

# Moorside Primary School

## Inspection report

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|--------------------------------|------------------|
| <b>Unique Reference Number</b> | 106209           |
| <b>Local Authority</b>         | Tameside         |
| <b>Inspection number</b>       | 324350           |
| <b>Inspection dates</b>        | 24–25 March 2009 |
| <b>Reporting inspector</b>     | Gill Jones HMI   |

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)   | 431   |
| 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>   | Mrs Lorna Reid                                      |
| <b>Headteacher</b>   | Mr Pierre Coiffait                                  |
| <b>Date of previous school inspection</b>  | 19 June 2006  |
| <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>  | Market Street<br>Droylsden<br>Manchester<br>M43 7DA |
| <b>Telephone number</b>  | 0161 3703614  |
| <b>Fax number</b>  | 0161 3011099  |

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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two Additional Inspectors.

## Description of the school

This is a large primary school, situated in the former mill town of Droylsden on the outskirts of the city of Manchester. Pupils come from a wide range of home circumstances and a lower percentage of pupils than is found nationally are entitled to free school meals. The majority of pupils are of White British heritage. A very small percentage of pupils are from minority ethnic backgrounds and none of these are at an early stage of learning English. The percentage of pupils with learning difficulties and/or disabilities is well below the national average and a very small proportion has a statement of special educational needs.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 4

In accordance with Section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to the pupils' achievement and standards and the leadership and management of the school.

This is a school that has not tackled effectively the areas for improvement identified at the previous inspection, when the school was judged to be satisfactory. Consequently, the school is not providing its pupils with the quality of education they deserve and pupils do not achieve as well as they should. Strong leadership is provided by the headteacher, who has the overwhelming support of parents and staff. Many commented on the improvement in pupils' behaviour since he was appointed in September 2007. However, other aspects of leadership and management are weak and this has hindered the improvement in the quality of provision and outcomes for pupils.

Children start the Early Years Foundation Stage (Nursery and Reception) with levels of development that are slightly below those typical of three and four-year-olds. Standards at the end of Key Stage 1 have fallen since the last inspection and are now significantly below the national average. The standards reached by seven-year-old boys, in particular, are very low. In the upper part of Key Stage 2, pupils make better progress, and by the end of Year 6 they reach standards that are close to the national average for 11-year-olds. However, a large proportion, particularly boys and the more able pupils, do not make the progress of which they are capable. Some parents commented on the, 'undue pressure on Year 6 pupils'. This reflects a legacy of low expectations in some year groups and the urgency recognised by Year 6 staff to ensure that pupils are adequately prepared for their secondary education.

The pupils welcome visitors politely: they are friendly and keen to talk about their school. Their behaviour is satisfactory around the school, though in lessons it is significantly better where the teaching is good. Although pupils learn how to keep fit and healthy, not all lead a healthy lifestyle. Pupils enjoy the range of extra-curricular activities the school provides and are appreciative of the extra time some teachers give; for example, in providing booster classes for Year 6. Pupils contribute well to their school community, particularly by supporting teachers as monitors and through serving on the school council and sports council.

Teaching is satisfactory overall. Its quality varies from good to inadequate. Not all teachers have high enough expectations of what pupils are capable of achieving and the work is sometimes poorly matched to their abilities. Although the curriculum meets statutory requirements, it is not used imaginatively to gain the interest of the pupils, particularly boys. There are wide variations in the quality of work produced and the outcomes for different year groups. The school is aware of this: newly appointed year-group leaders and assistant headteachers are securing some improvement and greater consistency.

The headteacher has addressed several areas for improvement successfully, particularly the attendance of pupils and staff absence. Robust monitoring of pupils' progress is providing managers with an accurate picture of what needs to be improved. Challenging targets for pupils, linked to teachers' performance management, provide new accountability amongst staff. However, progress for some pupils in weaker areas of the school is not fast enough. A significant proportion of pupils are working at levels well below their capabilities.

Governance is inadequate because the governing body has not secured improvement since the last inspection. The school has a deficit budget and, overall, is not providing value for money. However, the strength of the new leadership team, including its accurate analysis of the schools' strengths and weaknesses and the willingness of the governing body and local authority to support the headteacher, gives the school satisfactory capacity to improve.

