



# Moorside Primary School

## Inspection Report

**Unique Reference Number** 119273  
**LEA** Lancashire  
**Inspection number** 280510  
**Inspection dates** 21 September 2005 to 22 September 2005  
**Reporting inspector** Michael Onyon

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

<b>Type of school</b>	Primary	<b>School address</b>	Bowerham Road
<b>School category</b>	Community		Newlands
<b>Age range of pupils</b>	4 to 11		Lancaster, Lancashire
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01524 66516
<b>Number on roll</b>	453	<b>Fax number</b>	01524 848729
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr Andy Riley
<b>Date of previous inspection</b>	1 October 1999	<b>Headteacher</b>	Mr Len Guest

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 21 September 2005 - 22 September 2005	<b>Inspection number</b> 280510
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## Introduction

The inspection was carried out by three additional inspectors.

## Description of the school

This is a large primary school situated in the Newlands district of Lancaster. The number of children claiming free school meals is below average. The proportion of pupils with special educational needs and/or disabilities is broadly average. The majority of pupils are white British, with an average proportion of pupils from minority ethnic heritages. Attainment on entry to the school is average. The school is a member of the Lancaster Excellence in Cities cluster, a National College for School Leadership Networked Learning Community, Primary Strategy Learning Network and several local partnerships.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school that gives good value for money. Results in the most recent national tests for pupils in Year 6 indicate that standards are well above average. Pupils make good progress during their time at the school, except those higher attainers who do not do as well in English as in other subjects. From broadly average standards in 2002, the school has shown good improvement. Provision in the Foundation Stage is effective. By the end of the Foundation Stage, children make good progress learning how to read, write and count. Throughout the school, the pupils' personal development is good. They enjoy all the school has to offer because members of staff are particularly good at helping them to feel secure and valued. Pupils behave well in lessons and around the school. They feel safe from bullying and understand the importance of a healthy lifestyle. The school is well led and managed by a senior leadership team and governing body that know the school well. They have a secure understanding of what needs to be done to bring about further improvement. The school's capacity for further improvement is good.

not applicable

### What the school should do to improve further

To build on their recent improvements, the school should:

- ensure that more able pupils attain as well as they can in English, particularly in writing.

## Achievement and standards

### Grade: 2

Good progress is made by children in the Foundation Stage and this continues for the pupils in Key Stage 1. By the end of Year 2, standards are generally above average, though standards in writing could be better. At the end of Key Stage 2, Year 6 test results were broadly average in 2003 and 2004, but with weaknesses in English attainment. This meant that, although the results showed improvement, the school's overall standards compared unfavourably with other schools in 2003 and 2004. The school responded to these results with a successful focus on improving standards. This resulted in well above average standards in the 2005 tests. The only group of pupils who did not do as well as they were expected were the higher attainers in English, particularly so in writing. The school knows that standards should be higher for this group of pupils and has a number of successful strategies for raising standards for all pupils. They include an effective partnership with specialist consultants from the local authority, which is having a positive impact on accelerating progress. Pupils with special educational needs and/or disabilities make satisfactory progress. They reach the individual targets set for them because teachers plan work that meets their specific learning needs. They often have effective special help in small groups or as individual learners.

## Personal development and well-being

### Grade: 2

The school successfully promotes pupils' personal development and well-being. Pupils are thoughtful and sensitive to others and work together well. In all aspects of school life, pupils' behaviour is good. The school engenders in pupils a desire to learn and a willingness to face new challenges. During lessons, pupils buzz with enthusiasm and a keenness to find out. School is popular amongst pupils. This is demonstrated not only by comments such as, 'I have been to three schools and this is by far the best', but is also indicated by good levels of attendance with low levels of unexplained absence.

In reception, children learn to take responsibility and have the confidence to act on their own. Older pupils are proud of their achievements and actively influence what happens in school by being involved in the school and class councils. The pupils' spiritual, moral, social and cultural development is good they develop particularly good awareness of right and wrong and how to get on with one another. They reflect on their own and others' lives and develop a good awareness of cultures different from their own.

Pupils respond well to the good opportunities they are given to become more mature and independent. They don't just think of themselves. This was demonstrated by fund-raising events, such as a 'Car Wash' willingly organised by older pupils for the recent New Orleans hurricane disaster. Healthy living is strongly promoted and supported by all staff. From the reception class onwards, pupils have regular exercise as part of play and sport. The school actively promotes healthy eating supported by thoughtfully planned, tasty lunches. The pupils' self-confidence, good attitudes and positive social skills, including a keen awareness of the needs of others, stands them in good stead for their future economic well-being.

## Quality of provision

### Teaching and learning

#### Grade: 2

The impact of the teaching and learning is clearly evident in the improving standards over the past three years. The headteacher and deputy headteacher have a good understanding of where improvement is needed.

