

# Moorside Primary School

## Inspection report

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<b>Unique Reference Number</b>	106209
<b>Local Authority</b>	Tameside
<b>Inspection number</b>	343752
<b>Inspection dates</b>	29–30 June 2010
<b>Reporting inspector</b>	Jennifer Platt

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>	431
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr David Rainford
<b>Headteacher</b>	Mr Pierre Coiffait
<b>Date of previous school inspection</b>	24 March 2009
<b>School address</b>	Market Street Droylsden Manchester M43 7DA
<b>Telephone number</b>	0161 3703614
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<b>Email address</b>	admin@moorside.tameside.sch.uk

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## Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 22 lessons and observed 16 teachers. Meetings were held with staff, governors and pupils. Inspectors observed the school's work and looked at documentation, including policies relating to the safeguarding of pupils, the school's plan for improvement, self-evaluation and records of pupils' progress. In addition, inspectors analysed 75 questionnaires returned by parents and carers and 101 from pupils in Key Stage 2.

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

- the progress pupils make, especially that of boys, in reading in Key Stage 1 and the more able pupils throughout the school
- teachers' use of assessment to set tasks that match pupils' ability
- how well the school promotes community cohesion and teaches pupils about life in a multi-cultural society
- the leaders' understanding about the way ahead and the school's capacity to improve.

## Information about the school

The school is larger than most primary schools. The context of the school is changing and the number of pupils known to be eligible to free school meals has increased and is broadly average. The school intake is predominantly White British and very few are from minority ethnic groups, although an increasing number are from Eastern European countries. The percentage of pupils with special educational needs and/or disabilities is average. The school holds the Activemark and the Healthy School award.

The school was subject to a notice to improve at its previous inspection in March 2009. Since then there has been considerable changes of staff and during the inspection, several temporary staff were in school. In September, the school will have a full complement of permanent staff.

**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**

**2**

## Main findings

In accordance with section (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

This is a satisfactory and improving school. Under the very effective leadership of the headteacher previous weaknesses have been tackled. Although there is a way to go to fully resolve all concerns, the school is forging ahead with many effective changes. Not least of these is in improving the quality of teaching. The headteacher's dogged determination to provide the best for the pupils has led to staffing changes. An uncertain time of having temporary teachers is coming to an end. It is to the credit of the headteacher, governors and staff that during this period of change standards have risen. The school has a clear picture of the future, based on an accurate and honest self-evaluation of performance that is effectively moving the school forward. The school, therefore, has good capacity to improve.

The school has several good features including care for its pupils. Relationships have improved and pupils are confident to approach staff with any worries. This ensures that pupils feel safe, happy and enjoy school. This has been a major factor in sustaining the confidence of parents and carers since the last inspection. Behaviour has improved and is now good. Pupils have positive attitudes to learning, but are not always encouraged to be independent and follow their own line of enquiry. The school is a harmonious and friendly community. However, the school does not plan carefully enough to promote first-hand experiences of the wider, more diverse community.

Achievement is satisfactory. Attainment is rising and is broadly average, with a rise in Year 6 to above average in mathematics. There is an increase in the number of pupils reaching higher levels in Year 6, but this is less evident in other years where teaching is not always sufficiently challenging. This is also the case in the Early Years Foundation Stage, where although children make satisfactory progress, assessment is not yet rigorous enough to ensure that all make as much progress as possible. Parents and carers of the younger children do not have enough information to help at home.

Teaching is satisfactory and pupils appreciate the variety of activities on offer. In the best lessons, especially in Years 5 and 6, work is closely matched to pupils' ability and the pace of learning is brisk. This is not always the case in other classes, and teachers' accuracy in assessing pupils' writing is not always secure. The curriculum includes some interesting topics and the school is looking to make it more exciting and to add more enrichment. The children in the Early Years Foundation Stage enjoy the fresh air, although the use of the outdoors is not organised effectively to maximise learning.

