

# Moorcroft Wood Primary School

## Inspection report

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<b>Unique Reference Number</b>	135016
<b>Local Authority</b>	Walsall
<b>Inspection number</b>	341600
<b>Inspection dates</b>	5–6 November 2009
<b>Reporting inspector</b>	Chris Kessell

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	216
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Reverend Richard Inglesby
<b>Headteacher</b>	Mrs Leigh Smith
<b>Date of previous school inspection</b>	0 March 2007
<b>School address</b>	Bull Lane Bilston Walsall WV14 8NE
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 12 lessons, and held meetings with staff, pupils and governors. They observed other aspects of the school's work, such as lunchtimes and assemblies, and looked at documentation, including pupils' books, school development plans, internal and external monitoring and evaluation, current data for pupils' attainment and progress, records and policies for safeguarding and protecting pupils, and 44 parental questionnaire responses.

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

- whether recent improvements in pupils' attainment and learning and progress are sustainable especially at Key Stage 2
- the effectiveness of school strategies to improve the amount of good teaching and recognised areas for development such as academic guidance
- how the school is managing to sustain improvement against a background of high staff turnover and whether leaders and managers at all levels are contributing sufficiently to the improvement process.

## Information about the school

The school is average in size and the vast majority of pupils are of White British origin. The proportion of pupils identified as having special educational needs and/or disabilities is slightly below average. There are a greater number of boys in the school than girls. In Years 4 and 5, they represent 70% of the total. There has been a high turnover of teaching staff since the last inspection. The Early Years Foundation Stage is made up of a Nursery unit that operates in the mornings and a Reception class.

**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

Moorcroft Wood is a satisfactory and improving school. Its supportive ethos is reflected in the strong emphasis placed on care for the individual. Consequently, there are strengths in the pupils' personal development, which are reflected in their good behaviour and positive attitudes to learning. Pupils talk proudly about their school and are sensible and confident.

As a result of satisfactory teaching, learning and progress are satisfactory overall. Although there is more to be done, this is an improvement on recent years, when not all pupils made satisfactory progress and attainment was low. This was especially the case in Key Stage 2. It has improved because checks on pupils' progress have been strengthened and inadequate teaching has been eradicated. Pupils enjoy their lessons. Classroom relationships are good and effective use is made of technology, for example, the use of interactive whiteboards by both teachers and pupils. These positive points mask shortcomings in lessons that make the difference between satisfactory and good teaching. In a considerable number of lessons, teachers' expectations of what pupils can achieve are not always high enough and the pace of learning can be too leisurely. This prevents pupils from making good progress, especially the higher-attaining pupils. Teaching assistants contribute well to lessons once activities begin. They are often not engaged sufficiently with pupils during the introduction to lessons.

There are examples of teachers providing good guidance to pupils on how to improve their work through marking. Good practice is not consistent across the school and not all teachers refer often enough to the targets that pupils have in reading, writing and mathematics. There is good discussion in lessons and the oral feedback that pupils receive is often of good quality. Pupils are beginning to self-assess their work and this provides useful information to teachers about pupils' individual understanding of different work and activities. The curriculum meets the learning needs of pupils and is enhanced well by trips, visitors and extra activities. Pupils were rightly proud of the success of the tag-rugby team during the inspection. Literacy and numeracy skills are not always developed effectively through other subjects.

Many staff are new to the school and are inexperienced in their roles. Despite this, with improving attainment and the eradication of inadequate teaching, the school has a satisfactory capacity to improve further. Currently, only a few staff have been involved in the monitoring of the quality of teaching. There has been too much emphasis on the delivery of lessons rather than an analysis of the impact of teaching on the quality of pupils' learning and progress. Self-evaluation is accurate, with those areas in need of development identified through improvement planning. There is a clear sense of direction at the school and a determination by senior staff to do better.

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## What does the school need to do to improve further?

