

# Moorhouse Primary School

## Inspection report

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<b>Unique Reference Number</b>	105788
<b>Local Authority</b>	Rochdale
<b>Inspection number</b>	308949
<b>Inspection dates</b>	21–22 November 2007
<b>Reporting inspector</b>	Susan Walsh

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	234
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Cllr K Swift
<b>Headteacher</b>	Mr R Lee
<b>Date of previous school inspection</b>	16 November 2005
<b>School address</b>	Crossley Street Milnrow Rochdale Lancashire OL16 4DR
<b>Telephone number</b>	01706 642742
<b>Fax number</b>	01706 642742

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

The school is an average size primary school but the number on roll has fallen due to reorganisation of the accommodation. The proportion of pupils known to be eligible for free school meals is well above average. The proportion of pupils with learning difficulties and/or disabilities is also well above average and is very high in some year groups. A significant number of pupils with additional needs transfer to the school after the Reception year. The school has gained the Healthy School Award and a range of Leading Aspect awards including ones for managing behaviour and promoting pupils' positive contribution to the community. Investors in People and Work-Life Balance Recognition have been achieved.

## 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 has rapidly improved since its previous inspection. Dedicated teamwork has led to the school addressing its previous weaknesses and a sea change in the culture of the school. Pupils have access to a good range of exciting activities that make learning fun. An enhanced curriculum combined with good teaching has resulted in much improved attendance rates as pupils now enjoy school and really want to come. Behaviour is good reflecting pupils' good personal development and their commitment to contributing to the school community. The school gives a high priority to promoting pupils' well-being and as a result, pupils have a good knowledge of how to keep healthy and feel safe. Few parents responded to the questionnaire associated with the inspection but those that did were very pleased with the school typically saying the 'teachers are nice and encouraging'.

Children get off to a good start in the Nursery and Reception classes because of good teaching and a stimulating curriculum. Although they begin school with skills that are well below those expected, a strong focus on developing pupils' ability to communicate means that they start to catch up. Taking into account pupils' progress from their starting point in Nursery to the end of Year 6, achievement is good. Although by the end of Year 6 standards are still below average, they are improving each year. The school has worked effectively to improve boys' attitudes to learning and to raise boys' expectations of academic success through the 'Boys on Board' initiative. A strong focus on improving pupils' skills in reading and writing has boosted their progress in English. The school is meeting challenging targets for mathematics but not its realistic targets for English. This demonstrates that standards in English need to be raised further. Pupils do not get enough opportunities to practise their writing in some classes.

Teaching is good overall but can vary between good and satisfactory. This is because there are inconsistencies in the pace of lessons and occasionally tasks are not well matched to pupils' needs. Teachers' marking does not always tell pupils how to improve their work. Pupils are well cared for. The support for vulnerable pupils is particularly good. The Rainbow Room provision is excellent and ensures that pupils with additional needs are well supported and that they are able to improve their behaviour, social skills and the way they empathise with others. Pupils like it so much they make unsolicited comments like, 'I really enjoyed that' and 'I wish Rainbow Room was for all school time.'

The headteacher's determination combined with a very effective management team has turned the school around in recent years. The school has worked well with the local authority in order to enhance the quality of teaching and promote good achievement. The hardworking staff have responded well to advice and improved many areas of their practice. The school clearly demonstrates a good capacity to improve exemplified by sustained improvements to the quality of teaching and pupils' achievement.

## Effectiveness of the Foundation Stage

### Grade: 2

Children start Nursery with skills that are well below national expectations. They make good progress in the Nursery and Reception classes but still enter Year 1 with standards that are below expectations especially in the area of communication, language and literacy. Good teaching combined with interesting activities ensures that children really enjoy their time in school and learn effectively. There is a supportive atmosphere in the Nursery and Reception

classes and as a result children are happy, settled and well cared for. They come in each morning with big smiles on their faces and ready to learn. Children enthusiastically take part in a wide range of activities. They learn to concentrate and to work and play together. Staff skilfully develop children's limited vocabulary and use of language. Good induction procedures ensure that pupils settle quickly when they start Nursery. Although teachers are making the very best of the outdoor space currently available, they appreciate that the new outdoor provision, in the process of being developed, will offer fresh opportunities for learning. New leadership has identified further improvements to the provision in the Foundation Stage but plans have not had time to come to fruition as yet.

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

- Persist with the work to raise standards in English and develop further opportunities for pupils to practise their skills in writing.
- Make sure that lessons in all classes move along at a good pace, tasks are always well matched to pupils' needs and marking consistently tells pupils how to improve their work.

## **Achievement and standards**

### **Grade: 2**

Pupils make good progress in Key Stage 1 and by the time they reach the end of Year 2 standards are close to the national average. Pupils are now making good progress in Key Stage 2. In 2007 standards at the end of Year 6 were low in English and below average in mathematics because of a legacy of underachievement. Pupils are catching up. A strong focus on reading and writing has ensured that pupils make good progress in these subjects but standards are still lagging a little behind. Pupils with learning difficulties and/or disabilities usually make good progress but occasionally their progress can slow when insufficient quality support is available.

