

# Moorfield Community Primary School

Cutnook Lane, Irlam, Salford, Lancashire M44 6GX

<b>Inspection dates</b>	19–20 January 2016
<b>Overall effectiveness</b>	<b>Requires improvement</b>
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- Leaders and governors have not ensured that teaching is consistently good across the school. As a result, they have not secured good outcomes for all pupils, in particular the most able.
- Leaders and governors do not routinely check that plans for school improvement are making any difference.
- Checks on the quality of teaching and learning do not provide teachers with enough guidance on how to improve.
- Subject leaders are not fully involved in checking the quality of teaching and pupils' progress in their subjects.
- Teachers' expectations for what all pupils can achieve are not always high enough.
- Teaching does not consistently meet the needs of all pupils, especially the most able, because tasks are not always well matched to pupils' abilities.
- The new system for assessment does not indicate clearly enough the progress pupils are making.
- Pupils' progress across the school is uneven. Not enough pupils are making good progress from their starting points.
- Teachers' marking does not always help pupils to understand what they need to do next to improve their learning.

### The school has the following strengths

- New senior leaders, including a new deputy and assistant headteacher, have strengthened the school's capacity for improvement.
- Leaders' work to keep pupils safe is good. Pupils are also taught effectively how to keep themselves safe.
- Pupils are happy, enjoy coming to school and feel safe. They behave well and have positive attitudes to learning.
- Children get off to a good start in the Early Years Foundation Stage and make good progress from their starting points.

## Full report

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

- Improve the quality of teaching, so that it is consistently good or better and enables all pupils to make good or better progress, by ensuring that:
  - teachers have high expectations for what all pupils can achieve, particularly the most able
  - the work set for pupils provides appropriate challenge
  - all teachers' marking provides pupils with clear guidance on how to improve
  - assessment systems clearly indicate how much progress pupils are making and how their skills are developing.
  
- Strengthen the effectiveness of leadership and management by ensuring that:
  - checks on the quality of teaching and learning provide teachers with clearer guidance on how to improve
  - performance management procedures hold leaders and teachers to account
  - middle leaders become more involved in improving teaching and learning in their areas of responsibility
  - plans for improvement are checked more regularly to see if they are making a difference.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### Effectiveness of leadership and management requires improvement

- Leaders and governors have not been able to raise the overall quality of teaching since the previous inspection. The quality of teaching remains variable, as does the amount of progress pupils make across the school. Checks on teaching and learning have not provided teachers with clear enough guidance to continuously improve and, as a result, not enough pupils are making the progress expected of them.
- Leaders have not ensured that plans for improvement are successful. Too much emphasis has been placed on the completion of different improvement activities without checking to see if they make any difference. Plans also lack focus. Leaders have been overambitious in trying to improve everything, instead of focusing first on the areas which need most improvement.
- Performance management has not been used effectively enough to improve teaching. Targets set for teachers do not go far enough to improve outcomes for pupils. Teachers' annual targets are not matched closely enough to whole-school priorities for improvement. Teachers do not have enough opportunities to observe the strongest teachers in action and learn from them.
- Subject leaders are keen and passionate about their subjects, but their leadership development has been limited. They are not involved enough in the monitoring of standards within their subjects. As a result, they have not had enough impact in supporting and challenging teachers to improve their teaching or in improving pupils' outcomes.
- The curriculum brings subjects together, such as history and geography. Younger pupils' interests are tapped into whilst older pupils are enjoying a curriculum which includes more trips to engage and interest pupils and broaden their understanding. The success of curriculum developments is mixed. Changes to the way phonics (the sounds letters make) is taught have resulted in an overall improvement in pupils' reading and phonics skills, but changes to the maths curriculum have yet to show the same degree of improvement.
- Pupils' spiritual, moral, social and cultural awareness is well developed. Leaders work with a wide range of partners to broaden pupils' experiences of the world. This includes visits to local churches and visits from members of the local clergy. Pupils also attend sessions with specialist musicians and sport providers and trips to theatres, museums and the Hallé Orchestra. Pupils are also developing their understanding of fundamental British values. They learn about tolerance, democracy and the rule of law. Older pupils also enjoy taking on responsibilities, such as becoming house and vice captains, librarians, class monitors and tuck shop monitors.
- The provision for disabled pupils and those who have special needs is effectively led. The leader knows pupils well and has a good overview of the systems to support their learning and ensure that they make good progress. The leader is also responsible for the day-to-day running of an off-site resourced provision, for pupils with autistic spectrum disorder, which has recently been set up and is developing well. Pupils within this setting are well supported with their learning and are making good progress.
- Leaders use the additional funding for disadvantaged pupils successfully. The funding helps to ensure that pupils attend school regularly and have appropriate support to overcome any difficulties which might otherwise get in the way of their learning. Disadvantaged pupils make similar progress to all pupils nationally in reading, writing and mathematics.
- Additional funding that the school receives for physical education and sports is used effectively. Pupils enjoy visits from sports specialists who help to develop a wide range of pupils' skills as well as developing the skills of teachers in teaching sport and physical education.
- The local authority has provided effective support, helping the school through a period of instability in staffing and the governing body. The governing body and the senior leadership team now have more capacity to drive improvements forward, due to new additions. Although the local authority representative visits school leaders regularly to check on progress, targets for improvement are not always followed up, meaning that leaders are not rigorously held to account.
- **The governance of the school**
  - Governors have a developing understanding of performance management procedures. Performance management has not been used effectively enough to secure improvements in teaching and in outcomes for all pupils.
  - Although governors check that leaders complete the agreed actions for improvement, they do not check closely enough whether these actions are making any difference.

