



Moorside Primary School

Inspection Report

Unique Reference Number 106209
LEA Tameside
Inspection number 277510
Inspection dates 19 June 2006 to 20 June 2006
Reporting inspector Mrs Sarah Drake CfBT Lead Inspector

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

Type of school	Primary	School address	Market Street
School category	Community		Droylsden
Age range of pupils	3 to 11		Manchester M43 7DA
Gender of pupils	Mixed	Telephone number	0161 3703614
Number on roll	455	Fax number	0161 3011099
Appropriate authority	The governing body	Chair of governors	Mrs Lorna Reid
Date of previous inspection	9 October 2000	Headteacher	Mr Robert Marr

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Moorside is a large school that serves an urban community midway between Manchester and Ashton-under-Lyne. The overwhelming majority of pupils are of White British heritage and very few speak English as an additional language. Smaller proportions than average are eligible to receive a free school meal or have learning difficulties and/or disabilities. The school has Investor in People status and holds the ECO school award. The headteacher took up his post in September 2004.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

Moorside is a satisfactory school that is showing signs of good improvement. It provides satisfactory value for money. The school's evaluation of itself is honest, accurate and based firmly on analysis of its performance. For too many years, standards in Key Stage 2 have been too low and pupils have made unsatisfactory progress. However, with the current headteacher's sharp focus on raising levels of achievement and his skilful guidance for staff on how to bring this about, standards at both key stages are rising. Year 6 pupils' work is broadly in line with the nationally expected level for their age, although the proportion of pupils working at the higher level is still below average. In the Foundation Stage the quality of provision and standards are good and establish a strong basis on which pupils can build their future learning. Good relationships run throughout the school, promoted well through staff's good example and care. Their skilful management of pupils ensures that behaviour is good. Support for pupils with learning difficulties and/or disabilities is good. All pupils enjoy learning and make steady progress. However, too often, lessons move at a slow pace and do not challenge pupils sufficiently. Teachers' marking is inconsistent and seldom provides clear guidance for pupils on how to improve their work; nor does it provide helpful evidence through which to track their progress. Information and communication technology (ICT) is used well as a tool for learning across the school. Parents are supportive and the school works in good partnership with the local authority, other schools and outside agencies. Subject leaders do not take enough responsibility for the quality of provision and standards in their areas of learning, but senior managers are becoming increasingly adept at analysing information and using the outcomes to guide development planning and action. The school has moved forward rapidly over the past two years and is well placed to continue to improve.

What the school should do to improve further

- Improve the quality of teaching, particularly the pace of lessons, teachers' expectations of pupils and the adaptation of work to cater for individuals' different needs.
- Improve the quality of marking so that pupils are clear about the next steps to take and both they and teachers can monitor progress on a regular basis.
- Increase subject leaders' responsibility for provision and standards in their areas.

Achievement and standards

Grade: 3

Standards are broadly average and pupils' achievement is satisfactory. Children enter the Nursery classes with skills that are slightly below expectations for their age, especially in their ability to communicate. They make good progress in the Foundation Stage and by the end of Reception have overall skills that are broadly in line with expectations. In the 2005 national tests, Year 2 pupils achieved above average results in reading and writing but only average standards in mathematics. Year 6 pupils' results

were below average in English, mathematics and science for those achieving the expected level, and well below average for those reaching the higher level, particularly in mathematics and science. Standards at Key Stage 2 have been declining for four years and the school failed to reach its targets. Pupils' progress has been unsatisfactory.

Pupils, including those with learning difficulties and/or disabilities or for whom English is an additional language, are making satisfactory progress. Due to inadequate teaching in the past, there is a time-lag in the standards reached by pupils in Key Stage 2. Improved teaching and use of assessment over the past year mean that results in the 2006 Year 6 tests are likely to rise. Broadly average numbers are working at the expected level for their age, and in mathematics the proportion working at the higher level is also broadly average - a significant improvement on previous years.

Personal development and well-being

Grade: 2

From the beginning, the school successfully nurtures pupils' enthusiasm for learning. Foundation Stage children enjoy interesting activities such as making ice lollies from melons and limes. Older pupils say, 'we have lots of exciting things to do,' and are happy to explain their work. They much appreciate the additional activities, such as clubs and visits to places of interest. Pupils feel valued as individuals and they respect others. One commented that receiving certificates for their achievements is, 'something to be proud of'. Pupils' attendance is satisfactory. They work and play together well. Staff skilled in behaviour management are very effective at helping pupils who find self-discipline difficult to handle their emotions. Behaviour is good throughout the school. Pupils respond well to the many opportunities to develop the social skills of cooperation and teamwork that will stand them in good stead for future employment. They are interested in other cultures and ways of life. Some described with enthusiasm the insights about the calming effects of meditation that they gained from visiting a Buddhist temple.

