

Moorfield Primary School

Inspection report

Unique Reference Number	134883
Local Authority	Stockport
Inspection number	341557
Inspection dates	21–22 July 2010
Reporting inspector	Kathleen McArthur

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	396
Appropriate authority	The governing body
Chair	Mr Mike Sylvester
Headteacher	Mrs Jenny Curzon
Date of previous school inspection	18 September 2006
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Introduction

This inspection was carried out by three additional inspectors. Inspectors observed 21 lessons, saw 17 teachers and held meetings with groups of pupils, governors and staff. They met parents and carers informally at the start of the school day. They observed the school's work and looked at teachers' planning, pupils' books, safeguarding documents and procedures, the school's assessment records and data and plans for future development. They scrutinised questionnaires returned by staff, pupils and 149 parent and carers.

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

- actions to boost boys' writing and accelerate progress in lower Key Stage 2
- whether the quality of teaching is consistently good enough to challenge and overcome weaker areas in pupils' progress
- how the involvement of all stakeholders in the school's self-evaluation, monitoring, evaluation and review systems is having an impact on the school's improvement
- whether pupils are involved in assessing their learning and know how to improve their work.

Information about the school

The school is larger than average. The vast majority of pupils are of White British heritage. The proportion known to be eligible for free school meals is low. A slightly lower than average proportion of pupils has special educational needs and/or disabilities while the proportion with a statement of special educational needs is well above average. The headteacher has been in post for almost two years.

The school has a special educational needs unit resourced for 18 primary-aged pupils, drawn from a wide area. At the time of the inspection, a new building for the unit was under construction.

The school holds an Inclusion Quality Mark, an Activemark, Extended Schools and Healthy Schools status.

Two private providers offer pre-school and before- and after-school provision on the school's site. These were not part of the inspection.

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?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. Outstanding care, guidance and support ensure pupils feel extremely safe, secure and happy. Seniors leaders have firmly embedded a clear vision for improvement and staff's morale is high. Leaders, managers and governors evaluate performance and contribute knowledgeably to development planning. The school knows itself well and identifies accurately the areas for development. It has good capacity for further improvement.

Achievement is good and standards are above average. The Early Years Foundation Stage gives children a good start. Pupils build on this and make good progress as they move through the school. Skilled support for pupils with special educational needs and/or disabilities and those in the unit enables them to make good progress. Actions, including challenging targets and a whole-school focus on writing, have boosted progress for younger pupils in Key Stage 2 and successfully raised standards for boys. Teaching is good, although the quality of lesson planning is variable. Although comprehensive assessment systems provide a range of information about individuals' progress, sometimes pupils of all abilities are given the same task. A significant number of pupils commented that they do not know how well they are doing. The relatively new strategies to involve them in greater responsibility for evaluating their work so they know what level they are aiming for are not yet fully implemented. Pupils, parents and carers value the rich range of additional activities offered, especially the wide variety of clubs.

Excellent care, guidance and support are reflected in the way pupils show high levels of care and consideration, especially towards pupils in the unit. Pupils know how to care for their health and feel very safe because they trust staff to help if any problems arise. Attendance is above average. The school reaches out to support the local community, for example running the focus group partnership with local businesses and churches. Good arrangements for equal opportunities and inclusion ensure all pupils participate in everything the school offers; for example, pupils from the unit are welcomed into lessons and school activities as often as possible.

What does the school need to do to improve further?

- Ensure best practice in teaching is shared throughout the school by
 - developing a more consistent approach to lesson planning
 - using assessment information more consistently to plan work that is matched more closely to pupils' different needs and abilities

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- Embed the new systems to give pupils greater involvement in the assessment of their learning so they are confident about how to improve their work and reach the next levels.

■ Outcomes for individuals and groups of pupils**2**

One comment summed up pupils' views, 'Our work gets harder, but we enjoy it.'

Many named mathematics as their favourite subject. Pupils are enthusiastic learners. 'Teachers make lessons fun and interesting,' was a typical comment. Consequently, pupils listen well, concentrate, enjoy their tasks and take great care to present work neatly. Good relationships with their classmates and with staff feature strongly and pupils co-operate well in groups or with their 'talking partners'.