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

### **Grade: 3**

Children start the school in the Nursery and Reception with a wide range of skills and abilities, but overall these are slightly below those typical of three- and four-year-olds. Assessment records suggest they make slow progress during their first two years in school. In 2008, less than half the pupils reached levels of development that are typical of five-year-olds locally and nationally. However, recent improvements in Reception are leading to children's better progress. The levels of development this year are already much higher and the majority of children are expected to achieve all the early learning goals for children of this age by the time they start Year 1.

Children settle quickly in Nursery and Reception and play happily indoors and outdoors. The classes are well organised and routines for children are well established. Staff are caring and welfare requirements for children's health and safety are in place. A new acting Early Years Foundation Stage leader provides sound leadership. The children's progress is carefully monitored and staff are beginning to use this information effectively to plan activities which take good account of the children's needs. Teaching in Reception is of high quality and there is a good balance between adult-led activities and children learning independently. Staff use the resources available to them imaginatively and stimulate the children's natural inquisitiveness.

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

- Improve the standards reached in English, mathematics and science in Key Stages 1 and 2, particularly for more able pupils
- Improve the achievement of boys in all key stages by ensuring that the curriculum is relevant to their needs and that the work set in lessons provides sufficient challenge
- Improve the quality of teaching to ensure that more lessons are of at least good quality, providing work that is well matched to pupils' abilities and clear guidance to pupils about how to improve their work
- Ensure that all school leaders and managers are held accountable for the progress and achievement of pupils.

## **Achievement and standards**

### **Grade: 4**

In Key Stage 1 standards in reading, writing and mathematics have declined over the past three years and are now significantly below the national averages for seven-year-olds. The standards reached by boys, in particular, are well below those found nationally. The achievement of pupils in the lower part of the school is inadequate.

In the lower part of Key Stage 2 standards are low and achievement is inadequate. Some Year 3 pupils who were on track to achieve their targets in September 2008 are now falling behind. This issue has been identified accurately by the school, but is yet to be tackled effectively. In the upper part of Key Stage 2, pupils' progress is better. Booster classes are provided for Year

6. Over the past three years this has helped most pupils in Year 6 to catch up and reach average standards in English. However, in 2008, standards in mathematics were below the national average and in science, significantly below. Boys achieve less well than girls. The percentage of pupils who reach the higher Level 5 is well below the national average, indicating that the more able pupils do not reach the standards of which they are capable.

Currently, a significant proportion of pupils in Key Stage 2 are working at levels below those expected nationally for their age. The work in pupils' exercise books is of variable quality as is the guidance they are given to improve their work. The pupils in Year 6 are being challenged to reach nationally expected levels, but for some, slow progress in the lower part of the school is affecting their overall capacity to achieve.

Pupils with learning difficulties and/or disabilities are identified for support. Although they are few in number, some make better progress than their peers. The very few pupils from minority ethnic backgrounds reach above average standards and make satisfactory progress.

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

### **Grade: 3**

Pupils are polite and friendly. They show consideration to each other and are developing their awareness of other faiths and cultures, but their knowledge is limited. They know how to keep healthy, but are slow to respond to school initiatives on the importance of a healthy diet. For example, several pupils at lunchtime only ate crisps, biscuits and buttered white bread. Pupils are keen to take part in the good range of sporting activities. They are active at playtimes. Pupils say they feel safe at school. However, not all are confident to tell their teachers if there is a problem. For example, some pupils identified some bullying in the lower part of Key Stage 2 that is still unresolved. Pupils have a good understanding of internet safety and they say the visit from Crucial Crew (the fire, police and ambulance services) helps them to recognise health and safety dangers both inside and outside school. Pupils say they are happy at school. Attendance is improving; pupils are responding well to the headteacher's rigorous monitoring and reward system. Pupils behave well around the school. However, in a minority of lessons their attitude to learning is poor. This is generally where teaching is weak. Pupils are keen to contribute to their school and local community. They enjoy taking responsibility as monitors and councillors and it is evident that older pupils act as good role models to the younger children. Pupils raise money for local, national and international charities and are keen to take part in events such as world book day. Pupils are generally adequately prepared for their secondary education and some recent enterprise topics, such as the Moorside Bank' are improving their understanding of the world outside school.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Inspectors observed a range of lessons; most were satisfactory, a small proportion was inadequate and a similar proportion was of good quality. The best teaching is in the upper part of Key Stage 2 and Reception, where teachers demonstrate a good understanding of how children learn. Typically, teachers are conscientious and hard working. Most build good relationships with the pupils and are able to manage their behaviour effectively. In the better lessons, teachers' planning is good and identifies exactly what pupils are expected to achieve. The pupils are set interesting tasks which often have a practical focus; they know exactly how long they