- Governors visit the school regularly to keep abreast of developments but have accepted too readily school leaders’ assertions that school effectiveness is good. They do not ask enough searching questions about the link between teaching and weaknesses in the outcomes for pupils.
  - Recently appointed governors bring a broader range of skills and experience. They demonstrate an improved capacity not only to support but also to challenge leaders to improve overall school effectiveness.
  - Governors attend training to keep up to date with their statutory obligations around safeguarding, including keeping pupils safe online.
  - Governors are well aware of how leaders spend the pupil premium funding and the impact it has on improving outcomes for disadvantaged pupils.
- The arrangements for safeguarding are effective. Appropriate policies are in place and are used well to make sure pupils are safe. Leaders ensure that they keep themselves up to date with current training and staff are also trained regularly in procedures to protect pupils from harm. Leaders work closely and swiftly with other agencies to maintain pupils’ safety when concerns arise: the safety of pupils has a high priority in Moorfield Primary. The school site and building are secure. Leaders also check that all activities and trips are safe. The headteacher, safeguarding governor and the children and family liaison officer completed a recent safeguarding audit to ensure that systems and procedures in school adhere to recent changes in legislation to keep children safe in education. Visitors to the school are fully vetted and new members of staff are assiduously checked. There is a culture of safety around the school and pupils are well supervised.

### **Quality of teaching, learning and assessment** requires improvement

- The quality of teaching requires improvement because it does not enable all pupils to make consistently good progress across the school.
- Teachers’ expectations for what all pupils can achieve are not consistently high enough, especially for the most able. Tasks set for pupils sometimes lack challenge for the most able or are too difficult for pupils who need extra support. Most-able pupils say that their work is sometimes too easy for them and work in pupils’ books confirms this view.
- Teachers know the importance of marking and feedback to pupils and work hard to follow the school’s agreed marking policy. However, teachers’ marking does not explain clearly enough how pupils can improve further.
- Leaders have developed a new system for assessment. They acknowledge that the system needs further development to highlight more clearly the progress pupils are making and how their skills are developing in different subjects.
- Evidence in pupils’ books shows that they have many opportunities to practise calculations and to develop an understanding of a wide range of mathematical topics. However, pupils do not have enough opportunities to use their mathematical skills in reasoning and problem-solving activities to challenge their thinking and take their skills to a higher level.
- Positive relationships exist between pupils and staff across the school. Classrooms are calm and orderly places. Pupils listen intently and are ready to learn in the vast majority of cases. They share their ideas and learning well with each other.
- Teachers’ explanations are clear and they use questioning effectively to assess what pupils already know and to help them learn more. The vast majority of pupils show a good level of interest and engagement in their learning and want to do well.
- Teaching in the ‘Gingerbread House’, which is an off-site resourced provision for pupils with autistic spectrum disorder, is well focused on pupils’ needs and enables pupils to learn well. Staff know the pupils very well and how they can best support pupils to achieve. There is a calm, welcoming atmosphere and a consistent approach ensures that all pupils know what to expect.
- The teaching of phonics is effective and has resulted in improving outcomes in reading, especially in the early years and in Key Stage 1.

## Personal development, behaviour and welfare is good

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. The ethos of the school ensures that pupils are well cared for and looked after. Care arrangements are strong and every effort is made to make sure that pupils' social and emotional needs are met, which helps to maintain self-confidence and self-esteem.
- Pupils enjoy coming to school because they have lots of friends. They say that 'everyone is friendly' and that people help each other and are kind.
- Pupils have positive attitudes to learning. They listen attentively and the vast majority engage well in their learning. Pupils try hard with their work and want to do well, but sometimes lose interest when they find the work too easy or difficult.
- All pupils spoken to say that they feel safe in school. This is a view that was shared by the vast majority of parents who responded to a recent survey completed by school leaders. Pupils say that bullying is rare; they are well aware of the different types of bullying and how they can stay safe.