Lesson observations and the work in books show all groups of pupils make good progress through the school. Challenging performance management targets for staff have helped boost progress in lower Key Stage 2. Throughout the school, pupils read well and have good oral skills. Most speak clearly and express their ideas and experiences fluently. The school's data analysis showed that, in writing, girls performed more strongly than boys. A wider range of writing stimuli, themes such as 'magic and mystery' that capture their imagination and work with targeted groups have successfully raised the quality of boys' writing.

Pupils are polite and friendly and become increasingly mature. Good academic and social skills prepare them well for the future. They show a strong sense of right and wrong, and respect the 'golden thoughts' school rules. They demonstrate good understanding of health issues. Pupils say they feel very safe and know how to stay safe outside school or when using the internet. Bullying is not seen as a problem because, 'Our friends and teachers help us.' Pupils are reliable 'break-time buddies' and class councillors, and the school councillors contributed ideas to the design of the school's 'heart garden'. Local community involvement has included a float and music from the steel band at the recent Hazel Grove Carnival. The enriched curriculum adds many artistic, sporting and cultural experiences that really stimulate pupils' enthusiasm and add to their enjoyment, for example residential opportunities, learning French and learning to play an instrument. Pupils really appreciate the wide range of additional activities and take-up is high.

These are the grades for pupils' outcomes

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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Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
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	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Good features of teaching include cooperative, friendly relationships; varied, motivating and challenging activities; and well-focused questions that test and reinforce learning effectively. Pupils know what they will learn in each lesson. Well-deployed teaching assistants provide skilled support to groups and individuals, particularly those with additional needs. Clear information from assessment and tracking systems enables staff to spot any weakness and direct additional help. However, staff use different planning formats and do not always match tasks to pupils' different abilities. Pupils' work is regularly marked and good points highlighted. Feedback is often given orally, but it is not always made clear to pupils how they are doing or how to improve.

The curriculum provides exciting, memorable experiences through a variety of learning methods and links subjects effectively through topics and themes. Information and communication technology features well as a learning tool. Pupils extend their basic skills in other subjects, for example writing thoughtfully about a Victorian child millworker in history or measuring hand spans in science. A good programme for personal development enables pupils to reflect on emotional issues and make informed choices. Examples of enrichment opportunities include visits, the recent Expressive Arts Week and specialist music and sports tuition.

Pupils mix happily together, feel very safe and are known as individuals in the welcoming school environment. Pupils from the unit are included and welcomed and many say their presence enriches the school and really promotes tolerance and understanding. This contributes strongly to their self-esteem and sense of security. A range of sensitively targeted initiatives help remove barriers to learning, for example the

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kaleidoscope room, occupational therapy and nurture groups. The school works closely with key external support agencies to benefit pupils and families, especially those facing challenging circumstances. Actions to improve the attendance of the small proportion of pupils who do not attend regularly have made a positive impact. Excellent transition arrangements ensure pupils move confidently between classes and on to the next stage of their education.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Shared leadership has created a strong sense of teamwork and fully embedded the drive for ongoing improvement. Leaders and managers at all levels are empowered to monitor and develop their areas of responsibility. Thorough self-evaluation by the school results in well-formulated plans targeted to appropriate areas for development, for example increasing pupils' involvement in evaluating and improving their learning. The quality of teaching is regularly monitored and outcomes are shared and fed into staff's development and performance management targets. Robust monitoring procedures mean governors are increasing their knowledge and level of challenge. Governors make a valuable contribution in shaping the direction of the school. Value for money is good. Good arrangements to promote equal opportunities ensure there is no discrimination. All activities are open to all pupils and small inconsistencies in performance are reducing rapidly. The school implements good safeguarding practices so pupils feel very safe. The site is secure, including the construction area. Child protection training is fully up to date and leaders have led training for other schools. Positive relations with parents and carers support pupils' learning and well-being. The school offers them a variety of methods to communicate and access information, including a website. Community cohesion is promoted well, based on analysis of the area the school serves. A particularly strong feature is the focus group led by the school, bringing together local businesses, churches and sports representatives. Leaders recognise the need to widen pupils' experience of different cultures and communities in Great Britain. Good partnerships provide experiences the school alone cannot, for example in sports and music. Strong links with the pre-school and before- and after-school club providers help parents and carers by ensuring smooth transition between home and school.

