



# Moorside Community Primary School

Inspection Report

Better  
education  
and care

**Unique Reference Number** 119303  
**LEA** Lancashire  
**Inspection number** 280521  
**Inspection dates** 7 February 2006 to 8 February 2006  
**Reporting inspector** Mr Gordon Alston

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

---

<b>Type of school</b>	Primary	<b>School address</b>	Back Lane
<b>School category</b>	Community		Holland Moor
<b>Age range of pupils</b>	4 to 11		Skelmersdale, Lancashire
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01695 722931
<b>Number on roll</b>	172	<b>Fax number</b>	01695 558836
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr Ron Ford
<b>Date of previous inspection</b>	1 November 2000	<b>Headteacher</b>	Mrs Christine Howard

---

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 7 February 2006 - 8 February 2006	<b>Inspection number</b> 280521
-----------------------------	---	------------------------------------

---

---

© Crown copyright 2006

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by two additional inspectors.

## Description of the school

Moorside serves an area of significant social deprivation. Its pupils have the full range of abilities. Children enter the school with skills below those expected for their age, especially in language. A small number of pupils do not have English as their first language, but all of them have fluent English. In almost half the classes there are many more boys than girls. The proportion of pupils who receive free school meals is well above average and the proportion with learning and behavioural difficulties is above average. In the past year the school has appointed a new headteacher, a new deputy and two newly qualified teachers. Recently it gained a Healthy Schools Award.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Inspectors agree with the school's self-evaluation. This is a school whose effectiveness is satisfactory. It is highly valued by parents, pupils and the local community. Provision in the Foundation Stage is satisfactory and children achieve satisfactorily, although not all will reach expected levels. Standards at seven are below average in reading, writing and mathematics and at eleven they are average in English and mathematics but below average in science. Teaching is satisfactory, as are pupils' progress and achievement. The school is working hard at raising standards in pupils' writing, though further work is still needed, and in science. The curriculum is satisfactory, but there are insufficient opportunities to use information and communication technology (ICT) across subjects. The good quality of care and support provided and the many enrichment activities lead to pupils' good personal development. This is reflected in their good relationships, good attitudes and responsible behaviour. Pupils are positively encouraged to think for themselves and to have their say. They enjoy school, but their attendance is below average. Overall, leadership and management are satisfactory. The leadership of the headteacher is good in its relentless drive for improvement. For example, she has already developed an inviting library and a well-equipped ICT suite, which are successfully promoting enjoyment through independent learning. The leadership and management of subjects are variable. Governors discharge their responsibilities satisfactorily, and the school gives satisfactory value for money. It has improved markedly since the last inspection and is well placed to improve further.

### What the school should do to improve further

- Monitor and evaluate the effectiveness of recent initiatives aimed at improving attendance and standards, especially in

-boys' writing

-scientific knowledge and investigational skills.

- Embed the recently introduced target setting and pupil tracking systems into school practice and further refine them in order to check carefully on pupil progress.
- Extend the use pupils make of their ICT skills across all subjects.
- Spread the successful leadership and management of literacy to all subjects.

## Achievement and standards

### Grade: 3

Pupils' achievement is satisfactory. Children start school with standards below those typical for their age. They make satisfactory progress, but by the time they leave reception a significant number do not reach the expected level, especially in language. At age seven, standards remain below average in mathematics, reading and writing. At age 11, standards are average in English, mathematics but below average in science. Recent initiatives are increasing the number of pupils reaching and exceeding the expected level in science. Past test results at age 11 have been average except in

science, which have been well below average. However, the more able pupils have not made enough progress to reach above average levels and results in writing are not as strong as in reading. Consequently, the school has not always met its challenging targets. The school is tackling this problem successfully by target setting and tracking individual progress closely. Underachieving pupils are spotted and support is given. However, this recent initiative is not fully embedded or consistent in its impact across the school. Effective adult support for pupils with learning or behavioural difficulties and those whose first language is not English ensures good progress towards their individual targets.

## **Personal development and well-being**

### **Grade: 2**

Personal development and well-being are good. Pupils enjoy school, have positive attitudes and are proud of their achievements. They behave well. There are comprehensive systems for promoting good attendance although it remains below average. This is because of holidays taken during term time. Spiritual, moral, social and cultural development are good. The school has a very caring ethos in which all are valued and respected and pupils feel secure and safe. They clearly understand the difference between right and wrong and often take the initiative in helping to raise funds for those less fortunate than themselves.

Pupils have opportunities to help with the smooth running of the school through the school council and the 'buddy' system. The school ensures that pupils understand about keeping safe and healthy. There are many opportunities for sport and exercise in and out of school and pupils are encouraged to eat wisely. The importance the school places on increasing the pupils' skills in literacy and numeracy and on showing consideration for others helps to develop skills and attitudes which will stand them in good stead in later life.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The quality of teaching and learning is satisfactory, with some examples of good teaching. Teachers have good relationships with pupils, plan effectively to meet the different needs of learners and make good use of learning support assistants to help individual pupils. In the best lessons, teachers engage the pupils well using the interactive whiteboards to provide visual stimulus and a range of strategies, such as talking partners, to help pupils develop their own ideas and contribute to lessons. When teaching is less successful, tasks are not pitched at the correct level, being either too hard or too easy; more able pupils have not received the appropriate level of challenge to improve their attainment. Teachers manage behaviour well and emphasise the behaviour they want to promote. There are strong links with parents and carers to support learning particularly through regular homework.

