This consistency and clarity is valued greatly by staff and pupils alike.
- There has been a relentless drive to improve standards which led to key stage 2 attainment in 2015 that was above average in English and mathematics. The improvement has been maintained this year. This is partly because leaders have rigorous systems in place for checking the progress of pupils, including that of the school's disadvantaged children. Also, it is due to effective action being taken to improve teaching which is now consistently good across the school.
- Leaders' judgement about the quality of teaching is accurate. The school has invested well in the professional development of enthusiastic and reflective middle leaders and they have a good understanding of what is working and what are the next steps in the school's development. As a result, the school demonstrates very good capacity for future improvement.
- An exciting curriculum, which gives pupils excellent opportunities to develop their spiritual, moral, social and cultural learning, is well-managed. Pupils are inspired to know more about the world around them because they are given plentiful opportunities to find things out for themselves. School leaders are aware of the need to evaluate and assess pupils' skills in some subjects in more detail and have clear plans in place to address this.
- Pupils talk enthusiastically about receiving multiple opportunities to engage with their local community and beyond. The school provides many trips, visits and extra-curricular activities. Whether singing in one of the school choirs in venues across the city, or taking part in one of a number of residential trips, pupils now access a wide range of rich learning experiences to which staff are fully committed.
- The school is successful in promoting equality of opportunity. It ensures that the performance of disadvantaged pupils, those who have special educational needs and/or disabilities, and those who have English as an additional language, make at least expected progress. Pupils report the school being a very harmonious community where each child is valued.
- The headteacher, ably assisted by his knowledgeable deputy, has targeted funding very successfully. A detailed breakdown of how pupil premium funding has been spent is matched clearly to outcomes for pupils. Similar rigour is provided for dedicated funding used for sports development, where rates of participation and competition for pupils have risen sharply.
- Leaders have excellent relationships with parents who have nothing but praise for how the school has been led and managed during this period of major change. Typical comments made to inspectors referred to how the school has 'really turned around' or how leaders 'are making a huge difference'.
- Leaders have looked outwards to ensure that staff receive relevant training, and they also search for good practice to bring to the school's work. For example, a change to the curriculum in the early years was initiated in September 2015 after careful research and consultation. This has already had a positive impact on children's learning. Representatives of the local authority, who have been key partners during this period of change, have also aided improvements at the school.
- **The governance of the school**
  - Governance is an outstanding feature of the school's leadership. Governors have responded to the challenges of the school's expansion with a firm and unrelenting focus on improvement. They have an exceptional knowledge of the school's strengths and areas for development. This enables them to challenge the school's leadership effectively while also providing timely support for the staff. They do this by having exemplary systems for evaluation and planning but above all by having a clear idea of the school's direction and mission.

- Governors know that teaching is good because they are regular visitors to school and engage in purposeful activities which help them in their evaluation of the school's work. They have ensured that arrangements for the management of teachers' performance are fully in place and that any decisions on pay awards are linked very closely to outcomes. They have been effective in their monitoring of pupil premium funding and know that disadvantaged pupils are leaving Year 6 with levels of attainment very similar to that of other pupils in the year group.
- The arrangements for safeguarding are effective. All governors take their responsibility very seriously and training, including that related to the government's 'Prevent' duty, is current and relevant. The governor with responsibility for safeguarding meets regularly with school staff to ensure that all policies and procedures are fully up to date. These are available to parents through the school's website. Governors have ensured that all safer recruitment guidelines have been rigorously applied when appointing new staff to the school.

## **Quality of teaching, learning and assessment is good**

- Throughout the school, teachers are successful in motivating pupils to learn well. Teaching has improved significantly since the last inspection so that it is now consistently good. This is because teachers know their pupils well, display good subject knowledge and ensure that there is good quality marking and feedback to pupils.
- Pupils have great pride in their work and teachers have high expectations of presentation. Lessons are typified by a climate of great industry, showing the desire of pupils to do their very best.
- Teachers, ably assisted by enthusiastic support staff, question pupils' understanding well. This informs accurate teacher feedback which, in turn, leads to good progress for pupils over time.
- Assessment is good. Teachers are secure in their knowledge and provide pupils with very helpful advice about how they can improve their work. Pupils respond positively to this and, especially in Years 5 and 6, engage in detailed discussion about how they can improve further.
- The teaching of reading is consistently good and inspectors were able to see evidence of high standards across the age range. For example, pupils in Year 3 were able to read with great expression and awareness of punctuation when reading plays set in a historical context. Another group in Year 2 were comparing the text of a traditional tale with a similar one from another country, testing their knowledge of structure and style. These examples show how teachers select and organise interesting learning activities to extend reading skills.
- Writing is taught well because teachers demand high standards of accuracy and mostly give clear feedback to pupils about how they can improve. Pupils' vocabulary is extended particularly well, and handwriting is a strength across the school.
- Teachers are adept at giving pupils clear instructions and they manage behaviour very well. However, sometimes they do not provide pupils, especially those who are most-able, with sufficient opportunities to extend their learning. On these occasions, the progress of pupils is not as good as it could be.
- The teaching of mathematics is a strength of the school because there is a very consistent approach taken by all staff, for example in the way calculations are attempted or how mathematical thinking is recorded.

