

Moorhill Primary School

Pye Green Road, Cannock, Staffordshire WS11 5RN

Inspection dates

30–31 January 2018

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Good
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 are not making sufficient progress across key stage 2 in English and mathematics. In recent years, the overall achievement of pupils has been below what can be expected by the end of Year 6.
- Actions taken to improve outcomes, especially in mathematics, are not having a sufficient impact in key stage 2, especially in Years 5 and 6.
- Leaders' expectations of what pupils can achieve are not consistently reflected in teaching across the school.
- The quality of teaching is variable. Pupils' knowledge and understanding are not consistently secure enough for them to move on and be confident to complete the work set.
- There are too many pupils who are persistently absent. In spite of a range of actions taken by leaders, the proportion of pupils who often miss school has decreased only marginally in the recent past.

The school has the following strengths

- The headteacher knows the school well and she has set high expectations for pupils and staff. She ensures that the curriculum meets the needs of pupils. Her determination to improve the standard of education has given a heightened sense of purpose to staff and pupils. As a result, pupils make good progress at key stage 1. Some pupils are starting to make stronger progress in Years 3 and 4.
- The headteacher has appointed new teachers who are receiving extensive training. She has also developed the role of middle leaders. As a result, inconsistencies in the quality of teaching are increasingly being addressed.
- Governors responded swiftly to the issues highlighted by a review of governance that took place in 2016. The governing body is well informed and provides effective challenge and support to leaders.
- The school provides a caring environment to pupils. As a result, pupils trust adults in the school and their conduct is overwhelmingly positive.
- The provision in the early years is good because children make good progress, often from low starting points. The leadership of the early years is effective and staff are caring and well trained.

Full report

What does the school need to do to improve further?

- Continue to improve the quality of teaching, learning and assessment by:
 - ensuring that all pupils have a secure understanding of what they have been taught so that they can complete work with confidence and develop their resilience
 - ensuring that effective practice developed through training is implemented consistently by teachers, so that outcomes improve rapidly at key stage 2 for all pupils, especially in mathematics.
- Strengthen the impact of leadership and management by:
 - embedding the effective strategies that have led to the recent improvements in pupils' achievement and behaviour, so that these improvements are sustained.
- Continue to improve attendance by:
 - developing further strategies to support pupils who are persistently absent.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher has set a clear agenda for improvement. She has increased significantly expectations of what staff and pupils can achieve. With the support of the deputy headteacher and an extended leadership team, she is implementing an ambitious improvement plan with determination. As a result, the culture of the school is evolving and issues that were preventing pupils from making good progress are being addressed positively.
- The capacity of leaders to continue improving the school is good because leadership is distributed across an effective, extended team. Middle leaders responsible for achievement have a detailed knowledge of individual pupils' progress. Information about pupils' progress is analysed frequently to make sure that pupils who are falling behind are the target of successful interventions.
- Leaders hold staff rigorously to account. Leaders hold regular meetings with teachers to evaluate their performance. Leaders also check the quality of pupils' work in books and observe teaching. Teachers receive precise feedback and make positive adjustments to their teaching.
- Since the previous inspection, the staffing situation has been stabilised. Leaders are providing intensive training to improve the quality of teaching. The vast majority of teachers were positive about the training they receive and feel well supported in their professional development.
- The curriculum is well suited to the needs of the pupils. Leaders have made choices to make sure that the curriculum broadens pupils' horizons and provides them with a well-rounded education. The range of topics studied is wide, which enables pupils to develop their knowledge of subjects such as history, design or languages. The teachers who take responsibility for the different areas of the wider curriculum show a great deal of creativity in developing engaging resources. The study of topics is aptly supported by a variety of trips and visits to local historical sites and museums.
- The spiritual, moral, social and cultural development of pupils is an integral part of the curriculum. It is also promoted through assemblies and special events. Pupils have access to music lessons and art is strong at the school.
- Leaders have a strong focus on preparing pupils well for life in modern Britain. Values such as tolerance, respect for other faiths and beliefs, and the rule of law are actively promoted. For example, pupils whose behaviour exemplifies key values are awarded a 'special mention' certificate.
- The pupil premium grant is used effectively. Plans to use the funding for disadvantaged pupils are based on a good knowledge of the local community and a rigorous analysis of the issues that need to be addressed. As a result, extra resources and support for disadvantaged pupils contribute effectively to diminishing any differences in the attainment between pupils supported by the pupil premium and other pupils.
- Leaders use the physical education and sport funding well to improve pupils' participation in sport and increase their physical well-being. The school uses sports coaches to deliver physical education lessons alongside teachers across the school. As

a result, teachers are more confident teaching physical education. Pupils have access to a wide range of sports and an increasing number are taking part in competitions with other schools.

