

Moorfield Community Primary School

Cutnook Lane, Irlam, Salford, Greater Manchester M44 6GX

Inspection dates

12–13 June 2018

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
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' attainment in recent years has been variable at key stages 1 and 2.
- In recent years, disadvantaged pupils have not performed as well as others nationally at the end of key stages 1 and 2.
- There is too much inconsistency in the quality of teaching across the school.
- Teachers' expectations of what pupils can achieve are not high enough in some classes. Teachers do not consistently plan and set tasks that are well matched to the different abilities of pupils in their class.
- A new assessment system is in place. However, it is not being used to best effect by all teachers in the school.
- Learning support assistants are a valuable asset to the school. However, there are no lines of accountability in place to show the contribution they make towards improving pupils' outcomes.
- Although a broad and balanced curriculum is in place, the teaching of some subjects in the wider curriculum lacks depth in some year groups. Systems to monitor these subjects are not embedded.
- Development plans do not encompass all of the school's main priorities. Some of the targets set are not specific enough.
- Monitoring of the quality of teaching does not focus sharply enough on the learning that has taken place.

The school has the following strengths

- In a short period of time, the new headteacher has really got under the skin of the school. He shows a steely determination to bring about improvements swiftly.
- Inspection evidence, from a wide range of sources, shows that outcomes are improving.
- Governance has improved significantly since the last inspection.
- Inclusion is well promoted. Pupils are treated as individuals and their uniqueness respected.
- Pupils behave well and are safe.
- The proportion of children who achieved a good level of development in 2017 was above the national average.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching, and thereby the progress and attainment for all groups of pupils, including those who are disadvantaged, by:
 - ensuring that the outcomes in phonics, reading, writing and mathematics continue to improve across the school and that these improvements are sustained
 - ensuring that all teachers have the highest expectations of all pupils
 - making better use of assessment information to ensure that activities are pitched at the correct level and challenge pupils to do their very best
 - teaching science, history, geography, art and design and design technology in greater depth.
- Improve the leadership and management of the school, by:
 - ensuring that the school development plan includes all of the school's priorities and that targets are specific, timed and measurable
 - improving the monitoring of the quality of teaching by ensuring that it focuses more sharply on the learning that has taken place for different groups of pupils
 - developing further teachers' understanding of the new assessment system that has been introduced across the school
 - implementing clear lines of accountability for learning support assistants
 - embedding the role of middle leaders of subjects in the wider curriculum, to ensure that they have a greater impact on teaching, learning and assessment.

An external review of the school's use of the pupil premium funding 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

- In recent months, the school has been through a period of significant turbulence and instability. The new headteacher was appointed in September 2017 and took up his substantive post in January 2018. He has established a stable senior leadership team.
- Improvements have been made since his appointment, which can be seen in the improved rates of progress of current pupils in the school.
- The school's self-evaluation gives an honest and accurate account of what the school does well. It also identifies the further improvements to get the school to move on from 'requires improvement' to 'good'.
- The school development plan covers most of the school priorities for improvement, although not all. It makes no mention of improving writing across the school. Furthermore, targets set are not sharp enough or measurable. This makes it more difficult for governors and senior leaders to monitor the progress that the school is making towards achieving its goals.
- Senior leaders have put in place a new assessment system. This gives a detailed overview of the progress that pupils are making in a range of subjects across each year group. However, not all teachers have taken full ownership of this new system. As a result, assessment information is not being used to best effect to plan for pupils' learning.
- Senior leaders have implemented a new performance management system for teachers. They benefit from a clear and structured system that helps to identify their strengths and weaknesses. However, feedback given to teachers after monitoring of their teaching does not focus sharply enough on the learning that has taken place for different groups of pupils.
- The lines of accountability are not clear with regard to the performance management of learning support assistants. Consequently, senior leaders are not able to monitor the contribution they make to improving and raising standards across the school.
- Middle leaders of English and mathematics are making a valuable contribution to improving teaching and raising achievement. For example, a more structured approach has been introduced to the teaching of phonics and a new mathematics scheme has been introduced, which staff have embraced. As a result of these initiatives, outcomes in both of these subjects are becoming stronger across the school.
- The school has crafted a curriculum which meets the needs of pupils. The curriculum is broad and balanced. However, some middle leaders do not give clear guidance about what pupils typically should know and be able to do by the end of the year. This is the case in science, history, geography, art and design, and design technology. As a result, there is no clear progression in pupils' key knowledge, skills and understanding. These subjects are not taught in sufficient depth and monitoring arrangements are not embedded.
- Pupils largely enjoy the curriculum and appreciate the additional opportunities provided. They spoke with enthusiasm about a range of extra-curricular clubs such as

football and drama. They told inspectors about the varied range of visitors such as cartoon characters 'Paula Punctual' and 'Trevor Truant', who come into school to talk about the importance of punctuality and regular attendance.