### Behaviour

- The behaviour of pupils is good.
- Pupils understand the school's system to manage behaviour and they are keen to make sure they collect all of the 'privilege time' on Fridays. Pupils know what is expected of them so they behave well. There were no incidents of challenging behaviour during the inspection, either in classrooms or outside, during play and lunchtimes.
- Most pupils have positive attitudes to learning, are keen to please and get on with their learning even when their work is not appropriately challenging.
- Leaders have worked effectively to secure levels of attendance which are broadly similar to the national average. The proportion of pupils who are poor attenders was above average in the last year, having been below average for the previous two years, due to reasons beyond the control of leaders. Evidence seen on inspection confirms that leaders make every effort to secure high levels of attendance, particularly for disadvantaged pupils.
- Behaviour logs show that incidents of serious behaviour are rarely repeated. Leaders have dealt strongly with poor behaviour and have used every strategy to maintain the calm and friendly atmosphere.
- Pupils in the 'Gingerbread House' behave well because their needs are well met through a consistent approach. There is a warm, calm and orderly ethos which supports good behaviour and learning. The facility is well resourced and staff have the experience and skill to deal with any incidents of poor behaviour in a supportive way.

## Outcomes for pupils

## require improvement

- The relatively small numbers of pupils in each year group and the higher proportion of pupils with high-level disabilities or special educational needs mean that outcomes for pupils can vary from year to year. At the end of Key Stage 2 in 2015, the proportion of pupils making the progress expected of them in reading, writing and mathematics was broadly similar to other pupils nationally. The proportion of pupils making more than expected progress was average in reading, above average in writing but well below average in mathematics.
- The progress made by pupils currently in the school is too variable. Pupils make stronger progress in Key Stage 1 in reading and mathematics, but progress in writing is too slow. The progress made in different classes is too variable and too much is expected of pupils in the final years of school, as they try to make up lost ground.
- The level of challenge for most-able pupils is insufficient and therefore has not allowed them to achieve their potential. This is particularly the case in writing in Key Stage 1 and in mathematics in Key Stage 2.
- In most cases, the progress made by disadvantaged pupils is similar to other pupils nationally. At the end of Key Stage 2 in 2015, disadvantaged pupils made more progress than their classmates, especially in writing and mathematics.
- Disabled pupils and those with special educational needs make good progress because the support they

receive is timely and effective. Work in books and ongoing assessment shows that pupils attending the 'Gingerbread House' make good progress from their starting points.

- Improvements in the teaching of phonics and pupils' early reading skills are starting to have an effect. The proportion of pupils who reached the expected standard in the Year 1 phonics check was above average in 2014 and just below average in 2015. Evidence seen on inspection shows that improved teaching of phonics has secured ongoing improvement in pupils' early reading skills. The proportion of pupils reaching the expected level in reading at the end of Key Stage 1 was in line with the national average. However, at the end of Key Stage 2, the proportion of pupils reaching the levels expected of them in 2015 was still too low, because recent changes to the teaching of reading have yet to make any difference.
- Changes to the mathematics curriculum have not had the intended effect of raising standards in the subject. At the end of Key Stage 1, the proportion of pupils reaching the expected levels are low. Pupils' progress in mathematics across the school is particularly weak from their different starting points and needs to be addressed as a matter of urgency.
- Strategies to improve pupils' writing skills have made the most difference in Key Stage 2. Although the proportion of pupils reaching the expected levels at the end of Key Stage 2 is below that expected, the progress they make from their starting points is strong. However, this is not the case in Key Stage 1 where not enough pupils achieve the levels expected of them.