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

- Secure consistency in pupils' progress in Key Stages 1 and 2, by:
  - ensure that all lessons are sufficiently challenging
  - checking on the accuracy of assessments, especially in writing
  - enriching the curriculum, especially by extending opportunities for independent learning.
- Improve provision for children in the Early Years Foundation Stage, by:
  - making the outdoor area more stimulating and using it to extend learning across the curriculum
  - using assessment more effectively to track children's progress
  - involving parents and carers more in their children's learning.
- Improve the provision for community cohesion, by:
  - paying even more attention to links beyond the local community, especially providing wider first-hand experiences of more diverse cultures
  - evaluating the impact of such strategies on outcomes for pupils.
- About 40% of the school's whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Outcomes for individuals and groups of pupils

**3**

Pupils enjoy learning, especially when working in groups. They are good at discussing their ideas and have some imaginative ideas, although opportunities to pursue these are not always available. Listening skills are good and only when too much time is spent waiting for a turn in an activity or listening to instructions, do pupils show restlessness. Overall, the attainment on entry to school is slightly lower than is typical for this age, especially in language skills. Pupils make satisfactory progress which accelerates in the latter part of Key Stage 2. Attainment has risen since the previous inspection and is now average at the end of both key stages. Progress in Key Stage 2 has risen significantly in mathematics. The unvalidated results of national tests this year for Year 6 are likely to be above the expectations for their age. The school is rightly proud of this improvement. More rigorous tracking has highlighted some previous underachievement of the more able pupils. More attention is now given to these pupils, as can be seen in an increasing number of pupils reaching above average levels in Year 6. This improvement has yet to filter down into all classes. Current tracking information shows that boys and girls achieve equally well. Pupils with special educational needs and/or disabilities are supported well and make satisfactory progress.

Pupils feel safe, behave well and are polite and welcoming to visitors. They give close attention to messages from visitors, such as community police officers and know the importance of traffic safety and looking after themselves. Pupils take an active role in

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school and one pupil explained that being given responsibilities had enabled him to mature. They raise funds for several charities. Each class has a file containing their reflections. These show how discussions and activities broaden their understanding of their own feelings and how to solve personal problems. Pupils recognise their actions can upset others. They understand prejudice and racism and are aware that other cultures have other beliefs and traditions, although this understanding lacks depth, because the school offers limited first-hand experiences. Attendance is average and rising, and pupils are soundly prepared for the future.

*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>3</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</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>2</b>

**How effective is the provision?**

Although overall teaching is satisfactory, it has improved and no teaching observed was unsatisfactory and two lessons were outstanding. All lessons are characterised by warm relationships and good behaviour management. Lessons run smoothly because they are prepared well with clear learning objectives and readily available resources. Information and communication technology is used well. For example, in a geography lesson, pupils enjoyed researching facts and then linking them to different countries. In the good and

<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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outstanding lessons, the pace is brisk and expectations are high. In other lessons this is not always the case, especially in English, where assessment is less secure and tasks could be more challenging. Lessons include opportunities for pupils to assess their own and others' work and they say this is helpful. They also appreciate teachers' comments in their books although this practice is not yet consistent throughout the school.

The curriculum supports pupils' personal development well and enhances pupils' self-confidence and belief in their own talents. They are encouraged to have high aspirations for the future. Displays around school show a good variety of activities, including visits and outdoor pursuit activities. The school has exploited the football World Cup, with many activities linking together and this has made learning more purposeful. This approach of linking subjects together is being further developed. The school is also giving a greater emphasis to enabling pupils to be investigative and independent learners, particularly in science. Pupils would like more enrichment activities, which have declined recently because of the staffing changes.

Although the focus has been on raising standards, the school has not lost its reputation as a caring school. Pupils say 'we can trust our teachers' and this has eradicated any concerns over bullying. Good advice is given to help pupils with special educational needs and/or disabilities to enable them to be fully included in lessons. Attendance is improving because of the rigorous following up of absence. Transition arrangements are good, both as children start school and as they leave in Year 6.

*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 headteacher provides exceptional leadership and vision and is the inspiration behind the drive to improve. Aply supported by governors and newly appointed leaders, difficult actions have not been dodged and changes put in place to remedy previous weaknesses. Staff morale is improving as they are beginning to see the impact of their hard work. The focus is correctly placed on improving teaching and progress and, as a result, raising standards. Effective monitoring and closer tracking have ensured that these key aspects have improved. With a more informed picture of pupils' progress, and regular meetings to discuss individual progress, staff are more accountable for the progress of their pupils. Targets are challenging and early indications are these will be met in English and exceeded in mathematics. The school is not complacent and to ensure equality for all, it has turned its attention to the needs of the more able. Success

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is evident for the older pupils but challenge for these pupils is not yet established in all classes.