- Pupils attending this school are mostly of White British heritage. Great care is taken to ensure that they are becoming aware of the diversity of the world in which they live. Through the curriculum, pupils are made aware of a wide range of different faiths and cultures that exist in modern Britain. British values are threaded through all aspects of the school's work. Pupils' spiritual, moral, social and cultural development is well promoted.
- Effective use is made of the special educational needs funding for pupils in school and in the resourced based provision. The money is spent wisely on staffing to support pupils who have complex needs. A number of staff have completed specialised training to ensure that they have the knowledge and skills to ensure that pupils make the best possible progress in an inclusive environment.
- Senior leaders have a secure awareness of the challenges and barriers to learning that disadvantaged pupils face. However, in the past the funding to support this group of pupils has not always been used to good effect. The school's own assessment information shows that this trend is beginning to reverse. However, it is not happening quickly enough.
- Careful consideration has been given to ensure that the sports premium funding is spent well to help pupils to become more active and develop a healthier lifestyle. Specialist coaches work with teachers to help them develop their confidence in delivering good-quality physical education lessons. As a result of the effective spending of this funding, pupils have access to more inter-school competitions a wider range of sporting opportunities.
- Most parents are supportive of all aspects of the school's work. They are kept well informed about their children's progress. Parents find teaching staff 'approachable'. Almost all parents told inspectors that any issues or concerns they have have been dealt with promptly. Parents of pupils who have special educational needs (SEN) and/or disabilities commented positively about the levels of care afforded to their children.
- The local authority and other schools in the locality have provided good levels of support during this period of instability. The local authority has full confidence in the new headteacher and in his ability to drive forward improvements quickly.

Governance of the school

- Governance is strong. Many of the governors are new to their roles, which they have taken on with energy and enthusiasm.
- Governors are ambitious for all pupils and are making good use of their wide range of expertise to support improvement. They are committed to working with the senior leadership team to turn the fortunes of the school around quickly.
- Governors have an accurate understanding of the school's strengths and priorities for development.
- Governors have a secure awareness of how the money to support disadvantaged pupils

and sports premium funding is spent.

- Governors have a well-developed awareness of their statutory responsibilities, for example relating to safeguarding.
- Governors are not afraid to make difficult decisions to ensure that the school remains sustainable.
- Governors act as a critical friend, offering good levels of support and challenge in equal measure.

Safeguarding

- The arrangements for safeguarding are effective.
- Staff are trained and have a good awareness of the indicators of abuse and procedures to follow should they be concerned about a child's welfare. Staff are aware that safeguarding is everyone's responsibility and that anyone can make a referral to the appropriate authorities.
- Staff also talk with some confidence about the latest national concerns relating to the 'Prevent' duty agenda.
- The school supports vulnerable families well. Timely referrals are made to appropriate agencies to ensure that families in distress receive the necessary support.
- There are comprehensive procedures in place for the recruitment and selection of staff. Pupils' safety is assured, because no new member of staff is allowed to start working at the school until all appropriate checks have been completed.
- The school site is safe and secure and visitors' credentials are closely checked.
- A filtering system is in place, ensuring that pupils are protected when they are online.

Quality of teaching, learning and assessment

Requires improvement

- There are inconsistencies in the quality of teaching across both key stages 1 and 2. Over time, this has resulted in pupils not making the progress they are capable of, taking into consideration their starting points. Consequently, the quality of teaching, learning and assessment requires improvement.
- Teachers are not fully conversant with the school's assessment system and their expectations of what pupils can do are not high enough. This results in activities being set which, at times, do not deepen or extend pupils' thinking.
- Some subjects in the wider curriculum are not taught in sufficient depth. Too often, pupils are given the same activities, irrespective of their ability. Pupils do not access a rich skills and knowledge-based curriculum in science, history, geography, art and design, and design technology.
- As a result of recent initiatives and the swift action taken by the new headteacher, the quality of teaching in phonics, reading, writing and mathematics is improving.
- Pupils enjoy reading. Younger pupils in key stage 1 make effective use of their phonic knowledge to decode words they do not know. Most are aware of basic punctuation

and some read with fluency and expression. However, books that some pupils read at times lack challenge.