have to complete the activity and why they are doing it. The teachers' expectations are high. This is evident in the good quality, variety and volume of work in the pupils' exercise books. However, where teaching is weaker, the pupils spend too long listening to the teacher and become inattentive, especially the boys. On occasion, the work set is at the wrong level and is either too challenging or not challenging enough. Frequently, all pupils are doing the same task, regardless of their ability and the work in their exercise books is often unfinished and of poor quality. In the lower part of the school, in particular, there is rarely enough challenge for more able pupils. The tasks set are often reliant on poor quality worksheets and there is not enough investigative work in subjects like science.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum meets statutory requirements and French is taught in Years 3 and 4. The curriculum places an appropriate focus on teaching the basic skills in mathematics, English and information and communication technology (ICT). However, opportunities are missed to practise these skills in other subjects such as science, geography and history. Frequently, staff follow national schemes of work for literacy and numeracy without adapting them sufficiently to meet the interests and abilities of the pupils. The recent introduction of topics and themed weeks is working much better in some classes than others. Where it is good, pupils benefit from interesting visits and visitors and say they enjoy their work. For example, in Year 6 a mini maths topic on VAT for school playground equipment provided pupils with a good reason to find percentages and their enjoyment was evident. There is a good range of extra-curricular sporting activities, including a residential visit.

## **Care, guidance and support**

### **Grade: 3**

The school provides a satisfactory level of care, guidance and support for the pupils. Some aspects are good. Staff are very caring when pupils are ill and ensure that those who attend with minor injuries are well looked after during playtime. Supervision around the school and in the playground is good and staff are well supported by Year 6 monitors. The arrangements to safeguard the pupils' health and safety meet current requirements. The support provided for pupils with learning difficulties and/or disabilities is managed effectively and staff make good use of external agencies who support pupils' well-being. Academic guidance is weak. All pupils have challenging targets, but not all teachers use these effectively to help pupils know what they need to achieve. Pockets of good practice in marking exist from which staff can learn, but most marking is not sufficiently helpful to pupils.

## **Leadership and management**

### **Grade: 4**

All the weaknesses identified at the time of the last inspection remain and some, such as standards and achievement in Key Stage 1, have worsened. The governing body has not held the leadership and management of the school accountable for their performance and leaders and managers have failed to secure improvement. Pupils' achievement is too low and the school has a deficit budget. It provides inadequate value for money.

Although leadership and management still require significant improvement, the headteacher is demonstrating strong leadership. There is now a new leadership team that covers all the main aspects needed to run the school successfully. Managers now have an accurate picture of the school and satisfactory capacity to make the improvements required.

The headteacher has raised staff expectations of what pupils can achieve, clearly seen in the now challenging targets for pupils. Several issues which were barriers to improving pupils' progress have been successfully tackled. For example, staff absence has been reduced significantly and pupils' attendance much improved as a result of rigorous monitoring. Better use is made of the strengths of individual members of staff. Staff morale is good; many appreciate the new opportunities provided to develop their skills. Parents are overwhelmingly supportive of the headteacher and testify to the recent improvements to the school, particularly the better behaviour of the pupils. There have been behind-the-scenes improvements to leadership and management, such as the more rigorous monitoring of pupils' progress and linking teachers' targets to pupils' progress, but the improvements in place have not yet had sufficient time to have a sustained impact on raising pupils' achievements. Some issues identified by managers as preventing further improvement have yet to be tackled.