- The funding for pupils who have special educational needs (SEN) and/or disabilities is used very effectively. The support for pupils with SEN and/or disabilities is well coordinated. As a result, extra resources and individual support are in place to ensure that pupils make progress in line with that of other pupils.
- Leaders make the most of being part of the Chase Co-operative Learning Trust. Mutual support between the leaders of the three schools involved allows for wider opportunities for sharing improvement strategies and effective practice.

Governance of the school

- Following the review of governance that took place in April 2016, new appointments were made and the work of the governing body has been reorganised. The focus of the work of committees and individual governors who are linked to areas of the school has been sharpened. This has resulted in a more positive impact on the strategic leadership of the school.
- Governors organised their own training to improve their ability to understand and question information on pupils' progress. They visit the school on a regular basis to gain first-hand evidence of the quality of the provision. The records of governors' meetings show that governors ask challenging questions and contribute to the school's self-evaluation and improvement planning.
- Governors have a good grasp of financial issues and demonstrate their ability to check that the budget is managed effectively. Governors' oversight of the school budget also includes the impact of additional funding such as the pupil premium and physical education and sport premium.
- Governors check rigorously that the school complies with all its statutory duties. They make sure that all safeguarding requirements are met and that arrangements to keep children safe are fit for purpose.

Safeguarding

- The arrangements for safeguarding are effective.
- All checks on staff, visitors and premises are thorough, stored securely and kept up to date. Staff receive regular training and leaders check that all adults who work at the school are fully aware of their responsibility to keep children safe. Pupils feel safe in the school and are taught about risks, including those related to the use of the internet and social media.
- The headteacher and other leaders in charge of safeguarding work well with the local authority and other agencies to support pupils and their families. Leaders' good knowledge of the community allows them to intervene swiftly when problems arise. They follow up cases, which are referred to external agencies to ensure that they are dealt with effectively.

Quality of teaching, learning and assessment

Requires improvement

- The quality of teaching is improving, thanks to an extensive training programme for staff. However, it is still too variable to support the rates of progress required, especially at key stage 2, for all pupils to reach the standards that can be expected by the end of Year 6.
- Leaders have made the teaching of mathematics a priority. Teachers have been trained to focus on effective approaches that will allow pupils to develop their reasoning and problem-solving skills. While there is consistency in the planning of activities designed to boost progress, the delivery of these activities is, at times, not consistent enough to achieve the aims of the plans. As a result, pupils' progress in mathematics, especially in Years 5 and 6, where some pupils have serious gaps in their knowledge, is still not good enough.
- In reading and writing, teachers are not routinely rigorous enough in checking what pupils have understood before moving on to make them apply what was taught. Consequently, some pupils are confused and lack confidence to complete the work set.
- The teaching of phonics is mostly effective thanks to the structured approach implemented by the phonics leader. However, there are occasions when teachers do not check that all pupils are participating when doing whole-class practice of sounds.
- Subject leaders for English and mathematics rigorously check that teachers deliver what is prescribed by the curriculum. Expectations in terms of presentation and coverage of the curriculum are spelled out in the covers of exercise books and they are largely reflected in pupils' work.
- Teachers and support staff work well together in lessons. As a result, pupils who need extra help are well supported to keep up with their peers.

Personal development, behaviour and welfare

Requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are proud of their school. The vast majority of pupils enjoy school and feel safe in the school. Teachers are swift to deal with any use of derogatory language. Pupils understand what constitutes bullying and why it is unacceptable to act in a way that can hurt other people's feelings.
- There is a strong sense of community in the school. Pupils trust the staff and they know that they can always rely on adults in the school to help them if they have a problem. They respect each other and the members of staff.
- Pupils are encouraged to take responsibilities within the school. They are keen to contribute to the various groups that have an input in the school life such as the school council.
- The school has a strong emphasis on ensuring pupils' safety and on teaching them how to stay safe, both in school and outside school. Pupils are well informed on safety when

using the internet and social media. Older pupils are also made aware of the risks related to extremism and radicalisation.

- Pupils are given opportunities to understand the processes of democracy, notably through the elections of class representatives to the school council.

Behaviour

- The behaviour of pupils requires improvement.
- The proportion of pupils who are persistently absent, while improving, is still high. The school is taking actions to improve the attendance of the pupils whose attendance is an issue. Leaders are exploring new strategies, with the relevant local authority services, to support those pupils and their families. However, these strategies are yet to have a significant impact.
- There are occasions when some pupils fail to fully engage in their learning and remain on task only when teachers ask them to.
- Leaders continue to focus on improving behaviour. The school has a strong track record in dealing effectively with pupils with behavioural issues. Incidents of extreme bad behaviour have led to permanent exclusions. Records show that incidents of this nature are rare and well handled by leaders. Leaders are providing training to staff to deal with extreme behaviour.
- The conduct of pupils in class and around school is overwhelmingly positive. Pupils' interactions with each other are positive. They collaborate well with each other in lessons and play well together at breaktimes.