- Pupils read regularly at home. However, those in key stage 1 told inspectors that their teachers do not tell them what they need to do to develop their skills and become better readers. An examination of some reading records confirms that this is the case.
- Most pupils are keen writers. They write for a variety of purposes. However, not all pupils are given the scope to write creatively and imaginatively. Furthermore, opportunities for pupils to write across the curriculum are not as well developed as they could be.
- Pupils enjoy mathematical challenges. They are developing their skills in number, shape and problem-solving. However, opportunities for pupils to develop their mathematical skills in subjects such as science and geography are limited.
- Learning support assistants are well deployed and work closely with class teachers to support pupils in their learning.
- Teaching in the resourced based provision is focused on meeting each pupil's individual needs. Staff know these pupils well and how best they can support them to achieve.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils enjoy coming to school. They are keen to learn, take pride in their work and describe their teachers as being 'fun and enthusiastic'.
- Pupils feel safe. Relationships between adults and pupils are positive and supportive. Pupils are confident enough to disclose any worries or concerns that they have to their teacher or another trusted member of staff.
- The school is open to everyone and is inclusive. Pupils told inspectors that all children are welcome at Moorfield Community Primary school, irrespective of their race, gender or culture.
- Pupils have a good awareness of what constitutes bullying behaviour. They say that bullying sometimes occurs, but teachers soon sort any issues out.
- Pupils have a secure understanding of risks to their safety when online. They know that they should protect their passwords and their personal information and never respond to any communications from strangers.
- Pupils are learning to become aware of the needs of others as they raise money for charitable causes.
- Pupils have an active voice in this school, for example as elected members of the school council. They enjoy being given responsibilities, such as lunchtime captains who are in charge of looking after play equipment and encouraging their peers to follow the school rules.
- A variety of visitors come into school to talk to pupils about keeping themselves safe

and developing healthy relationships.

Behaviour

- The behaviour of pupils is good.
- Pupils conduct themselves well around school. They are polite, well-mannered and warmly welcome visitors to their school.
- Overall, the standard of behaviour in lessons is good. However, on occasions, restlessness occurs. This happens when teachers do not make their expectations of behaviour clear, or when pupils become disinterested in their learning.
- Pupils in the resourced based provision behave well. They are happy, engaged and keen to learn. Staff are skilled at handling any behavioural issues effectively.
- Attendance is a thorny issue. Due to turbulence in staffing, the school took its eye off the ball and attendance dropped. However, due to a concerted effort by the school, since the appointment of the new headteacher, this trend is reversing. For example, a dedicated member of staff now ensures that any unexplained absences are followed up in a timely manner. 'Chat and play' sessions have been introduced by the school council to promote punctuality and regular attendance. The importance of regular attendance now features prominently on the school website as key information for parents. Those who attend school on a regular basis are rewarded and celebrated for this achievement.

Outcomes for pupils

Requires improvement

- In 2017, attainment in writing at the end of key stage 1 was below the national average and in the bottom 10% nationally. Attainment in reading was also weak and has been in the bottom 20% nationally for the last two years. In contrast, the proportion of pupils achieving the expected and higher standards in mathematics was above the national average.
- The published results at the end key stage 2 in 2017 must be treated with extreme caution. The number of pupils in this cohort was low and there was a significant proportion of pupils who had SEN and/or disabilities. Nevertheless, outcomes highlight that attainment was weak at the expected and higher standards in reading, writing and mathematics. However, pupils' progress from their starting points was average in reading and mathematics when compared to other schools nationally, but well below average in writing.
- The proportion of pupils who reached the expected standard in the phonics screening check at the end of Years 1 and 2 in 2017 was below the national average.
- As a result of swift and pertinent action taken by the new headteacher and senior leadership team, this trend of decline is reversing. A broad range of inspection evidence shows that current pupils across all year groups are making better progress in phonics, reading, writing and mathematics. As such, outcomes still require improvement.
- Current work in pupils' books highlights that, at times, teachers underestimate pupils'

capabilities. Teachers do not plan activities which are consistently matched to pupils' needs and abilities. Consequently, pupils do not achieve as well as they should.