## Early years provision

is good

- The leadership and management of the early years is good. The leader is improving the overall provision for children because there is a consistent approach to learning across the Nursery and Reception classes. Teamwork is strong and assessment is used well to plan activities which develop the skills which children have not yet grasped.
- Early years staff have high expectations for all children. They work hard to give children opportunities to learn and explore on their own, but are also skilled at intervening, at just the right time, where children need a helping hand. Children complete meaningful activities, such as when learning about the different types of houses in Nursery. They quickly grasped new vocabulary, such as 'detached' houses and 'thatched' when talking about a cottage roof. Their learning was then further developed through the story of *The three little pigs* and they could speak with confidence about the different houses in the story.
- Children settle well in the welcoming environments of Nursery and Reception where they are well cared for and supported. Staff use a consistent approach to ensure that children are engaged, such as using 'magnet eyes' when children need to listen to instructions. Children show a love of learning, are challenged appropriately and behave well.
- Children made particularly good progress during a phonics session, observed during the inspection, because the teacher used familiar strategies to introduce new sounds. Children were excited by their learning and demonstrated good understanding of new and unfamiliar words. They were successful in writing new words because basic skills are practised regularly, such as how to hold the pencil correctly, and staff are clear in their explanations.
- Outcomes for children in the early years are improving. In the most recent assessments, the proportion of children reaching a good level of development rose considerably and is above the national average. This represents strong progress from their starting points which are below those typically expected for their age. Children are becoming increasingly prepared for learning in Year 1.
- Children who have specific additional needs are identified early and support is put in place to overcome any barriers to learning. For example, the early years premium funding is partly used to deploy the skills of a speech and language therapist. She is a regular visitor who is helping to remedy children's weaker aspects of speech and also to train and guide staff to complete similar work in her absence.
- Staff are using new systems to record the progress of children using technology. Parents are able to gain access to children's learning through an online application which has improved the sharing of learning with parents. Leaders are aware that the outdoor learning environment does not provide the same learning opportunities as the classroom. This is an aspect which leaders and staff are continuing to improve.

## School details

<b>Unique reference number</b>	105915
<b>Local authority</b>	Salford
<b>Inspection number</b>	10001787

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

<b>Type of school</b>	Primary
<b>School category</b>	Maintained with off-site resourced provision
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	148
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr T Stringer
<b>Headteacher</b>	Miss C Eaton
<b>Telephone number</b>	0161 775 4772
<b>Website</b>	<a href="http://www.moorfieldprimary.org.uk">www.moorfieldprimary.org.uk</a>
<b>Email address</b>	<a href="mailto:Moorfield.primaryschool@salford.gov.uk">Moorfield.primaryschool@salford.gov.uk</a>
<b>Date of previous inspection</b>	19–20 January 2016

## Information about this school

- This school is smaller than the average-sized primary school.
- Most pupils are White British with approximately 10% of pupils from other ethnic minority groups.
- Pupils are taught in single year group classes in the Early Years Foundation Stage and in Key Stage 1. In Key Stage 2 there are three mixed-age classes.
- The school has a resourced provision base, for up to 18 pupils aged four to 11, who have autistic spectrum difficulties. There are currently eight pupils in the resource base. Each of these pupils has a statement of special educational needs or an education, health and care plan. Since September 2015, they are based in an off-site building called the 'Gingerbread House'. Prior to this, the 'Gingerbread Room' (with six resourced places) was housed within the existing school.
- The proportion of pupils eligible for pupil premium funding is considerably higher than that found in most schools and comprises the majority of pupils in the school. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and those that are looked after.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- There have been a number of changes to governance and staffing since the previous inspection. A new deputy headteacher was appointed from within the current teaching staff in January 2015 and a new assistant headteacher has also been appointed. Three governors have left the governing body and four have joined, including a new Chair of the Governing Body.



## Information about this inspection

- Inspectors observed lessons in all classes and in a range of subjects. Two joint observations took place with the headteacher.
- Inspectors observed pupils' behaviour in classrooms and assessed the school's promotion of social, moral, spiritual and cultural development. Inspectors observed pupils in the playground and during lunchtime.
- Inspectors looked at work in pupils' books and on electronic devices in the early years.
- Inspectors held meetings with the headteacher, deputy headteacher and special educational needs coordinator and subject leaders. An inspector met with three members of the governing body, including the Chair of the Governing Body. A telephone conversation was also held with the school improvement adviser from the local authority.
- A group of pupils discussed their opinions about the school and their learning, with inspectors. Inspectors also spoke informally with pupils on the playground.
- There were not enough responses to the online parental questionnaire, Parent View, to gauge the opinion of parents. Inspectors did, however, consider the findings of a recent parental questionnaire issued to parents by the school.
- Inspectors observed the school's work and looked at a wide range of documents, including minutes from meetings of the governing body, information on pupils' outcomes, the school's evaluation of its own performance and its development plan. Behaviour and attendance records and information relating to safeguarding were also scrutinised.

## Inspection team

Ian Hardman, lead inspector

Ann-Marie Dimeck

Lesley Curtis

Her Majesty's Inspector

Ofsted Inspector

Ofsted Inspector



Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/publications/complaints-about-ofsted](http://www.gov.uk/government/publications/complaints-about-ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence](http://www.nationalarchives.gov.uk/doc/open-government-licence), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2016