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

### **Grade: 2**

Most pupils enjoy school and really want to do well. Hard work and commitment is a feature of most lessons as pupils increasingly take pride in their work. This pride is reflected in good standards of presentation, especially in Years 5 and 6. Pupils have a good time in the exciting and challenging lessons, but occasionally their enjoyment is limited when the lesson lacks sufficient pace and the activities do not meet their needs. Behaviour is consistently good in lessons and around school and is often outstanding in assemblies. Pupils know how to keep fit and healthy but do not always make healthy choices when faced with temptation. The school's programme of personal and health education is helping pupils to manage risk in their own lives. Pupils are actively involved in fundraising and they want to make a positive contribution to the local and wider community. For example, older boys read to younger boys and provide them with good role models. Pupils are gaining some experience of the world of work through making applications for jobs at the Strawberry Fair and are improving their attitudes and their skills as independent learners.

## Quality of provision

### Teaching and learning

#### Grade: 2

The majority of lessons are very well planned and feature activities that are closely matched to pupils' needs. There is often a good level of challenge for the more able pupils and usually appropriate support for the less able pupils. Most lessons are usually enthusiastically delivered, move on at a good pace and keep pupils thoroughly interested and involved. Similarly, most teachers manage pupils' behaviour extremely well. Occasionally lessons are not as brisk. Sometimes pupils are required to sit for too long on the carpet and consequently they lose interest and become restless. Sometimes teachers plan tasks which are too difficult for some pupils. Most teachers use questions very well to extend pupils' understanding and reinforce learning. Relationships between teachers and pupils are warm and supportive. This helps pupils to have the confidence to ask questions and supports good learning.

### Curriculum and other activities

#### Grade: 2

The provision for literacy and numeracy is good and promotes good achievement. A rigorous approach to the teaching of reading and writing has led to improvements in standards, particularly in Key Stage 2. However, in some classes there are still not enough opportunities for pupils to write at length. There is good provision for pupils' personal and social education; as a result pupils know how to keep healthy and safe. Additional provision, such as the Dinosaur School for younger pupils and the Rainbow Room, has helped to improve pupils' personal development including their behaviour. Enrichment is good. There is a good range of clubs, with a strong focus on sport, that make a positive contribution to pupils' personal development. Expert visitors support the curriculum and promote both health and safety and the school uses local facilities well to make learning more interesting. Pupils especially enjoy the Festival Week and are motivated by the Fab Fridays activities in Years 5 and 6.

### Care, guidance and support

#### Grade: 2

Good pastoral care contributes significantly to pupils' enjoyment of school and their personal development. The school is a caring community where pupils feel very safe and secure. Measures that safeguard pupils, including child protection and health and safety procedures, meet requirements. Vulnerable pupils are extremely well supported. Links with other agencies further enhance this good quality support. The school has good strategies for managing pupils' behaviour and pupils react very positively to the system of rewards. The school has appropriate measures to check pupils' progress and is able to identify and provide support to those pupils at risk of falling behind. Target setting combined with very high quality marking in upper Key Stage 2 results in pupils knowing exactly what to do to improve their work. Elsewhere, the use of targets is inconsistent and marking does not always provide clear pointers to improvement.

## Leadership and management

### Grade: 2

The leadership team work well together and the members all bring their own strengths to the drive for improvement. Good systems for monitoring the school's work including the quality of teaching ensures that leaders know exactly where the school's strengths and weaknesses lie. The implementation of well considered plans for improvement has boosted pupils' achievement but there is still some way to go before standards in English are high enough. It has been difficult for the school to analyse data because of concerns about the reliability of past records. Now the school has accurate information about current standards and achievement, the target-setting process is starting to be used more effectively. Up-to-date data is being used well to check pupils' progress but has not yet been used to its full potential as a tool to check the quality of provision. Governors have close links with the school and consequently they know the school well and are able to offer effective challenge and support.

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## Annex A

## 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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	3
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 extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### 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

<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.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
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**

Inspection of Moorhouse Primary School, Rochdale, OL16 4DR

It was a real privilege to visit your school. You told us that your school has changed for the better. It certainly has and you now go to a good school. Your teachers have worked very hard to develop your school and you have helped a lot by improving your behaviour and your attendance. We were very impressed with your good behaviour around school, in assemblies and in classes. It's clear that you have a great time at school because of all the fun things you have to do. You are now coming to school regularly which is helping you to make better progress. We thought you were very well informed about how to keep healthy and safe. You told us that your teachers look after you well and that they always try to help you. Younger children really enjoy school and are doing well because they are taught well.

You have worked very hard and are doing much better in lessons now. You are making good progress. By the end of Year 6 you reach standards that are below other pupils in other primary schools, especially in English. You are catching up but still have a little way to go. We were impressed by the improvements in your reading and writing. Well done! But we thought that you still need more opportunities to practise your writing.

The managers in your school are doing a good job. They have worked very hard with your teachers to transform your school. Teaching is good but it is better in some classes than others. We have asked your teachers to make sure that you do not spend too much time sitting on the carpet and that the activities planned help you to learn well. We were impressed by how well older pupils respond to the marking in their books but we noticed that some marking does not tell you how to improve your work.

Thank you again for being such good company.

I wish you well for the future.