



# Great Moor Infant School

## Inspection Report

**Unique Reference Number** 106048  
**Local Authority** Stockport  
**Inspection number** 287396  
**Inspection dates** 12–13 February 2007  
**Reporting inspector** Stephen Wall

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

<b>Type of school</b>	Primary	<b>School address</b>	Southwood Road
<b>School category</b>	Community		Great Moor, Stockport
<b>Age range of pupils</b>	3–7		Cheshire SK2 7DG
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0161 4830242
<b>Number on roll (school)</b>	274	<b>Fax number</b>	0161 4830242
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr Malcolm Hulme
		<b>Headteacher</b>	Mrs Dobson/Mrs Furness
<b>Date of previous school inspection</b>	18 June 2001		

<b>Age group</b> 3–7	<b>Inspection dates</b> 12–13 February 2007	<b>Inspection number</b> 287396
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Great Moor is an average sized infant school serving a residential area of broadly average social and economic circumstances. Most children are of White British heritage with English as their mother tongue. The proportion of children entitled to free school meals is below average. The number of children with learning difficulties and/or disabilities, including those with statements of special educational need, is average. Since September 2006, two permanent, part-time co-headteachers have been in post, each working three and a half days per week.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

Great Moor Infant School is an outstanding school. Parents are overwhelmingly supportive of its work. They hold it in high regard and praise the outstanding care, guidance and support it provides for their children. 'The fantastic, positive and caring staff create a stimulating environment, which our children love,' was a typical comment. Children's personal development and well-being are outstanding. They really enjoy being at school. Attendance is above average.

Happy, smiling and welcoming faces are everywhere. High on the school's agenda is the inclusion of all children in its work and meeting individual needs. It is proving very effective in this. Teachers know the children very well and treat them with genuine respect and affection. As a result, the children develop into confident and articulate youngsters ready and eager to meet the challenges of the next steps in their education. Their behaviour is exemplary. This, coupled with excellent relationships, has a strong impact on their learning. They feel safe and are proud of their school. 'Teachers really care about us and help us to learn' was a typical comment. The school's council is exceptionally successful in encouraging children to play an active role in the school community. It organises very successful charity events and has brought about significant improvements to playground facilities, for example.

Children get off to a flying start in the Foundation Stage where outstanding teaching and stimulating, practical activities promote excellent learning and achievement. It is a pleasure to see the eagerness and enjoyment with which children in the Nursery and Reception classes approach their work and play. Staff make very good use of the newly completed outdoor area to add an extra dimension to their teaching and encourage the children's interest and motivation even further. In Years 1 and 2, children make good progress and achieve well in response to good teaching. From broadly average starting points when they enter the Foundation Stage, children achieve well overall to attain above average standards by the end of Key Stage 1.

Teachers plan their lessons meticulously and make very good use of information and communications technology, especially electronic whiteboards, to add variety and interest to their lessons. Teaching assistants make a valuable and effective contribution to support children in their learning. The school makes effective use of data to check children are progressing well enough as they move through the school. This assists teachers in planning their lessons to meet the needs of individuals and groups. The curriculum is very broad and varied. Themed activities such as the Chinese New Year add to the children's cultural development. An excellent range of enrichment activities add significantly to the children's personal development and well-being.

The two co-headteachers work very closely and effectively to provide the school with outstanding leadership. They have a clear vision for the school. Thorough and effective self-evaluation enables them to identify priorities for development and take action to secure further improvement. For example, recent initiatives are beginning to raise boys' attainment in reading and writing but this has yet to close the gap with the higher attainment of girls. Teachers share the agenda for improvement and work

together very effectively as a team. Improvement since the last inspection has been good. Outstanding leadership and the rigour with which areas for improvement are tackled give the school outstanding capacity to improve even further. The school offers very good value for money.

### **What the school should do to improve further**

- Raise boys' attainment in reading and writing.

## **Achievement and standards**

### **Grade: 2**

On entry to the Foundation Stage, the children's range of abilities is wide, but overall, their attainment is average. In the Nursery and Reception classes, excellent teaching and a very engaging curriculum enable children to gain very positive attitudes to their learning and make very good progress. Most exceed the standards expected nationally by the end of Reception. Children achieve well overall in Key Stage 1. For the last five years, standards at the end of Key Stage 1 have been above average in reading, writing and mathematics. In 2006, standards were significantly above average in writing and mathematics and just above average in reading. The proportion of children achieving the higher levels in reading, writing and mathematics was significantly above average. Girls' attainment is higher than boys in reading and writing. The school is not complacent in this, however, and initiatives such as more boy friendly resources and new topics to capture boys' interest more intensely are starting to raise boys' attainment in reading and writing. In mathematics, both boys and girls attain above average standards. Children with learning difficulties and/or disabilities make good progress and achieve well.

