

Moorlands Primary School

Inspection report

Unique Reference Number	116127
Local Authority	Southampton
Inspection number	338729
Inspection dates	10–11 March 2010
Reporting inspector	Jacqueline Marshall

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

Type of school	Nursery
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	204
Appropriate authority	The governing body
Chair	Mike Cooke
Headteacher	Margaret White
Date of previous school inspection	27 July 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited nine lessons, observing seven teachers, and held meetings with groups of pupils, staff, school leaders and governors. They observed the school's work, and looked at documents including school policies, pupils' progress data, attendance figures and school development planning as well as pupils' work. 53 parental questionnaires were evaluated in addition to 109 questionnaires from pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the effectiveness of the school's strategies for improving the learning and progress of all pupils
- the extent to which leaders and teachers use assessment information to support and challenge pupils' learning and raise attainment
- the effectiveness of leaders at all levels in monitoring and evaluating the quality of provision to improve teaching and secure pupils' progress.

Information about the school

Moorlands is an average sized primary school that has grown in size over the last four years from a three-class infant school to a primary school with seven classes. This is the first year that the school has had a Year 6 class. Children in the Early Years Foundation Stage are taught in one Reception class. The pupils are mostly from White British families. Very few speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is greater than usually found in primary schools. Most of these pupils have physical disabilities, behavioural, social and emotional needs or moderate learning difficulties. A deputy headteacher was appointed in September 2009.

The school has been awarded the Enhanced Healthy Schools status as well as the Active Mark, Trailblazer award and the Gold Arts Mark.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory school. The school has undergone significant change since the last inspection as the number and age range of its pupils has increased. Nevertheless, it has sustained its strong and successful focus on providing good pastoral care and support for its pupils. This has been a key factor in ensuring that pupils feel safe and well cared for and develop successfully as individuals. Pupils benefit from good relationships with staff, enjoy their learning and behave well. They talk with enthusiasm about their school and have a good understanding of how to lead a healthy lifestyle, as demonstrated by their high take up of clubs and healthy eating choices. All staff are effective in promoting pupils' good spiritual, moral and social development but they are less successful in extending pupils' awareness of the diversity of cultures within the United Kingdom and around the world. The school has identified this as a priority for improvement within its strategy to promote community cohesion.

Teaching is typically satisfactory, and sometimes better, throughout the school. This is because leaders have focused successfully on improving the quality of teaching, particularly in Key Stage 2, to ensure that all pupils make at least satisfactory progress and are working broadly at the levels expected for their age. However, inconsistencies remain and, as a result, pupils' progress is better in some lessons and classes than in others. Consequently, pupils do not build consistently well on their learning as they move through the school. All teachers regularly check how well pupils are doing, but some do not make sufficiently accurate use of this information to set suitably challenging work for all pupils. This hinders the progress some pupils make. While day-to-day assessment, including marking, is good in some classes, in others it is not used well enough. Not all pupils are made aware of the next small steps needed to improve their learning and this limits their ability to take responsibility for their learning.

The school is now solidly focused on improving learning for the pupils after a period of staff changes, due to absence and new appointments. There is a strong, shared commitment to raising attainment for all pupils. Leaders at all levels are becoming increasingly involved in formal self-evaluation. Senior leaders have an accurate awareness of the school's effectiveness and what it needs to do to bring about improvement. This, combined with the effective action to tackle previous underachievement, shows the school's satisfactory capacity for further improvement.

What does the school need to do to improve further?

- Secure good achievement for all pupils by:
 - improving teachers' use of assessment to ensure that lessons always challenge

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and engage pupils well

- developing teachers' marking and use of pupils' targets so that pupils understand what to do next to improve their work.
- Increase the effectiveness of all leaders by:
 - developing their role in regularly monitoring and evaluating the work of the school
 - supporting them in leading improvements and taking increased responsibility for ensuring success.
- Extend the school's strategy for community cohesion and for promoting pupils' cultural development by creating more opportunities for pupils to appreciate and value the wide variety of people's backgrounds and ways of life in the United Kingdom and the wider world.