## **Personal development, behaviour and welfare is outstanding**

### **Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils are given the chance to take responsibility and develop leadership skills, for example becoming 'pupil councillors'. In Year 6, pupils carry out a range of duties which assist them to prepare for the next step to high school. Discussions with staff at the high school, to which the vast majority of pupils transfer, support the view that the pupils are very well prepared for the next stage of their education.
- Pupils report that bullying is very rare and that playtimes and lunchtimes are happy times. Evidence collected during the inspection supports this view. Parents are overwhelmingly of the view that pupils' personal development is a major strength of the school.
- Pupils are able to demonstrate very well what they understand by British values. At the time of the inspection, pupils were discussing the European Union referendum and were able to clearly explain terms such as 'democracy' and 'propaganda'. They showed great respect for opposing points of view.

- The school is vigilant in ensuring that pupils are given excellent guidance about how to be safe online. A clear strategy for teaching e-safety is in place and this has included working closely with parents.
- Efforts to place pupils' learning within its wider community are now flourishing. For example, the 'storytelling project' has been established in one of the local churches which gives many pupils, including those more vulnerable pupils, the chance to 'buddy' other readers and learn alongside members of the community.

### **Behaviour**

- The behaviour of pupils is outstanding.
- Pupils approach their learning with great pride. Displays around school and work in pupils' books show the care they take with their work. They play a full part in making the school building and grounds such a well-kept and attractive place to learn.
- Pupils' conduct is exceptionally good. They get on with each other very well and have great respect for staff. They are calm and courteous around school, and hardworking and studious in class. For example, in Year 6, several groups of pupils were discussing how to solve a mathematical problem. All were respectful of each other's opinion and role within the group. They reported that this was typical behaviour in class.
- Staff have been very successful in improving behaviour on the rare occasions when it has affected learning. They promote very good relationships, including in the early years, which mean that pupils are happy and well-motivated.
- Attendance continues to increase year on year and is similar to national figures. The school has been successful in efforts to improve the attendance of particular children, and this is typical of the importance that the school gives to pupils' welfare. Additionally, the school has dealt with the large number of new pupils to the school with great skill, so that all are made to feel a very important part of the school.

### **Outcomes for pupils**

### **are good**

- The majority of children begin at the school with skills that are typical for their age. Over the past three years, the proportion of children achieving a good level of development has been steadily rising and was higher than the national average in 2015.
- Due to improvements in the teaching of phonics and early reading, the proportion of children passing the national phonics check in Year 1 has also improved year on year and is also now slightly above the national average. Pupils read a wide range of attractive books regularly and the majority leave Year 2 reading with fluency and accuracy.
- A significant proportion of pupils have started their time at the school part way through their education. Evidence from the school's own records of progress suggests that these children have made good progress since joining the school. This is as a result of good programmes of support and guidance.
- Pupils in key stage 1 make good progress in English and mathematics so that attainment at the end of Year 2 is marginally above average. Progress this year in reading has been especially rapid, as teaching has improved.
- After a slight dip in 2014, attainment in Year 6 improved significantly in 2015 leading to performance which was above the national average. In mathematics, it was well above average. Information from assessments undertaken this year by the school suggests that this good progress has been maintained and this is clearly seen in pupils' work.
- Nearly all pupils made expected progress from key stage 1 to key stage 2 in 2015 and, in writing, half of all pupils made more than expected progress. This exemplifies the success the school has had in dealing with the gaps in knowledge and skills that some pupils had at the time of the last inspection.
- Disadvantaged pupils progress less well in the early years and at the end of Year 2 and were typically a year behind their peers in 2015. However, this gap was less significant at the end of Year 6 showing that good teaching, guidance and support had led to quick progress. While this gap still exists for disadvantaged pupils in the early years and those leaving Year 2, it has been reduced this year.
- Pupils who have special educational needs and/or disabilities generally make similar progress to that of their peers. Carefully tailored programmes for these pupils, coupled with good use of skilled support staff, have enabled them to learn well.
- The most able pupils progress at rates also similar to their peers, though there are greater inconsistencies within this group. At times, the work provided for these pupils does not sufficiently challenge them.

- Pupils achieve well across the curriculum and are given appropriate opportunities to develop reading and writing skills in particular. Just how well they are achieving in other subjects is not fully clear as the school is in the process of revising how best to evaluate progress in these subjects.

