

# Moorfield Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	105915
<b>Local Authority</b>	Salford
<b>Inspection number</b>	308979
<b>Inspection date</b>	3 October 2008
<b>Reporting inspector</b>	Julie Price Grimshaw

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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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 (total)	141
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Cllr Roger Lightup
<b>Headteacher</b>	Miss Caroline Eaton
<b>Date of previous school inspection</b>	22 June 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Cutnook Lane Irlam Salford Manchester M44 6GX

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<b>Age group</b>	3–11
<b>Inspection date</b>	3 October 2008
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**Telephone number**

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**Age group** 3–11

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## Introduction

The inspection was carried out by one Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues: the progress currently being made by pupils; the impact of the school's strategies to establish a consistent approach to teaching and learning; the extent to which provision for pupils with autistic spectrum disorders is integrated with other provision. Evidence was gathered from published assessment data, the school's own records, parents' questionnaires, lesson observations and interviews with staff, pupils and a school governor. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

This is a smaller than average school serving a mixed area that includes some pockets of significant social and economic disadvantage. The proportion of pupils eligible for free school meals is well above the national average. Almost all pupils are of White British origin, with a very small minority from other ethnic backgrounds who are at the early stages of learning English. The school provides for children in the Early Years Foundation Stage (EYFS). Within the school there is a dedicated unit for pupils with learning difficulties associated with autistic spectrum disorders (ASD); this currently provides for five pupils from areas across the local authority. Moorfield holds the Healthy Schools award and the Activemark award. Within the school grounds the externally managed Mojo 1 Childcare provides a before-and-after school club, an occasional crèche and a pre-school group for children living in the local area.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Moorfield Community Primary is a good and improving school. Several aspects of its work are outstanding, notably the very high quality care and support given to pupils, which contributes to their excellent personal development. Pupils speak with great pride about their school. Pupils typically comment, 'It's a great place to be, because everyone behaves well and treats each other nicely'. Parents who responded to the questionnaire were unanimous in their support and appreciation. They referred to the 'lovely family atmosphere', and several expressed the view that 'the school does all that it can to help pupils and parents'. Parents are also aware of improvements to the quality of the school's work and say that 'the school is going from strength to strength'.

Throughout the school, pupils make good progress in relation to their starting points and reach standards that are broadly average. Data published in 2007 show an upward trend in pupils' progress over the last three years, and provisional data for 2008 suggest that this trend has been maintained. Progress in English is particularly good and standards in this subject are slightly above average. Standards in science have also shown improvement over recent years. However, pupils make less progress in mathematics, and standards in this subject are lower than in English and science. The school is working to improve this. Inspection evidence indicates that the school's strategies to raise standards in mathematics are beginning to have a positive impact and pupils' progress is improving. Pupils with learning difficulties and/or disabilities make at least good progress. The small number of pupils for whom English is an additional language are well supported in language development so that they, too, achieve well.

Good quality teaching ensures that pupils learn well and make good progress. Strategies to ensure a consistent approach to teaching and learning throughout the school have been successful. Pupils are keen to discuss how much they enjoy their lessons because, 'our teachers try hard to make sure that learning is fun!' They also say that their teachers have a great sense of humour, which is clearly appreciated. Staff work very effectively to motivate pupils. Lessons are well planned and include much emphasis on independent learning, although pupils are given all the support they need when necessary, and are praised and encouraged at every opportunity. Classrooms are pleasant learning environments and are very well organised. Assessment is of good quality, with teachers' comments clearly informing pupils of the next steps they need to take. Challenging targets are used well, and pupils receive very good quality academic guidance. Use of information and communication technology (ICT), which was identified as a weakness during the previous inspection, is now a strength of teaching and learning.

Moorfield is a very inclusive school where all pupils are valued as individuals; this is evident in the school's motto of 'we are all equally different'. The quality of care provided, particularly for those pupils with learning difficulties, is exceptional. Support and care for pupils in the ASD unit is consistently of very high quality. Parents express their appreciation of this through comments such as, 'the amount my child has learned and achieved in such a short time is nothing short of spectacular'. Integration into some mainstream lessons for pupils within the ASD unit is very carefully managed and monitored. All pupils, including those in the ASD unit, come together for assemblies to celebrate their achievements. They are presented with prizes for being nominated as 'wonder workers'. Pupils respond with pride and delight.

This exceptionally caring environment successfully promotes outstanding personal development. Pupils are encouraged to develop confidence from an early stage in the EYFS. They are friendly, welcoming and polite. Pupils have excellent attitudes towards learning, and their behaviour, both in lessons and around school, is first-rate. All pupils, including those with ASD, play together at breaktimes, and show respect and sensitivity towards each other. They say that they feel safe in school. Attendance and punctuality have improved significantly since the last inspection, and attendance figures are now in line with the average. Pupils have an excellent awareness of health-related issues and are keen to point out that Moorfield has the Healthy Schools Award! They make an excellent contribution to both the school and local communities, for example, by singing at the local care home and organising collections for charities. The school raises pupils' awareness of the world of work through successful events such as 'career week', where guests speak to pupils in detail about their jobs. This, combined with their secure basic skills, means that pupils are well prepared for life after Moorfield.