Outcomes for individuals and groups of pupils**3**

Across the school pupils achieve satisfactorily in their academic learning. They have good attitudes towards school and can explain clearly what they are learning because it is always shared with them at the start of a lesson. However, too often the planned learning is not matched closely enough to the differing abilities of each group or individual to enable all pupils to achieve consistently well. Consequently, pupils' interest and behaviour dips. Where pupils' learning is good, they talk eagerly about what they have learnt, demonstrate how well they know their individual targets and use them regularly to improve what they are working on. At the end of a Year 6 mathematics lesson, pupils successfully reviewed what they had learned during the lesson and over the week, explaining confidently what new skills they had acquired and how they had overcome any problems.

Pupils start school with the skills and understanding expected for their age. By the end of Year 2, their attainment is broadly average in reading, writing and mathematics. Work in pupils' books and that seen in lessons indicates that pupils throughout the school are currently on track to achieve the levels expected for their age. Pupils in Year 6 have made satisfactory progress from Key Stage 1. Progress accelerates for the oldest pupils due to stronger teaching. Most pupils with special educational needs and/or disabilities make satisfactory progress. Those who have a statement of special educational needs achieve well because of the very effective support they receive and the well-matched small steps planned for their learning. Throughout the school, pupils achieve well in music and enjoy participating in the choir and the many other opportunities to perform. Pupils achieve well in their personal and social development. Their enjoyment of school life is evident in their supportive attitudes towards each other, which help to make the school a safe and welcoming place. Pupils say they enjoy school and feel cared for: 'Because of the support they give us they make the school safe and secure'. Although a very few parents, carers and pupils have concerns, the inspectors judge behaviour to be good.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Good relationships between staff and pupils help to foster pupils' positive attitudes towards learning. Some lessons are planned and organised well with interesting activities to engage the pupils and high expectations set by teachers. For example, Year 1 pupils produced high quality written work to explain what was special about their chosen partner because the teacher effectively reinforced the importance of remembering their targets for finger spaces, full stops and capital letters. In other lessons, teachers often miss opportunities to capitalise on pupils' enthusiasm for learning and to challenge their thinking further. In these lessons, the tasks do not move pupils' learning forward sufficiently and the pace of teaching is not quick enough for them to achieve well. As a result, progress slows and pupils become less engaged and attentive. The school has introduced rigorous tracking systems which are increasingly holding teachers to account for their pupils' progress. However, in some lessons and classes this information is not currently used sufficiently well to plan work that is closely tailored to all pupils' needs. In their marking and during lessons, teachers do not refer consistently enough to the next steps in pupils' learning or to pupils' individual targets in

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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writing and mathematics in order to show pupils how to improve their work.

The curriculum is appropriately adapted to meet the needs of different groups of pupils, enabling them to build satisfactory basic skills in literacy, numeracy and information and communication technology. Increasingly, well-considered links are being made between subjects to allow pupils to practise and consolidate these skills. For example, in a Year 2 mathematics lesson, as part of their design and technology topic, pupils designed and drew a model car while learning how to make accurate measurements. The curriculum is enriched well through a wide variety of visits and visitors as well as a good range of extra-curricular activities, particularly in music, which help to promote pupils' enjoyment of learning. Music is a strength because of the many opportunities for learning to play an instrument, the staff's good subject knowledge and effective partnerships with other groups and agencies outside school. Pupils' welfare and personal, social and health needs are catered for well because the school works closely with parents and outside agencies where needed.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher has a clear vision for the school as it takes the final step and moves forward from infant to primary school status. This vision is shared by all members of the recently strengthened senior leadership team, who are equally ambitious for the school. Leaders are becoming increasingly involved in analysing performance data to see how well the school is doing and to plan actions for improvement. Senior leaders, including governors, recognise the need to become even more rigorous in their monitoring of teaching and learning to see where it is most effective and to ensure consistency. While subject leaders play an appropriate part in checking how well their subject is doing, they are not fully effective in driving improvements and evaluating the impact of their actions on raising pupils' attainment.