Child protection and safeguarding procedures meet required guidelines with some minor omissions in the school records. Increased attention has been given to securing a safe environment. The school's partnerships with parents and carers and other agencies are satisfactory. Effective links are established with outside agencies to support pupils with special educational needs and/or disabilities. The school intends to extend partnerships as part of their drive to extend the curriculum. Although the school's work in promoting community cohesion is satisfactory, pupils' wider understanding of cultural diversity is not sufficiently promoted through links with contrasting schools. However, the pupils learn to make a good contribution to cohesion in the school and community.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</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**

The Early Years Foundation Stage has undergone several changes in staff and organisation. The changes in the Nursery are very recent and not yet fully in place. The classroom is cramped with some older resources that need replacing. This makes it difficult to fully observe children and for staff to interact with them to move their learning on. Outdoors is a very large area and includes a good covered space. As yet, it is not fully developed to turn it into a stimulating resource for learning.

Attainment for many children when they enter the Nursery is close to expectations for this age. Weaker aspects include, writing, number and creative skills. They make satisfactory progress and enter Year 1 with broadly average attainment, except in their



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writing and knowledge of letters and sounds. Children enjoy learning because the staff understand the importance of fun and first-hand experiences. The search for dinosaurs, and the subsequent egg hunt, was thoroughly enjoyed by many. Children behave well because staff show genuine care and concern for them. The use of assessment is developing to ensure a more accurate picture of progress, so that activities can be better matched to children's needs.

Leadership is new and has made a good start on bringing provision more in line with current guidelines for this age range. Welfare procedures are satisfactory, although procedures for hand washing and protection in the sun are not always rigorously followed. Links with parents and carers when children start school are good. The school intends to provide more workshops and information on progress to encourage parents and carers to play a bigger part in their children's education.

*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**

Most of the parents and carers who returned the inspection questionnaires are entirely satisfied with what the school is doing for their children. They appreciate being kept informed of change and recognise that some of this has been inevitable but managed well to reduce the effect on their children. They are pleased with the care their children receive and the inspectors agree this is good. A few expressed concern that the school does not deal effectively with unacceptable behaviour. Inspectors do not agree with this and pupils were also of the opinion that new procedures have improved behaviour and also eradicated bullying. Some parents and carers believe their children do not make enough progress. Inspectors judge progress to be satisfactory, but agree that in some classes the more able pupils do not always make enough progress.

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

Ofsted invited all the registered parents and carers of pupils registered at Moorside 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 81 completed questionnaires by the end of the on-site inspection. In total, there are 431 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	45	56	34	42	2	2	0	0
The school keeps my child safe	53	65	26	32	2	2	0	0
The school informs me about my child's progress	31	38	47	58	2	2	0	0
My child is making enough progress at this school	34	42	40	49	7	9	0	0
The teaching is good at this school	24	30	52	64	3	4	0	0
The school helps me to support my child's learning	25	31	47	58	5	6	0	0
The school helps my child to have a healthy lifestyle	28	35	48	59	4	5	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)	19	23	51	63	6	7	1	1
The school meets my child's particular needs	24	30	53	65	3	4	0	0
The school deals effectively with unacceptable behaviour	20	25	44	54	11	14	1	1
The school takes account of my suggestions and concerns	21	26	44	54	7	9	0	0
The school is led and managed effectively	26	32	45	56	4	5	0	0
Overall, I am happy with my child's experience at this school	39	48	36	44	3	4	1	1

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](http://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"><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.**



01 July 2010

Dear Pupils

Inspection of Moorside Primary School, Manchester, M43 7DA

Thank you very much for your help when the inspectors visited your school. We greatly appreciated your help, carrying books, guiding us when we were lost and giving up your playtime to talk to us. It was a real pleasure to visit your school and we agree with you and your parents and carers that it has improved. You now go to a satisfactory school that has some good features, including your behaviour. Well done! Your staff take good care of you and I am pleased to hear you feel safe and have confidence in the staff to help you. You told us you would like more clubs and the school is looking for ways to do this for you.

To help your school become even better, I have asked your headteacher and governors to:

- help you all to make as much progress as possible by checking all your tasks are challenging and that you have opportunities to come up with your own ideas
- to monitor the progress of the children in the Nursery and Reception classes, to look for ways to make their outside space even more exciting and to involve parents and carers more
- to provide you with more first-hand experiences to learn more about life in a multi-cultural society.

I hope the good weather continues so that you can enjoy the last few weeks of term and have a lovely summer holiday. I wish you all the very best for the future.

Yours sincerely,

Jennie Platt

Lead inspector

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