- Improve pupils' learning and progress especially in English and mathematics by:
  - raising teachers' expectations and providing more challenge to pupils
  - ensuring that all lessons have sufficient pace
  - increasing the contribution that teaching assistants make to lessons
  - ensuring that teachers' marking provides good advice to pupils on how to improve their work
  - providing more opportunities for pupils to develop their literacy and numeracy skills in other subjects
  - focusing monitoring of teaching and its impact on pupils' learning more sharply.

## Outcomes for individuals and groups of pupils

**3**

Pupils enjoy school and this is reflected in their smiling faces and the enthusiasm they show for all activities. Year 5 pupils, for example, were very interested and excited in their science lesson as they investigated different solids dissolving in liquids. Pupils' achievement is satisfactory, as a result of greater consistency in the quality of teaching and learning. Classroom relationships are good. Previously, pupils' achievement had been erratic as a result of some ineffective teaching. This also led to low standards when pupils left school in Year 6. Improvements in provision mean that pupils leave school with average standards. They make good progress in Year 6 as a result of good teaching and learning. In a Year 6 literacy lesson, good learning was maintained by providing time targets for the pupils. Learning was regularly reviewed and activities adjusted so that pupils were always being challenged by their work. Support for individuals and groups of pupils is effective and, consequently, pupils with special educational needs and/or disabilities make satisfactory progress. Pupils' progress is monitored regularly and the school is now in a good position to identify pupils who are not making sufficient progress and to provide effective strategies to support them. Girls have not always performed as well as the boys but this gap is now being closed. In classes where boys outnumber girls, staff are generally effective in ensuring that girls are fully involved in classroom discussions and independent working.

The school places considerable and effective emphasis on the personal development and well-being of the individual. Pupils feel very safe and know that staff take good care of them. They fully understand the risks associated with using computers and the dangers of smoking, drinking and drug taking. Pupils state that incidents of bullying are rare and are dealt with fairly and promptly. They are encouraged to walk and cycle to school and have a good understanding of the factors which contribute to a healthy lifestyle. Pupils make a good contribution to the school community by taking on positions of responsibility, such as house captains, school council members and playground buddies. Their contribution to the wider community beyond the school is less developed. Pupils' spiritual, moral, social and cultural development is satisfactory. There are strengths in

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their moral and social development which are reflected, for example, in the respect they show for each other.

*These are the grades for pupils' outcomes*

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

## How effective is the provision?

Teachers use assessment information to provide activities, particularly in English and mathematics, that are closely linked to the abilities of different groups of pupils. This is good practice but not enough is done during lessons to ensure that pupils maintain a good pace of learning and are being continually challenged through their work. Time is often wasted as pupils take too long to complete administrative activities, such as writing the date and lesson objective. Where teaching is consistently good, such as in Year 6, thorough marking is helping pupils to make good gains in their learning. The curriculum is satisfactory in meeting pupils' needs; the natural links that occur between subjects are still been developed. There are not enough opportunities for pupils to reinforce their learning in English and mathematics through other subjects. Writing is being promoted effectively through the Big Write initiative, which has been introduced this term. There are early indications that this is having a positive effect on improving

<sup>1</sup> 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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standards in writing. Care, guidance and support are good. Relationships across the school are strong and staff know pupils and their families well. The school has been particularly effective in supporting pupils and families who find schooling difficult, especially through the work of the learning mentor and family support worker.

*These are the grades for the quality of provision*

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

### How effective are leadership and management?

The school is moving in the right direction, with a clear focus on driving up standards and improving pupils' achievement. The headteacher is well supported by the newly appointed deputy in this process. They are ambitious for the school. The assessment and tracking of pupils' progress have become more rigorous and senior staff are in a better position to ensure that all pupils now make at least satisfactory progress. This information enables the school to evaluate the performance of individuals and different groups and there has been success in improving girls' attainment. The school ensures that equality is promoted satisfactorily and that learning opportunities are available to all pupils.