The school builds sound partnerships with agencies to support the welfare of pupils and their families. It has a tradition of working well with the local community. However, it is at a very early stage of extending this work to include the wider United Kingdom and global communities.



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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 |
|---|----------------|

### Overall effectiveness

|   |    |
|---|----|
| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 4  |
| Effective steps have been taken to promote improvement since the last inspection  | No |
| How well does the school work in partnership with others to promote learners' well being?   | 3  |
| The capacity to make any necessary improvements   | 3  |

### Effectiveness of the Early Years Foundation Stage

|   |   |
|---|---|
| How effective is the provision in meeting the needs of children in the EYFS?              | 3 |
| How well do children in the EYFS achieve?   | 3 |
| How good are the overall personal development and well-being of the children in the EYFS? | 3 |
| How effectively are children in the EYFS helped to learn and develop?                     | 3 |
| How effectively is the welfare of children in the EYFS promoted?                          | 3 |
| How effectively is provision in the EYFS led and managed?                                 | 3 |

### Achievement and standards

|  |   |
|--|---|
| How well do learners achieve?  | 4 |
| The standards <sup>1</sup> reached by learners   | 3 |
| How well learners make progress, taking account of any significant variations between groups of learners | 4 |
| How well learners with learning difficulties and/or disabilities make progress                           | 3 |

<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>                          | 3 |
| The extent of learners' spiritual, moral, social and cultural development                                     | 3 |
| The extent to which learners adopt healthy lifestyles   | 3 |
| The extent to which learners adopt safe practices   | 3 |
| The extent to which learners enjoy their education  | 3 |
| The attendance of learners  | 3 |
| The behaviour of learners   | 3 |
| 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

|  |   |
|--|---|
| <b>How effective are teaching and learning in meeting the full range of learners' needs?</b>       | 3 |
| How well do the curriculum and other activities meet the range of needs and interests of learners? | 3 |
| How well are learners cared for, guided and supported?   | 3 |

## Leadership and management

|  |     |
|--|-----|
| <b>How effective are leadership and management in raising achievement and supporting all learners?</b>                                       | 4   |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 4   |
| How effectively leaders and managers use challenging targets to raise standards  | 4   |
| The effectiveness of the school's self-evaluation  | 3   |
| How well equality of opportunity is promoted and discrimination eliminated   | 4   |
| How well does the school contribute to community cohesion?   | 4   |
| How effectively and efficiently resources, including staff, are deployed to achieve value for money  | 4   |
| The extent to which governors and other supervisory boards discharge their responsibilities  | 4   |
| 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?  | Yes |

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

You may remember that I visited your school recently with Mr Blackburne and Mrs O'Neill to carry out an inspection. Thank you for sharing your views with us. We took notice of the comments made by you and your parents and this letter is to explain to you what we found.

We judged your school to require a notice to improve. This means that at the moment it is not providing you with the quality of education you deserve although, since the appointment of your new headteacher, we know there have been some improvements. For example, you told us that your behaviour is better and your attendance has improved. However, the school has not made the improvements it was asked to make the last time it was inspected. This means that the standards you reach in the lower part of the school have gone down and this prevents some of you from doing as well as you can. One of our biggest concerns was that some of your parents wrote that Year 6 are under too much pressure: we agree. The reason is that the quality of education you receive in some other year groups is not good enough and you have to catch up in Year 6 so that you have the skills you need to start secondary school.

We have asked your headteacher to raise standards in Key Stages 1 and 2 in English, mathematics and science, particularly for the more able pupils, and to improve boys' progress by making sure that the work set is interesting and challenging. We have also asked him to improve the quality of your lessons so that more are good or better and to make sure that all the school leaders take responsibility for how well you do at school.

Thank you for chatting to me during your lunchtimes and in the corridors. I enjoyed my visit to Moorside. An inspector will visit you in six to eight months time to check on the progress you are all making. I wish you all the best for the future and hope that you will help your teachers improve the school by trying your very best.