Outcomes for pupils

Requires improvement

- While there were some improvements in outcomes for pupils at the end of key stage 2 in 2017 compared to 2016, progress and attainment were still substantially below national standards in reading, and even more so in mathematics.
- Pupils who are currently in Years 5 and 6 are still not making sufficient progress. Issues in the quality of teaching in earlier years affected these pupils. Leaders have identified gaps in their knowledge, especially in mathematics, and have put in place extra support to close these gaps. The school's current progress data shows that these pupils overall are making more progress than their peers last year, but are still short of what the progress they are capable of.
- Outcomes in Year 3 and 4 are currently improving. School data shows that progress in reading, writing and mathematics for pupils in those years is largely positive and in line with other pupils nationally.
- In 2017 there was a marked improvement in outcomes for pupils at the end of key stage 1. Across subjects, pupils' attainment was in line with or above national averages. Current information on pupils' progress show that these improvements have been sustained. Pupils in Years 1 and 2 are making good progress in reading, writing and mathematics.
- Pupils make good progress in phonics. Outcomes were slightly down in 2017, but

current cohorts are developing well and continue to benefit from the improved quality of teaching.

- The most able pupils are making good progress and a growing proportion are making very good progress. Higher expectations and more focus on providing extra challenge are having a positive impact.
- Pupils who have SEN and/or disabilities are well supported. The needs of pupils are identified early and the progress they make is checked rigorously. The support that pupils receive in class and through additional interventions is effective. As a result, pupils are making progress which is increasingly in line with that of other pupils.
- Disadvantaged pupils made better progress last year than they did in 2016. Strategies to support pupils are effective. Leaders check closely the progress of all pupils supported by the pupil premium and differences in progress between disadvantaged pupils and others are diminishing. Leaders also have a focus on the most able disadvantaged pupils. Currently the vast majority of these pupils are making at least good progress.

Early years provision

Good

- The early years provision is well led. The early years leader has an in-depth knowledge of the strengths and weaknesses of the provision and is implementing an effective action plan to meet development needs.
- A large proportion of children join the Reception Year with skills which are lower than can be expected for their age, especially in the areas of language and communication. Children's skills and knowledge are assessed in detail at the start of the year to identify early the support they need.
- Staff are well trained and dedicated. The quality of teaching is good. The activities offered to children, either led by adults or done independently, are providing effective development opportunities. Through playing, listening and reading, children are developing their literacy and numeracy skills effectively. As a result, children make good progress in all the key areas of development.
- The proportion of children reaching a good level of development is increasing. In 2017, it was in line with the national average, indicating that many children had made accelerated progress. This increasing trend is being sustained this year.
- The school provides a safe, orderly and well-resourced environment for children to learn. Children are well behaved. They interact with each other and with adults in a positive way.
- In order to ensure a smooth transition into the Reception Year, the school requires that parents are fully involved in the children's induction process. Throughout the year, communication with parents plays an important part in the quality of care that children receive.

School details

Unique reference number	124220
Local authority	Staffordshire
Inspection number	10042861

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

Type of school	Primary
School category	Foundation
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	391
Appropriate authority	The governing body
Chair	Mike Taylor
Headteacher	Sarah Sindrey
Telephone number	01543 227185
Website	www.moorhill.staffs.sch.uk
Email address	office@moorhill.staffs.sch.uk
Date of previous inspection	13–14 January 2016

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.
- The proportion of pupils who have SEN and/or disabilities 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 the Chase Co-operative Learning 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 meets 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.
- The school meets the Department for Education's definition of a coasting school based on key stage 2 academic performance results in 2014, 2015 and 2016.

Information about this inspection

- Inspectors observed pupils' learning in 20 lessons, including some jointly with the headteacher and the deputy headteacher.
- Inspectors listened to pupils read and looked at their work in books.
- Inspectors took account of the 42 responses to Parent View, Ofsted's online questionnaire.
- Inspectors considered the views of 32 staff who completed the staff questionnaire.
- Meetings were held with two groups of pupils, three governors, including the chair of the governing body, one of the leaders of the Chase Co-operative Learning Trust, and the school's senior and middle leaders.
- The lead inspector had a telephone conversation with a representative of the local authority
- Inspectors looked at school documents, including: the school's self-evaluation and improvement plan, minutes of the governing body meetings, the school's information on pupils' 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

Patrick Amieli, lead inspector	Ofsted Inspector
Karen O'Keefe	Ofsted Inspector
Deborah Allen	Ofsted Inspector

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