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

### **Grade: 1**

Children's spiritual, moral, social and cultural development is excellent. Assemblies are used very effectively to provide time for reflection and raise the children's self-esteem by celebrating success. Vibrant displays promote a stimulating environment for children's work and play. Through activities such as circle time, children gain a good understanding of right and wrong and respect for others. In a Year 1 class, children were learning to 'sign' the alphabet and they knew that this is an important aspect of communication for those less fortunate than themselves who cannot hear or speak. Their positive attitudes to learning and their grasp of basic literacy and numeracy prepare them well for the future. Children understand fully the need for healthy lifestyles. 'We don't eat unhealthy things. Teachers want our minds to be fit' expresses the clear impression made about healthy living!

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good overall, and outstanding in the Nursery and Reception classes, where children are frequently totally engrossed in their learning, encouraging them to become inquisitive learners. In Years 1 and 2, all lessons observed were good or better. Most lessons are conducted at good pace and present appropriate challenge. Occasionally, however, the activities are overlong and some children relax the intensity of their effort, with the result that their concentration wanes and the rate of learning slows. Children know their targets, which are displayed prominently in their books and referred to regularly. Teachers mark children's work regularly and their comments are helpful in showing them what they need to do to improve.

### **Curriculum and other activities**

#### **Grade: 1**

The curriculum is outstanding with excellent provision for enrichment activities. It is well matched to the needs of children and is developing effectively to meet more closely the needs of boys in reading and writing to help raise their attainment. The excellent and exciting curriculum in the Foundation Stage engages children fully in their learning. Significant aspects of the Foundation Stage have been dovetailed into the Key Stage 1 curriculum to provide continuity in teaching and learning. For example, themed topics are studied throughout the school at the same time. Children appreciate and benefit from a wealth of additional activities in sport, music, including instrumental lessons, and information and communications technology. The numbers of children participating are very high. There are frequent and popular educational trips which widen the children's experiences and horizons.

### **Care, guidance and support**

#### **Grade: 1**

The school's excellent provision for care, guidance and support means that children feel safe and are confident in approaching adults for help and advice. All procedures for safeguarding children are firmly embedded and reviewed regularly. Meticulous attention is paid to health and safety. Appropriate checks on adults working with children are carried out. Very effective induction arrangements mean children settle into the Nursery and Reception quickly. The academic progress and personal development of children are monitored closely and early intervention is provided to support them using, where necessary, a range of outside agencies.

## **Leadership and management**

### **Grade: 1**

Leadership and management are outstanding. The two co-headteachers are passionate about children's learning and inspire commitment from all members of staff. They work very effectively together to provide the school with a clear vision, which concentrates rigorously on improvement. Detailed and thorough self-evaluation involves a wide range of stakeholders including the views of parents and children. This and the effective use of data analysis enable the school to identify correctly its strengths and its areas for further improvement. The quest for improvement is shared by managers at all levels. Very good and effective teamwork is promoted and apparent at all levels. Finances are managed very effectively. For example, careful budgeting has led to the construction of an admirable outdoor play area for the youngest children that add to their achievement and learning experiences. Governors are very committed and knowledgeable. They provide effective support and challenge to the school.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</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>	1
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	1
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

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

### Personal development and well-being

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

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	1
<b>How well are learners cared for, guided and supported?</b>	1

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

### **Text from letter to pupils explaining the findings of the inspection**

Thank you for being so friendly and welcoming when we came to inspect your school. We really enjoyed meeting you and talking to you.

We think Great Moor is a very good school indeed. We think your teachers take excellent care of you and we were very impressed with how well you all get on together. It was really good to see how successful you have made the school's council in helping to improve the school. We were very pleased to see how many of you take part in all the activities on offer outside lessons. We think your teachers work very hard to make your lessons interesting and enjoyable so that you make good progress as you move through the school. Your headteachers and all the adults are doing an excellent job in making sure that you get the very best the school can offer.

Although you all make good progress, girls do especially well with reading and writing. Your teachers are already working hard to help the boys make even better progress in their reading and writing.

We are confident that you will carry on working hard with your teachers to make sure that Great Moor Infant School stays such a happy and hard-working school.