The high turnover of staff since the previous inspection means that a number of senior and middle managers are still coming to terms with the management of their areas of responsibility. The monitoring of teaching and learning, for example, has been restricted to a limited number of staff. Governors fulfil their statutory duties and hold the school to account satisfactorily. Their contribution to strategic development and self-evaluation is limited. At the time of the inspection, safeguarding procedures and health and safety checks were fully in place. The school is a harmonious community. Provision for community cohesion is satisfactory, although the school could do more to evaluate the impact of its work. Through links with the local cluster of schools, pupils are beginning to have opportunities to meet with others from different backgrounds.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>

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<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children make satisfactory progress in the Early Years Foundation Stage. About three quarters of the children join the Reception class from Nursery. The remaining children come from other settings. Attainment on entry to Reception is below the expected levels, with specific weaknesses in children's communication, language and literacy skills and their personal and social development. Children settle quickly in both classes and make good progress in developing their personal skills. They behave well and listen respectfully to each other and the adults they work with. Although children make satisfactory progress in developing their skills, many are still at below-average levels by the time they join Year 1. Children are offered a wide range of activities indoors, and in the outdoor play area. However, planning is too focused on the activities provided for children rather than on the learning and progress they make. This is especially the case for higher-attaining children who could be challenged more. Relationships and care are good, helping keep the children healthy and safe. Safeguarding policies and procedures are secure. Children show obvious enjoyment of activities provided for them. Leadership and management are satisfactory.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
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 vast majority of parents who responded to the parental questionnaire expressed satisfaction with the school, especially the way it is led and managed and the way in which it takes account of parental suggestions and concerns. The headteacher is held in



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high regard and parents appreciate her efforts to improve the school against a background of high staff turnover. Relationships with most groups of parents are highly positive.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Moorcroft Wood 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 12 statements about the school.

The inspection team received 44 completed questionnaires by the end of the on-site inspection. In total, there are 216 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	34	77	9	20	1	2	0	0
The school keeps my child safe	34	77	8	18	1	2	0	0
The school informs me about my child's progress	30	68	13	30	1	2	0	0
My child is making enough progress at this school	30	68	11	25	2	5	0	0
The teaching is good at this school	31	70	11	15	0	0	0	0
The school helps me to support my child's learning	28	64	15	34	1	2	0	0
The school helps my child to have a healthy lifestyle	27	61	16	36	1	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)	27	61	14	32	1	2	0	0
The school meets my child's particular needs	29	66	11	25	4	9	0	0
The school deals effectively with unacceptable behaviour	26	59	13	30	3	7	0	0
The school takes account of my suggestions and concerns	25	57	19	43	0	0	0	0
The school is led and managed effectively	33	75	11	25	0	0	0	0
Overall, I am happy with my child's experience at this school	33	75	8	18	2	5	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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



9 November 2009

Dear Pupils

Inspection of Moorcroft Wood Primary School, Bilston, WV14 8NE

I am writing to thank you for the happy, friendly welcome that you gave us when we visited your school recently. We enjoyed talking to many of you and hearing what you thought about your life in school. It was good to see the happy way you come to school every day.

You go to a satisfactory school which enables you to make satisfactory progress in your learning. Standards have improved recently, so that you do as well in English and mathematics as other pupils across the country. All adults at the school help you, so that you feel safe and secure. You are also good at looking after each other and the school. It was good seeing the playground buddies in action. Your behaviour is good and you listen to each other politely and sensibly. The headteacher, staff and governors are working hard to make the school even better. We have asked them to look at several things to continue the improvement at the school. These include the following:

- making sure your lessons are challenging all of the time and that you work quickly
- giving teaching assistants more opportunities to work with you in lessons
- providing advice on how to improve your work through marking
- enabling you to do English and mathematics work in other subjects
- making regular checks on the quality of your learning.

You can help by continuing to behave well and working hard. Best wishes for your future success.

Yours sincerely

Chris Kessell

Lead Inspector

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