## Early years provision

is good

- Leadership in the early years is good. Leaders are committed to high expectations and have communicated a clear vision to staff and parents about what good learning should look like. As a result, there are more children now achieving a good level of development than there were at the time of the last inspection.
- The organisation of the early years areas has changed since the last inspection. There is now much more emphasis on exploration and investigation and on responding to children's interests. A programme of professional development to assist staff meet the challenges of this change is close to completion, and they report great enthusiasm regarding the positive impact on their practice. Parents agree that it is also bringing great benefits to their children's enjoyment in school.
- Leaders have developed a curriculum which is lively and exciting for children. Staff attempt to meet the individual needs of each child at all times and are generally successful, leading to good progress being made by almost all children.
- Children explore the well-resourced learning areas with enthusiasm and creativity. Staff are typically quick to intervene with thoughtful questioning which, in turn, leads to good language development. The high number of quality spoken interactions between staff and children is a strength of teaching.
- Teachers link their knowledge of children's learning to ongoing progress records. While these are very helpful for parents to see how well their children are doing, they would benefit from greater detail to increase the accuracy of assessment.
- Opportunities for children to develop early reading skills are carefully woven into the daily menu of activities. Inspectors observed a group of children recreating a scene from a story and mimicking the role of the storyteller. This group were able to sustain their attention for some considerable time.
- Children are quick to develop independence. Materials and resources are available for them to access and there is a plentiful supply of writing and reading materials which the children are eager to use. Outside there is a wealth of resources available for children to develop fine and gross motor skills. Here, they play cooperatively, respecting each other's space and choices.
- Children's safety, well-being and welfare are given a high priority. Staff follow policies, procedures and practices consistently.
- Parents are highly enthusiastic about the work of the early years staff and value greatly the information they receive about their child's development. A typical comment refers to the 'friendly, approachable team who have helped my child make great progress'.
- Arrangements made for the transition to Nursery are improving, and this year there has been a steady increase in activities which seek to build partnerships with the many childcare settings that children transfer from.

## School details

<b>Unique reference number</b>	105910
<b>Local authority</b>	Salford
<b>Inspection number</b>	10012105

This inspection 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>	619
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Stacey Corlett
<b>Headteacher</b>	Stephen Lawler-Smith
<b>Telephone number</b>	0161 921 1296
<b>Website</b>	<a href="http://moorsideprimary.net">http://moorsideprimary.net</a>
<b>Email address</b>	<a href="mailto:stephen.lawler-smith@salford.gov.uk">stephen.lawler-smith@salford.gov.uk</a>
<b>Date of previous inspection</b>	25–26 February 2014

## Information about this school

- The school is much larger than the average-sized primary school. A very large number of pupils have joined the school since the previous inspection, during the expansion into new accommodation.
- The school is located on a shared site with Moorside High School and the Deans Youth Centre.
- The majority of pupils are White British.
- The school has a 90-place Nursery and three Reception classes.
- The 'Sallywags' breakfast and after-school club is run by the school on the school site.
- The proportion of pupils who have special educational needs and/or disabilities is similar to the national average, as is the proportion identified as having additional support through an education, health and care plan.
- The proportion of pupils who are eligible for the pupil premium funding is slightly higher than the national average. This additional government funding supports pupils known to be eligible for free school meals and those looked after by the local authority.
- In 2015, the school met the government's floor targets, which are the minimum expectations for attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school meets requirements on the publication of specified information on its website.

## Information about this inspection

- Inspectors observed a range of lessons. Five of these were joint observations with members of the school's leadership team.
- Inspectors spoke to pupils about their learning and looked at the work in books. They also spoke to pupils during playtimes and lunchtimes and considered their behaviour in and around school.
- Inspectors heard children read in Year 1 and Year 2 and observed the children take part in reading activities.
- An inspector joined pupils and staff in the breakfast club.
- Inspectors held meetings with the headteacher and other members of the leadership team, with representatives of the governing body, a representative of the local authority and with members of the high school staff which is located on the same site.
- Inspectors took account of documentation held by the school, including: the school's own evaluations of its performance; records of pupils' attainment and progress; records of attendance and incidents relating to behaviour and safeguarding, and documents relating to governance and the management of staff performance.
- Inspectors looked at the 63 responses to Parent View, Ofsted's online questionnaire, including all written comments. They also spoke to parents at the start and end of the day and after assembly.
- Inspectors noted the 41 responses to the staff survey.

## Inspection team

Jeremy Barnes, lead inspector	Ofsted Inspector
Michelle Beard	Ofsted Inspector
Emma Gregory	Ofsted Inspector
Jane Edgerton	Ofsted Inspector



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