These are the grades for leadership and management

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The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Most children start school with skills in line with those expected for their age. They make good progress in all areas of learning and a good number exceed age-related expectations by the time they move to Year 1.

High-quality care, careful induction procedures and good relationships ensure children make a happy start in school. They settle quickly, eager to investigate all the exciting activities on offer. They clearly feel safe and secure, work hard and behave well, sharing equipment and taking turns. They rapidly gain in confidence, select activities and materials independently and concentrate well on their tasks. Good teaching provides a well-planned range of themed activities led by staff and those chosen by children. Very occasionally activities are over-directed by staff. Children have good oral skills and staff take every opportunity to enhance this. For example, during an enjoyable mathematics game, children described unseen 3D objects hidden in a 'feely bag' using a good range of correct vocabulary including faces, cylinder and cuboids. They followed this by making 3D models and paper cones. Reading and writing skills develop well. Following a lively 'bear hunt' outside the classroom, many children independently wrote several sentences about their favourite mini beasts which they read confidently to the class. The outdoor area, although limited in space, is used regularly and enjoyed by children. For example, children busily moved water from one tray to another, saying, 'We're making a chocolate factory.'

Good leadership ensures all welfare and Early Years Foundation Stage requirements are fully implemented by an experienced team with good knowledge of children's learning needs. Progress is carefully monitored to plan the next steps in learning, ensure the needs of every child are met and ensure all are fully included.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

About one third of parents and carers returned questionnaires. Overall, responses were very positive, saying children enjoy school, are taught well and are well prepared for the future, and that parents and carers were very happy with their children's experience. A small minority felt that suggestions and concerns are not dealt with, they would like more information on progress and children receive too much homework.

Inspectors found that the school surveys parents and carers annually and is willing to discuss progress and concerns at all times. In response to their views, an additional parents' evening was added, so there are two formal parents' evenings and an open evening each year. Homework is matched to pupils' age and interests.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Moorfield 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 149 completed questionnaires by the end of the on-site inspection. In total, there are 396 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	97	65	51	34	1	1	0	0
The school keeps my child safe	101	68	44	30	3	2	0	0
The school informs me about my child's progress	53	36	74	50	18	12	2	1
My child is making enough progress at this school	78	52	63	42	8	5	0	0
The teaching is good at this school	83	56	62	42	3	2	0	0
The school helps me to support my child's learning	67	45	72	48	8	5	0	0
The school helps my child to have a healthy lifestyle	80	54	65	44	3	2	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)	69	46	77	52	3	2	0	0
The school meets my child's particular needs	69	46	72	48	7	5	0	0
The school deals effectively with unacceptable behaviour	56	38	80	54	9	6	0	0
The school takes account of my suggestions and concerns	52	35	80	54	10	7	2	1
The school is led and managed effectively	66	44	71	48	5	3	2	1
Overall, I am happy with my child's experience at this school	90	60	54	36	3	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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.



23 July 2010

Dear Pupils

Inspection of Moorfield Primary School, Stockport, SK7 5HP

On behalf of the inspection team I would like to thank you for your welcome during the inspection. We enjoyed meeting everyone, and many of you took time to tell us about your school, which was a great help. You told us you feel extremely safe in school. Your good behaviour is a credit to yourselves, your families and your teachers. I enjoyed listening to the steel band and we were able to watch some of the Year 6 pupils' show.

Well done everyone who took part: Moorfield certainly has got talent!

This is what we found:

- Moorfield is a good school with good leaders, managers and governors who look after you exceptionally well
- you get a good start to your school life in the Reception classes
- you are taught well so you all make good progress. We saw some exciting writing and very colourful art work
- lessons are interesting; all the clubs and visits are popular, and you enjoy themed weeks like the Expressive Arts Week
- you are considerate and friendly, and very welcoming to the pupils from the unit so they feel happy and enjoy school.

To make your school even better, we have asked the teachers to:

- give you more guidance so you know how well you are doing and how to improve your work
- make sure they always plan work that meets all your different learning needs.

The team send best wishes for the future.

Yours sincerely

Kathleen McArthur

Lead Inspector

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