

Inspection of an outstanding school: Moor Green Primary Academy

Moor Green Lane, Moseley, Birmingham B13 8QP

Inspection dates:

5 and 6 June 2024

The headteacher of this school is Tom Twort. This school is part of Reach2 Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Cathie Paine, and overseen by a board of trustees, chaired by Gavin Robert.

Outcome

Moor Green Primary Academy continues to be an outstanding school.

What is it like to attend this school?

Pupils relish coming to this happy, vibrant school and taking part in the exciting lessons that teachers provide. They feel safe and enjoy positive relationships in this warm, caring school family.

The moment you step over the threshold at Moor Green you know this is a place that is all about learning. This is a school with enormous ambition and high expectations. Pupils achieve very well across the broad curriculum on offer. They become wonderful writers, masterful mathematicians and accomplished artists. Throughout the curriculum, pupils are motivated to achieve because teachers make learning matter. They ensure lessons are engaging, meaningful and accessible to all pupils, including those with special educational needs and/or disabilities (SEND).

Pupils' behaviour is exemplary. In lessons, they display highly positive attitudes by always being on task and giving their all. There is a palpable buzz in classes as pupils happily discuss their learning. At playtimes, they play together harmoniously, making great use of the exciting activities the school provides.

Pupils attend school regularly and arrive on time. Attendance has improved significantly since the last inspection. This is because of a relentless drive to support parents and carers in bringing their children to school every day.

What does the school do well and what does it need to do better?

The ambition behind the curriculum is extremely high. The school has carefully thought about what content is most important and how and when to teach it. Put simply, teachers teach the right things, at the right times, in the right ways.

In art and design, for example, pupils learn the techniques and skills they will need through the careful study of artists from around the world. Meaningful lessons give them the knowledge and skills they need to become skilful artists.

In lessons, teachers are highly skilled at presenting subject matter clearly and at adapting lessons for pupils with SEND. Staff embody the school's high expectations by modelling writing, mathematical calculations and art techniques with exemplary precision. Pupils' books become excellent records of their achievement and showcase their positive attitudes to learning.

The school has a long-established approach to teaching phonics and is constantly improving it. Staff are experts at teaching phonics. They track meticulously what pupils know so they can match the books pupils read exactly to their needs. Pupils develop quickly the knowledge and skills they need to become fluent readers. Throughout school, high-quality books are everywhere. Pupils are immersed in a world of literature. An experienced librarian is always on hand to help pupils choose books that they will love and be inspired by.

In the early years, children get off to a positive start to their education. They make the most of the activities adults provide. Whether it is developing their physical skills in the outdoor space or perfecting their number knowledge in the classroom, adults focus on encouraging children's communication. Children become confident communicators, always ready to express their thoughts, ideas and opinions.

In the early years and across the school, adults are skilled at responding to pupils' needs. They identify quickly if pupils need additional help and provide it. Well-established and responsive processes for supporting pupils with SEND are in place. The school supports pupils with SEND exceptionally well and provides the help they need to achieve well.

An extensive range of wider opportunities contribute effectively to pupils' wider development. Regular trips and visitors enrich the curriculum. Staff use the on-site farm and forest school effectively in order to provide pupils with a deeper understanding of their world. The school makes an '11 before 11' promise. This is an exciting offer of 11 activities for all pupils. These are carefully curated and provide valuable, memorable experiences. Pupils all get to be a 'caring campaigner' and to 'perfect a pitch' to a baker who sells their cake design at a local high street shop. The budding entrepreneurs then donate their profits to the Parent Teachers Association to benefit all pupils.

This is a school that does not stand still or rest on its laurels. There is an infectious drive for continual improvement shared by staff, leaders at all levels and across the trust.

Staff benefit from being part of a large trust. There are numerous opportunities for staff to receive training and this is something they appreciate. Leaders and those responsible for governance are considerate of staff well-being and workload. Staff are very grateful for this and are, quite understandably, enormously proud to work at Moor Green Primary Academy.

Safeguarding

The arrangements for safeguarding are effective.

Background

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be outstanding in January 2019.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with SEND; pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	139000
Local authority	Birmingham
Inspection number	10322842
Type of school	Primary
School category	Academy sponsor led
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	451
Appropriate authority	Board of trustees
Chair of trust	Gavin Robert
Headteacher	Tom Twort
Website	www.moorgreenprimary.org.uk
Dates of previous inspection	9 and 10 January 2019, under section 5 of the Education Act 2005

Information about this school

- The school is part of Reach2 Academy Trust, which it joined in 2014.
- The school does not use any alternative provision.
- The school runs a breakfast club.

Information about this inspection

Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken this into account in their evaluation of the school.
- The inspector held meetings with the headteacher, the deputy director of education and other school leaders.
- The inspector spoke to a member of the board of trustees and members of the local governing board.

- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector carried out deep dives in these subjects: reading, mathematics and art and design. For each deep dive, he held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector listened to pupils read to a member of school staff.
- The inspector observed pupils' behaviour in lessons, around the school and at lunchtime. He spoke formally with groups of pupils, as well as talking to pupils in lessons and around school.
- The inspector considered responses to Ofsted Parent View, including parents' free-text responses. The inspector also took account of responses to Ofsted's staff and pupil surveys.
- The inspector reviewed information published on the school's website and other documentation provided by the school, including minutes of governor meetings.

Inspection team

Gareth Morgan, lead inspector

His Majesty's Inspector

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