Pupils enjoy lessons and say that teachers and support staff make learning enjoyable. They are fully involved in their learning by setting themselves targets for improvement. Therefore, most understand what they need to do to improve. Pupils with additional learning needs, including those with hearing impairments, are well supported in lessons. Information arising from the school's good analysis of test results is being used well to improve teaching, identify gaps in pupils' learning, and to show what additional help is needed. This has been particularly effective in the teaching of English, with progress now being made in bringing standards close to those achieved in mathematics

and science. The headteacher's use of experienced and effective teachers from the local authority in an advisory capacity is another key factor in improving the quality of teaching.

Where practice is best, teachers' clear explanations show pupils how to tackle new work confidently and this helps them to make the progress they should in lessons. Good support is provided by classroom assistants. Higher attaining pupils are provided with work that is challenging. Good teaching was observed in Year 6. For example, pupils responded well to the challenge of identifying two good aspects of their partners' writing and one area for development. However, in some classes, opportunities are sometimes missed in allowing pupils more time to finish work they are engrossed in or to make use of computers to help them learn.

In the reception classes, teaching is often good and children's progress is tracked rigorously. This was confirmed by a parent who spoke about the improvement the school has made in this aspect of its work over the last three years.

## **Curriculum and other activities**

### **Grade: 2**

The school provides an effective curriculum for all its pupils, enhanced by a good range of extra-curricular activities.

The curriculum meets the needs of all pupils, and the priority given to raising standards in English ensures that pupils are developing their skills. Pupils say that they enjoy lessons. Good improvements have been made to information and communication technology (ICT) resources. A programme of personal, social and health education, including sex and relationships education, and the effects of drugs, smoking and alcohol, is well planned to equip pupils to cope with changes and dangers in their lives. There is good curriculum enrichment through after-school activities, particularly sport, games, French and Spanish lessons, instrumental tuition and visits to the theatre. Pupils, especially higher attainers in mathematics and science, benefit greatly from the school's involvement in an Excellence Cluster by taking part in a range of activities. Outside agencies provide a pre-school club and an after-school club that are both well attended.

The curriculum for reception children covers all the nationally recommended areas of learning well. Planned activities make good use of the outdoor area, which, despite some lack of equipment, helps promote and develop children's physical and social development satisfactorily.

## **Care, guidance and support**

### **Grade: 2**

Pupils are well cared for and there are good procedures for health and safety. Consequently, pupils work safely and are happy to come to school. The needs of individual pupils are identified effectively. The school puts in place effective strategies to provide support and guidance for all pupils. Adults working in school who counsel pupils play an important role in providing support for those who find learning difficult.

The problems that these pupils have are quickly and effectively resolved. Pupils of all backgrounds and educational ability get on well together. They confidently state that incidents of harassment or bullying are rare.

Good efforts are made to remove all risks and eliminate dangers in all aspects of learning. Throughout the school, pupils are given a good awareness of the importance of behaving safely. Outdoors, during play and lunchtimes, good supervision and robust child protection and safety procedures ensure the well-being of all pupils. Staff listen attentively to the views of pupils and parents, and encourage suggestions for making the school better. A well attended breakfast club gives a good start to the day for many pupils and contributes well to good attendance and punctuality.

## **Leadership and management**

### **Grade: 2**

The leadership and management of the school are good. The headteacher, senior leadership team and the governing body know the school well. They have the pupils' academic achievement and personal development at heart, and these priorities are shared by teachers and support staff. Therefore, all staff have a unified sense of commitment to all the pupils.

Over the last three years, the progress and direction of the school has been well led by the headteacher. He has effectively created a happy school and considerably improved the building, so that the school is successfully working as one community. The headteacher and deputy headteacher work well as a team, with a shared sense of purpose.

The school's self-evaluation realistically and accurately identifies the key areas for improvement. Pupils and parents are effectively involved in the self-evaluation process and hold the school in high regard. There is a commitment to raising standards. Governors discharge their responsibilities well. Able subject leaders have demonstrated that they can respond successfully to weaknesses and improve attainment. The subject leaders for literacy and numeracy have a good knowledge of teaching, learning and standards for which they are responsible. This helps them put in place effective strategies to make improvements.

The monitoring of teaching and learning also successfully involves agencies outside the school. It helps to improve learning, and staff new to their role are increasingly taking more responsibility for leading their areas.

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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>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	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

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	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

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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	2	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	2	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

<b>The extent to which schools enable learners to be healthy</b>	
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
<b>The extent to which providers ensure that learners stay safe</b>	
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
<b>The extent to which learners make a positive contribution</b>	
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
<b>The extent to which schools enable learners to achieve economic well-being</b>	
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

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22 September 2005

Dear Pupils,

Thank you for welcoming us during our recent visit to your school and helping us to look at the things that you do. We very much enjoyed talking to you about your work and watching you learn.

What we liked about your school:

your school has improved a lot over the last three years and you are making good progress

your school is a happy place where everybody is included and gets the chance to show how well they can do things

you are friendly and welcome visitors to your school

you are very kind and polite to each other when you are learning and when you are playing outside

you know a lot about staying healthy and how to be safe

you take the opportunities that your school gives you to help make decisions

adults look after you well and give you lots of good advice and support.

What we have asked your school to do now:

help some of you to do better with your writing.

Yours sincerely,

Mr Onyon

Annex B