All leaders support the drive for equality and diversity and are effective in ensuring those pupils with physical difficulties have the opportunities to achieve well. They play their part in ensuring that safeguarding guidelines are adequately met with the safeguarding governor making appropriate yearly checks on the school's procedures and systems. Pupils are encouraged to play their part in the school and the local community, but leaders are in the early stages of developing community cohesion in national and global contexts. They are beginning to develop links with other schools in other parts of

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the United Kingdom and further afield.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children enter the Reception class with skills and understanding that are generally in line with those expected for their age. They grow in confidence and make satisfactory progress to start in Year 1 with broadly average attainment in all aspects of their learning. The curriculum as a whole is adapted appropriately to engage the children in active learning. However, the planned activities and the range of equipment in the outside area do not reflect those found in the classroom. There are too few opportunities for children to develop their knowledge and skills in all areas of learning outdoors. Teaching is satisfactory, with an appropriate mixture of activities led by staff and those chosen by the children themselves. Children are encouraged to work independently using the 'sign up' board. They enjoy learning and learn new skills because adults are good at demonstrating these to them. During one session, children used clay modelling tools carefully and safely because of good teaching. Assessment information is used to record children's progress but is not yet used effectively enough to ensure they make good gains in their learning from day to day. Adults miss opportunities to extend children's learning by intervening in their play, through discussion or by tailoring activities more closely to meet children's needs and interests. Throughout the Early Years Foundation Stage, children are provided with a safe environment in which to learn and grow. Staff work well with parents and carers to ensure there are good levels of communication which support their children's learning well. The Early Years Foundation Stage leader is developing her leadership and

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management role by working closely with the headteacher and the previous leader.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The very large majority of parental questionnaires were positive and many of the written comments expressed considerable satisfaction with the school. Parents and carers commended the caring attitude of the school, its support for pupils and how much their children enjoyed the school.

A very small minority reported concerns over the lack of progress being made by their children. Inspection evidence showed that, while in the past there has been some underachievement, pupils are now making good progress overall. A few concerns were recorded about several issues, including the school's efforts to make sure pupils are well prepared for the future, the quality of teaching and how the school deals with unacceptable behaviour. These concerns were not expressed in the very large majority of parents' comments and the inspection found no evidence to support them.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Moorlands Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 53 completed questionnaires by the end of the on-site inspection. In total, there are 204 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	38	66	19	33	0	0	0	0
The school keeps my child safe	45	78	12	21	0	0	0	0
The school informs me about my child's progress	35	60	21	36	1	2	0	0
My child is making enough progress at this school	30	35	24	41	2	3	0	0
The teaching is good at this school	36	62	20	34	1	2	0	0
The school helps me to support my child's learning	31	53	26	45	0	0	0	0
The school helps my child to have a healthy lifestyle	28	48	27	47	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	24	41	32	55	0	0	0	0
The school meets my child's particular needs	31	53	24	41	2	3	0	0
The school deals effectively with unacceptable behaviour	23	40	31	53	1	2	1	2
The school takes account of my suggestions and concerns	26	45	30	52	0	0	0	0
The school is led and managed effectively	29	50	28	48	0	0	0	0
Overall, I am happy with my child's experience at this school	37	64	19	33	1	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



12 March 2010

Dear Pupils

Inspection of Moorlands Primary School, Southampton, SO18 5RJ

Thank you for talking to us and showing us your work when we visited your school. We were pleased to hear that you like school, that you get on well with the adults in your school and do your best when your teachers plan many interesting things for you to do and get involved in. You all get on with one another and behave well in lessons and around the school. You have a good understanding of how to keep healthy and safe. We agree that there are lots of interesting clubs and activities to get involved in.

Your school is satisfactory. The curriculum planned for you meets your needs and teachers do what is expected to help you make satisfactory progress in your work. The leaders do a suitable job of running your school. They know what needs to be done to make your school better. In order to help you to make faster progress, we have asked the adults at your school to do three things:

- Make better use of marking to help you understand how to improve your work.
- Keep checking to make sure your lessons are always challenging enough for you to do your best.
- Help you to understand more about different people's backgrounds and communities in other parts of the country and the world.

You can help by always using the advice teachers give you on how to improve your work. Thank you again for helping us with our work.

Yours sincerely

Jacqueline Marshall

Lead inspector

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