Assessment is satisfactory. New assessment procedures are generally guiding teachers well and in most lessons tasks closely match ability. The older pupils are challenged well and more pupils are working at standards higher than expected for their age. There is some good practice in marking, but too often it does not indicate how pupils can improve.

## **Curriculum and other activities**

### **Grade: 3**

Curriculum provision is satisfactory overall. Children in the Foundation Stage experience a wide range of practical activities based on first hand experiences. As a result, they get a satisfactory start. There is good provision to support the needs of pupils with learning and behavioural difficulties and/or disabilities. The school has recognised the needs of the gifted and talented pupils and is making satisfactory provision for them. Provision for literacy and numeracy are satisfactory, although more needs to be done to help improve standards in writing, particularly for the boys. There has been good improvement in ICT resources but links with other subjects are only just being made.

The school is currently reviewing its curriculum in order to adopt a more creative approach to making learning more practical and enjoyable. Pupils are given clear information about how to keep safe, to be healthy and accept responsibility. The pupils enjoy the wide range of extra curricular activities organised to enhance the curriculum, especially sporting clubs, which are well attended. A good range of visits and visitors also enriches the curriculum.

## **Care, guidance and support**

### **Grade: 2**

Inspectors judge this aspect of the school's work to be good. Staff know pupils well and are fully committed to their welfare. Although learners' academic progress is beginning to be carefully monitored and tracked especially in English and mathematics, the monitoring of pupils' achievement in other subjects is less well developed.

Child protection and health and safety arrangements are effective. Pupils feel safe and know they have someone to go to if they are worried. Adults are positive role models and foster very good relationships which help to eliminate bullying and racism. Pupils with specific needs are provided for well because there is an acceptance that every child matters. The nurture group is particularly successful with pupils with emotional difficulties. Progress is reviewed regularly and the school works closely with external agencies, parents and carers. Thorough procedures smooth children's start in the Reception class so they settle quickly. The good links with the local high school ease pupils' transition to the next stage of their education.

## Leadership and management

### Grade: 3

Leadership and management are satisfactory. The headteacher has led the school very well since her recent appointment, creating a caring, learning environment that embraces all. She is well supported by all staff who are beginning to focus on raising standards after having successfully improved pupil involvement in school life and behaviour. She is successfully promoting self-evaluation with the support of the governing body and staff. The role of subject coordinators is developing. In literacy, where improvements were needed in writing, the coordinator accurately identified the problem and introduced measures to improve standards. However, many staff are new and inexperienced and this good practice is not present in other subjects. The school has recently introduced class and group targets and developed a pupil tracking system that has the potential to identify those who are not doing as well as they should. As a result, the school is raising standards with a good capacity to further improve. Value for money is satisfactory. The headteacher seeks the views of parents and pupils, the results of which are positive. Governors know the school well and are developing their role as a 'critical friend'.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



## 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>
--	-----------------------	--------------

### 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>	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	3	NA
The effectiveness of the school's self-evaluation	3	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>	3	NA
The standards <sup>1</sup> 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	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	4	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>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	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>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	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	3	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

Alexandra House

33 Kingsway

London

WC2B 6SE

T 0207 421 6800

F 0207 421 6707

Ofsted helpline

08456 404045

Mrs Christine Howard

Moorside Community Primary School

Back Lane

Holland Moor

Skelmersdale

Lancashire

WN8 9EA

7 February 2006

Dear Pupils

I am writing this letter after spending two enjoyable days in your school and I want to thank you all so much for making the experience such a pleasurable one. We came to see how good your school was and you had a very important role in this as much as your teachers had.

You did not let the school down in any way; in fact your friendliness, good behaviour and relationships with one another are a credit to you all and helped us to judge just how much your school is helping you to grow and learn.

Well, what did we think after these two days? I know your teachers were a little worried with inspectors coming, but hopefully our report will help them feel all the hard work they do is worthwhile. I always ask pupils their views of the school and one girl said 'We love school 'cos everyone cares about you'. She was right; your school is a very caring school where everybody contributes. You have a good team of adults led by a hard working headteacher and everyone wants you to do as well as you can. Your teachers make learning interesting, expect you to work hard and as a result you make satisfactory progress in lessons. They also arrange a number of visits for you to go on and visitors to talk to you. We were pleased to see how very hard you worked but equally important was how very well everyone got on. We saw lots of pupils who had responsibilities and jobs to do and who did them very well. We were also very pleased to see the clubs you can go to and that you are keen to take regular exercise.

I'm sure your teachers always say 'this is fine but you could make it even better if you...' Well, this is what we are telling your school – to get even better it needs to get standards higher particularly in writing and science, and give you more chances to use computers to help you learn in all the subjects you do. (I'm sure you like the second one best, I would!) We also felt that all teachers need to develop the subject they are responsible for as well as they do in literacy. You have class targets and we would like to see this made even more helpful by the

setting of individual targets so that your teacher and you can check for yourself how well you are doing.

Finally, thank you again and I am sure if you and your teachers continue to work as hard as you did when we were in school your school will continue to do well.

Yours faithfully

Gordon Alston

Lead inspector