- The proportion of disadvantaged pupils at Moorfield Community Primary School is more than double the national average. In 2017, disadvantaged pupils performed as well as others nationally at the end of key stage 1 in mathematics. The picture is not quite so rosy with regard to reading and writing. As a result of low numbers at the end of key stage 2, a comparison with other pupils nationally is not statistically viable.
- The school's own assessment information shows that outcomes for disadvantaged pupils across the school are showing signs of improvement. However, they are not as rapid as they could be.
- Pupils who have SEN and/or disabilities, including those in the resourced based provision, are making the progress that is expected of them, taking into consideration their very diverse needs. This is due, in part, to the close working partnership with outside professionals to ensure that these pupils achieve as well as they can.
- In Years 1 to 5, pupils do not achieve as well as they are capable of in subjects such as science, history, geography, art and design, and design technology. This is because the school has been concentrating on improving outcomes in reading, writing and mathematics. As a result, the other subjects are not taught in sufficient depth. Pupils are not given enough opportunities to develop their knowledge, skills and understanding.

Early years provision

Good

- Children come into the early years with knowledge and skills that are below those typical for their age. For some children, who have SEN and/or disabilities, their skills are significantly below.
- Published data shows that in 2017 the proportion of children achieving a good level of development was 79%, which is well above the national average of 71%. The proportion of disadvantaged pupils achieving a good level of development was also above the national average. This represents good progress from children's starting points.
- Children's learning journeys, the school's own assessment information, show that children, including those who are disadvantaged, are making strong gains in their learning.
- The early years leader is new to her role and took up post at the start of this academic year. As she settles into early years, she is beginning to gain an overview of the strengths of the provision and what needs to improve.
- When working directly with staff, children engage in a wide range of meaningful activities which challenge them to think deeply. For example, during a guided reading session children confidently talked about book terminology such as the title and the blurb.
- Some children show curiosity and initiate their own learning. This was exemplified when a conversation with a member of staff about animals and a recent visit to a farm led to a piece of high-quality independent writing.

- Adults are calm, kind and caring. Children are keen to learn and behaviour is good. They show good levels of cooperation, share and take turns.
- Transition arrangements into the early years are effective and personalised to the needs of each child.
- Positive relationships have been established with parents. They are kept well informed about their children's progress and regularly attend celebratory events.
- Plans are afoot to improve further the learning environment, both indoors and outside, so that it provides a greater level of challenge for children.
- At the time of this inspection, there were no breaches to the statutory welfare requirements.

School details

Unique reference number	105915
Local authority	Salford
Inspection number	10042432

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

Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	146
Appropriate authority	The governing body
Chair	David Fielding
Headteacher	David Nightingale
Telephone number	0161 7754772
Website	www.moorfieldprimary.org.uk
Email address	moorfield.primaryschool@salford.gov.uk
Date of previous inspection	19–20 January 2016

Information about this school

- This school is smaller than the average-sized primary school.
- Almost all pupils are of White British heritage.
- The school does not use alternative provision.
- The school has a resourced based provision on site. There are currently 18 pupils on roll, aged four to 11 years, who have autistic spectrum disorder. Each of these pupils has a statement of special educational needs or an education, health and care plan.
- The proportion of pupils eligible for the pupil premium funding is well above the national average.
- The school does not meet the current government floor standards. Floor standards were met in 2016.
- A new headteacher has been appointed since the last inspection.

- A new chair of the governing body has also taken up post recently.
- There have been a significant number of changes to the teaching staff since the last inspection.

Information about this inspection

- Inspectors observed teaching and learning in all classes, including in the resourced based provision.
- Meetings were held with senior leaders, middle leaders and governors and with a representative from the local authority.
- Inspectors talked to pupils to ascertain their views of the school.
- Inspectors listened to pupils read from Years 1 and 2. They scrutinised work in pupils' books and on display around the school.
- Inspectors spoke to parents who were bringing their children to school at the start of the school day.
- A wide range of documentation was considered, including that relating to safeguarding, the school development plans and the assessment information on the progress of current pupils in the school.
- Inspectors took account of the school's own questionnaire to parents and of the three free-text responses from parents to the online questionnaire.

Inspection team

Sheila Iwaskow, lead inspector

Her Majesty's Inspector

Linda Griffiths

Ofsted Inspector

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