



Moorfield Primary School

Inspection Report

Unique Reference Number 134883
Local Authority Stockport
Inspection number 294201
Inspection dates 18–19 September 2006
Reporting inspector Judith Clarke

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

Type of school	Primary	School address	Lyndhurst Avenue
School category	Community		Hazel Grove, Stockport
Age range of pupils	4–11		Cheshire SK7 5HP
Gender of pupils	Mixed	Telephone number	0161 4834521
Number on roll (school)	381	Fax number	0161 456290
Appropriate authority	The governing body	Chair	Mrs E Knott
		Headteacher	Mr David Phillips
Date of previous school inspection	Not previously inspected		

Age group 4–11	Inspection dates 18–19 September 2006	Inspection number 294201
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

The school is larger than an average sized primary school. Most of the children are from a White British heritage. None of the children is at an early stage of learning English as an additional language. The number of children known to be eligible for free school meals is below average with the numbers of children who have learning difficulties and/or disabilities above average. The school has a Key Stage 2 Special Educational Needs Unit for up to 12 children who have moderate learning difficulties. The number of children with statements of their educational need is above average. The children's skills on entry to the school are broadly at the levels expected. The infant and junior schools were amalgamated in September 2005 to form a new school, Moorfield Primary School.

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, where parents rightly consider the amalgamation of the infant and junior schools has been handled sensitively and carefully. The drive and determination of the outstanding headteacher has ensured the seamless transition desired by parents.

Standards overall by the end of Year 6 are above average. Achievement throughout the school is good, because teaching and learning are consistently good. The children start school in the Reception classes. They progress well because they feel safe, cared for and enjoy their purposeful play activities. Their high level of achievement is sustained throughout the school. Effective teaching and the contribution the support staff make in lessons are key to the good progress the pupils make. Additional support is well targeted and means that pupils have the help they need.

The Key Stage 2 pupils who attend the unit are all fully included in the life and work of the school. Their individual programmes are carefully tailored to their needs and, through individual help, these pupils make good progress. The sense of community within the school is extremely strong. Pupils take to heart the 'Care, Consideration, Courtesy' ethos of the school. Indeed the value of politeness and being sensitive to others is paramount. Pupils' behaviour is very good and playtimes and lunchtimes are happy, active times. This is the result of the outstanding care demonstrated by all staff in the school. Their commitment is evident in the way staff work to promote the development of the 'whole child'. Personal, social and health programmes help the pupils to work out their problems.

In lessons pupils do well. The leadership of the school recognises the strengths in teaching and learning. For example, systems have been put in place to track pupils' progress throughout the school. At present, this information is being used to look at areas of concern and to eliminate identified areas of weakness such as achievement in writing. The pupils have good feedback from their teachers on their work and marking is thorough and supportive. Currently, pupils do not have targets to work towards. For example, they recognise the need to improve their work and some say they could do more in lessons, but they do not know exactly what it is they need to do to improve. In some lessons, pupils' attitudes to their work could be better.

The school is a very caring community. The pupils know about being safe and healthy and there are lots of opportunities for the pupils to be active and demonstrate healthy eating. They relish the fruit, which is available throughout the school. The good quality curriculum has been reviewed to ensure it builds step by step across the school and is reviewed regularly to ensure it caters for all. The provision for extra-curricular activities is particularly strong. Pupils enjoy school, resulting in attendance that is above average.

Leadership and management are good overall. Parents acknowledge the dedication of the headteacher and the skill of the leadership team in carefully and extremely successfully amalgamating the two schools. The governing body has worked hard to guide and help and they have efficient systems in place to manage their role. The headteacher and the leadership team now appreciate that with the foundations of the

school secured it is time to start to check the work of the school in a more systematic and analytical way to ensure further improvements. The immediate priority of a successful amalgamation has been achieved. The subject leaders and middle managers are now set to start to monitor their subject areas and, using the new whole school data, drive up achievement even more. School self-evaluation is good, reflecting the phase of development of the school and the particular strength of the procedures put in place to secure a seamless successful amalgamation. The school has reflected on its achievements in the past year and recognises the different direction needed now. Inspection evidence generally supports the school's self-evaluation. The school gives good value for money and its capacity to improve further is good.

What the school should do to improve further

- Set targets for the pupils so that they know exactly what it is they need to do to improve further.
- Strengthen the way the school checks its work, to allow greater rigour in its target setting for future whole school improvement.

Achievement and standards

Grade: 2

Pupils make good progress throughout the school. Staff recognise that when the children start school there are weaknesses in the children's communication skills. The school has put in place a raft of strategies to bring about improvement, including in pupils' writing. By the end of Reception they reach the levels expected in all areas of learning because they enjoy their lessons and find their activities fun. Early weaknesses are overcome. By the end of Year 6 standards are above average. Pupils' achievement is good overall: there is strength in pupils' achievement in mathematics, although their achievement in English is not quite as strong. Those pupils with learning difficulties and/or disabilities in the school and the unit make good progress. This is because of the dedicated support and help they receive not only for their academic learning but also to improve their social skills. This has a positive impact on the way they access all the school has to offer.