The curriculum provides pupils with a good range of learning opportunities. Topic content is organised well so that resources motivate pupils. There are good opportunities for pupils to practise their literacy skills across a range of subjects. Whilst opportunities for the development of numeracy skills are more limited, recent changes to the curriculum mean that more time is now devoted to the core subjects. This is beginning to have an impact in raising standards further, particularly in mathematics. ICT is used effectively to enhance the curriculum; an example of this is the impressive pieces of computer art based on posters studied as part of a topic on the Second World War. There is a very good range of enrichment activities; for example, pupils spoke with great enthusiasm about an assembly given by a group of visiting scientists. Extra-curricular activities include gardening club, choir, craft club and cross country club, and are all well attended.

Good quality leadership and management are an important factor in driving the school forward. The headteacher has a clear vision for the school's future, which is shared by other staff. Effective systems for monitoring the quality of teaching and learning have been established. The school has accurately identified that the role of subject leaders is currently underdeveloped, and this means that they are not always as effective as they might be in raising standards and achievement. Governors are supportive and are actively involved in the day-to-day life of the school, for example, through links with specific classes. All statutory requirements with regard to safeguarding children are met. The school has established strong relationships with parents and carers, and works remarkably well with a range of external agencies in aiming to provide high quality education and care for its pupils. The improvements made since the last inspection, combined with the school's clear direction for the future, mean that it has good capacity for further improvement.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

Children enter the EYFS with skills that are below typical age-related expectations. Staff provide good quality teaching and care which results in children making good progress. The quality of pastoral care given to each individual child is excellent. There is much emphasis on communication and cooperation, shown in the support that the children give to each other. Children's improvement in the use of spoken language is particularly impressive. Since the last inspection, improvements have been made to the outdoor learning area, which is well organised and encourages children to continue adult-led themes through the learning activities they choose themselves. New procedures for assessment, including regular observations of children's

learning, are being established. The EYFS is well led and managed. Recent developments, in line with new guidance on the EYFS, are carefully monitored. Parents appreciate the time taken by staff in helping their children to make a smooth and enjoyable transition into the EYFS, and typically comment that, within a short space of time, children are 'settled and thriving'.

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

- Raise standards and improve achievement in mathematics, to match those in English and science.
- Develop the roles of subject leaders so that they are effective in improving standards and achievement in their areas of responsibility.

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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?	1
The capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	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/or disabilities make progress	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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	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 learners' needs?</b>	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?	1

## 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	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

Inspection of Moorfield Community Primary School, Salford, M44 6GX

Thank you very much for making me so welcome in your school when I came to carry out the inspection recently. I really enjoyed talking to you, hearing your views and watching you learn.

You told me that your school is good, and some things about it are excellent. You will be pleased to hear that I totally agree with you. All the adults in your school are very caring and give outstanding support to each one of you. This helps you to become confident and self-assured. Some of you told me that one of the best things about the school was the way that you behave well and treat each other nicely. I thought that your behaviour was outstanding, in the classroom, in the playground and around school generally. It was such a pleasure to see you treating each other with respect and kindness. I thoroughly enjoyed your assembly and was impressed that so many of you are 'Wonder Workers'! Lots of your parents wrote to me to say that they, too, are very pleased with your school.

Your teachers work hard to make learning fun and lively for you. I could see that you are keen to learn, and as a result, you make good progress as you move through the school. The test results for Year 6 pupils have improved over the past few years, particularly in English. You also do well in science, but your progress in mathematics isn't quite as good. I've suggested that the school now looks at how you can be helped to do just as well in mathematics. Some of you told me that maths is now your favourite subject, which is excellent news! I was delighted to see you using the computers so well to support your learning in different subjects. I particularly liked the wartime posters displayed in the computer suite.

I enjoyed hearing about all the visits and trips you take part in, and how some of the visitors to the school entertain you. The science assembly sounded like great fun, and even though some of you said that it was a bit scary at times, it has obviously made you more interested in science! You have a good range of after-school clubs and I know that many of you enjoy attending these.

Your headteacher and all the staff are very keen for each one of you to reach your full potential. Your school has improved in lots of ways since it was last inspected, and staff are working hard to make it better still. I've recommended that the staff in charge of the different subjects should look at ways of becoming even more involved in developing learning for you.

I was so pleased to hear you say that you are proud to attend Moorfield Community Primary. Keep up the good work, and I wish you well for the future.