Pupils are ecologically aware and know how to live healthily. Through the impressive school council, they have contributed many ideas to improve the school, notably the adventure playground and healthier dinners. They contribute to the community through, for example, raising money for two local hospices. Their basic skills are just satisfactory but the development of strong ICT skills prepares them well for life in a technological world.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory. In the Foundation Stage, good quality relationships and staff's clear knowledge of the requirements of teaching young children ensures that learning here is good. In Key Stages 1 and 2, teaching is sometimes good and occasionally outstanding, but the majority is satisfactory. In better lessons,

a good pace sustains pupils' attention and interest; teachers have high expectations and use their subject knowledge well to challenge pupils through probing questioning. In response, pupils remain fully engaged and find learning fun. Throughout the school, teaching assistants, other adults including many parent helpers, and the newly installed interactive whiteboards are used effectively to enhance pupils' learning. In satisfactory lessons, teachers plan carefully and manage pupils' behaviour well but often the pace is pedestrian, the work fails to stretch all pupils sufficiently and pupils do not always have a clear understanding of what they are trying to learn from the activities. The consequence is that their progress is only satisfactory.

Secure systems are now in place to assess pupils' work and track their progress. The movement from over-dependence on worksheets to pupils working in books for English and mathematics is helping this, with firm plans to extend book work to other subjects in the new school year. Targets are in place but seldom referred to and only changed at regulated intervals, not when the pupil has achieved them. Positive marking builds pupils' self-esteem but gives too little specific guidance about what elements are good and what to improve.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. Improvements in planning in English, mathematics and science are helping to improve pupils' progress and raise standards. The focus on ICT, a weakness at the time of the last inspection, has boosted learning and strengthened links between subjects. Other subject links are at an early stage of development and opportunities are missed for pupils to apply their writing skills in different subjects. The strong physical education curriculum combined with good provision for personal, social and health education, helps pupils to adopt safe, healthy lifestyles and grow in confidence. Pupils like the themed weeks, such as for art or science, that give them a chance to work in different ways. A good range of extra activities, together with a well planned programme of visits and visitors, adds extra enjoyment and develops pupils' interests in, for example, drama, music and sport.

Care, guidance and support

Grade: 3

Care, guidance and support are satisfactory with some good features, rather than good overall as judged by the school. Pupils, rightly, feel well cared for. They say that bullying or other harassment is rare and that any incidents are dealt with swiftly and effectively. As one pupil explained, 'The headteacher gets right onto it.' Year 3 buddies take care of anyone feeling lonely and older monitors ensure everyone acts sensibly. Playground supervision is vigilant and, due to yellow jackets, highly visible. Lunchtimes are happy, healthy occasions. Suitable arrangements, including checks on the suitability of staff and volunteers to work with pupils, ensure health and safety and child protection. Pupils are very aware of how to keep themselves safe. Those with learning difficulties and/or disabilities are well supported by both school staff and other agencies. Clear targets give them good guidance about what they need to do to make progress.

Guidance for other pupils is only satisfactory. As yet, teachers' marking and target-setting does not provide sufficiently specific information for pupils on how to improve their work.

Leadership and management

Grade: 2

Leadership and management are good. They have successfully halted the trend of falling standards and pupils' unsatisfactory progress, and begun to establish an increasingly analytical approach and consistent practice across the school. On his arrival, the headteacher swiftly identified the school's strengths and weaknesses and highlighted the problem of pupils' underachievement. His clarity of focus, good use of data, knowledge of how to bring about improvement and ability to win the confidence of staff have been the keys to helping the school turn the corner to improvement. Members of the enlarged senior management team have clearly defined remits and, with clear guidance from the headteacher, have helped bring about improvements in, for example, behaviour, ICT and assessment systems. As yet, subject leaders are not taking sufficient responsibility for provision and standards in their areas. Staff and governors are now clear about priorities and the rate of progress being made. This has been helped by voluntary involvement in the local authority's Intensifying Support Programme, internal monitoring and evaluation of pupils' achievement and the school's own development planning. The leadership has had to take hard decisions to improve the quality of teaching and learning, and tackle staff absence. It is to everyone's credit that morale is high. Pupils enjoy their learning and feel well looked after. The school runs smoothly and, due to good financial management, now does so within its budget. The knowledgeable and increasingly well informed governors carry out their role of critical friend well. There is good capacity to improve.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	3	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for welcoming us into your school in such a friendly manner and for talking with us so openly. We enjoyed our time with you and found your comments very helpful when making our judgements about the school. Here is a list of things that we were particularly pleased to see:

- you enjoy learning and appreciate the interesting activities that teachers organise for you to do
- you behave well and your teachers are skilful at helping those who find learning difficult to improve
- children in the Foundation Stage have a good start to their education
- pupils with learning difficulties and/or disabilities are well supported
- you and your teachers use ICT well throughout the school
- a good range of extra clubs, visits and visitors helps broaden your learning and bring it to life
- your headteacher and other senior teachers have a clear idea of what needs to be improved and how to bring this about.

We have judged that you are receiving a satisfactory, but improving, quality of education. To help you make better progress and achieve the higher standards of which you are capable, this is what we have asked the school to do next:

- make sure that your teachers have suitably high expectations of what you can do, speed up the pace of lessons and give you work that challenges you
- improve the quality of marking so you are clear how to improve your work and can see how much progress you are making
- make sure that teachers take more responsibility for standards in the subjects of which they are in charge.

Your job is to attend well, work hard and continue to enjoy learning.