Personal development and well-being

Grade: 2

The pupils' personal development and well-being and their spiritual, moral, social and cultural development is good. There is, however, a significant strength in their social and moral development. The school is closely involved with the wider community, with links in music and sports in particular. The playgroup has strong links with the school and the pupils from Key Stage 1 happily invited the pre-school group to a picnic, sharing foods they had grown. Spiritual development is assisted by contributions through visits and visitors to the school and the programmes designed to support the pupils' emotional development. The pupils are very well behaved, polite and friendly; however, for some, their attitudes to their work are not always as strong and in some

cases there is a lapse of diligence. Pupils' understanding of their own learning is good. They know that sometimes they could do more and recognise the need to improve, but often they do not know exactly how to improve. Good habits prepare them well for the next stage of their schooling and the world of work. The outstanding way that all are fully included into the school ensures it is a happy caring school, where the pupils feel cherished and understand the need to stay safe, fit and healthy.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning throughout the school is good. A significant feature is the way that all the staff work together and have embraced change with enthusiasm and determination. The teachers manage their classes well and cater for the needs of all their pupils. The help and support for those pupils who find their learning hard are good. The quality of relationships within the school means that the pupils feel they are valued and, consequently, they want to do well. Achievement for all is good. Occasional losses of pace in lessons and a lack of clarity are minor elements for improvement in what are significant strengths in teaching and learning.

Curriculum and other activities

Grade: 2

Curriculum planning has been a whole school focus for the first year. This has ensured a good progression in learning throughout the school. The school offers a good range of extra-curricular activities and residential experiences which all have a positive impact upon the pupils' social development. The 'roving reporters' complete a weekly video presentation about different aspects of the school which is then posted on the attractive and informative school website. This is an important tool in keeping parents involved in the day-to-day work of the school. The school is working hard at present to raise achievement in writing. Moorfield Primary has good links with a pre-school group which works closely with the school and a 'before and after school' club. These two facilities extend the positive impact of the school well and provide extra support and facilities for parents.

Care, guidance and support

Grade: 2

The guidance and support pupils receive are good overall; care is outstanding. The procedures the school has in place for child protection are thorough and robust. The inclusion of the unit within the school is a significant strength and supports the very positive ethos of the school by valuing everyone's contributions. Less well developed is the academic guidance available for the pupils. Pupils are given good help in lessons and the marking of their work is thorough. Less secure is their ownership of their learning and their understanding of exactly what they need to do to improve and how

to make better progress. The way the school collects information to track pupils' progress is comprehensive; however, it is not used with sufficient rigor to set targets and measure exactly what else needs to be done.

Leadership and management

Grade: 2

The leadership and management of the school are good. The headteacher provides outstanding leadership, resulting in a new school with a calm, productive working atmosphere where parents are secure in the understanding that their children are safe and cared for. This has been achieved through the willingness of all staff to embrace change and a determination to do the best for the pupils. A firm foundation has been laid and the school recognises that now is the appropriate time to move forwards in rigorously checking its work to secure further improvements. This is possible because of the strong teamwork shown by all the staff in securing the direction of the school and a clarity of purpose and drive for further improvements. The impact of their effort and determination is seen in the way there has been no dip in pupils' performance during the amalgamation and the pupils feel happy and secure. Key personnel are keen to further their roles in identifying and targeting areas for whole school improvement. The contribution of the governing body, and especially the very supportive chair of governors, has been crucial during the amalgamation.

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Inspection judgements

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

Achievement and standards

How well do learners achieve?	2
The standards ¹ 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

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

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

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	2
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	3
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	2
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

As you know, three inspectors recently visited your school to see how well your teachers are helping you with your learning. Thank you for being so friendly and polite when you spoke to us. We really enjoyed talking to you about your work, speaking to your teachers and attending your assemblies. We think that Moorfield is a good school.

What we thought was really good about your school.

- The way you are all happy in your work and get on so well together.
- The way your headteacher and all the staff care for you and make sure you feel safe.
- Your teachers work hard to make sure you learn well and make good progress in your lessons.
- Your headteacher runs your school well. He listens to what your parents and you say and has worked hard to make sure you are all happy.
- Those of you who find learning hard have extra help in lessons so that you feel good about your work.
- You have lots of exciting extra-curricular activities and residential experiences which help to make your learning interesting.

We have asked your teachers to improve some things to make your school even better and we are sure you will want to play your part and help.

- To help you by making sure you know exactly what it is you need to do to improve your work.
- To check carefully the work of the school so that improvements can be carefully planned and carried out.

We hope that you will continue to work hard in school, look after each other and remember the school's feelings about 'Care, Consideration and Courtesy'.