

# Moorside Primary School

Market Street, Droylsden, Manchester M43 7DA

## Inspection dates

27–28 November 2018

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Not previously inspected

## Summary of key findings for parents and pupils

### This is a good school

- Strong leadership by the principal and assistant principals has driven improvement and united the staff team.
- In recent years, pupils have not made good progress during their time in school. Determined actions by leaders mean that almost all pupils are now making good progress across a range of subjects.
- Teachers occasionally do not give work that challenges pupils sufficiently. Proportions of pupils attaining the higher standards and greater depth in English and mathematics are not high enough.
- Leaders have used professional development and training opportunities within the school and in partnership with other schools in the trust to improve the quality of teaching.
- Governors have a wide range of skills and are supportive of the school. They contribute to its continuous improvement.
- Leaders receive effective support from the central team at the trust. This has enabled them to make the improvements necessary to raise the quality of teaching and learning.
- Pupils with special educational needs and/or disabilities (SEND) are well supported to make good progress from their starting points.
- The curriculum is broad and balanced and contributes to the good and improving progress that pupils make.
- Subject leaders are relatively new to their roles and have not had the time to monitor the improvements to the curriculum or their impact on progress and attainment.
- Pupils generally demonstrate positive attitudes to their learning. Strong relationships between teachers and pupils contribute to pupils' growing confidence and the quality of learning.
- Children in the early years make good progress. Increasing numbers of children are ready for Year 1 by the time that they finish their Reception year.
- The progress of disadvantaged pupils is improving. Although their progress is improving over time, their attainment is still too low.
- Attendance rates have improved and are now close to last year's national average. Leaders have taken a wide range of actions to improve the attendance of disadvantaged pupils. However, too many of these pupils are still not attending school regularly.
- A strong culture of safeguarding exists throughout the school. Procedures for keeping pupils safe are secure and clear. The pastoral support for pupils is a high priority for leaders.

## **Full report**

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

- Further improve the achievement and attendance of disadvantaged pupils by continuing to identify and address the barriers to learning for these pupils.
- Strengthen leadership and management by continuing to develop the role of new subject leaders, to further improve their understanding of pupils' attainment and progress in their subjects.
- Continue to provide greater challenge in lessons so that more pupils attain at greater depth and higher standards.

## Inspection judgements

### Effectiveness of leadership and management

Good

- The principal and his senior leadership team have driven the improvements needed to address the decline in pupils' overall achievement caused by a number of staff changes since the last inspection. Staff are positive about the difference that the principal has made to the culture and direction of the school.
- Senior leaders know the school well and are accurate in their judgement of where Moorside Primary is on its improvement journey. Improvements made so far are due to leaders promoting and 'living' the school's values of pride, collaboration, understanding and aspiration.
- Raising expectations and aspirations has been key to the improvements in the quality of teaching and learning. Leaders have united the staff team so that everyone is determined to achieve the school's vision 'Aiming for Excellence'. Leaders have high expectations of their pupils and provide support to overcome any barriers to learning through an effective pastoral support system. It is clear that leaders know individual pupils and their circumstances well.
- Leadership of teaching and learning in English and mathematics is strong. Leaders know their subjects very well and use thorough and systematic checking procedures to drive improvements. Leaders use professional development opportunities well to improve the teaching skills and confidence of staff continually. As a result, the quality of teaching in both subjects has improved in recent years.
- Staff feel valued and are very positive about the leadership of the school. The quality of teaching, learning and assessment has improved. This is as a result of the contribution of coaching to develop teaching and leadership skills and the clarity and consistency of the enquiry-based approach of the curriculum. Procedures for evaluating teachers' performance are robust and are carried out in a supportive manner.
- Leaders have recently reviewed how they spend the pupil premium funding. They are much more adept at identifying the barriers to pupils' learning and have introduced a range of pastoral and academic support to address them. This clearer focus on disadvantaged pupils' needs is beginning to raise their achievement.
- The funding for pupils with SEND is used effectively. The special educational needs coordinator (SENCo) is passionate and determined in her role to improve the progress and attainment of these pupils. The SENCo values the support that she receives from the trust and has developed clear procedures to support and monitor teaching and learning. Through this effective support, current pupils with SEND are making good progress from their starting points.
- The physical education (PE) and sports funding for primary schools is used very well. Significant investment in the school environment has encouraged greater participation rates in PE and sport. Professional development for staff means that they are now more confident about their teaching in this area. There is a wide range of sports and after-school clubs for pupils to participate in. Pupils who spoke with inspectors value these opportunities and attendance at them is high.

- A broad range of opportunities for enrichment contributes to pupils' spiritual, moral, social and cultural development. Pupils elected to the school council respond positively to the responsibility for sharing the views of their classes. Pupils enjoy the opportunity to support charities and to share their musical talents with the community. The school environment is used very effectively to promote the school's values through motivational quotes.
- Leadership of subjects other than English and mathematics is developing. Subject leaders have identified the key skills and knowledge to be taught to each year group during the year. The curriculum is planned around quality texts and draws on an enquiry approach. For example, Year 5 pupils are asked: 'Would you have survived as a Victorian child?' However, these subject leaders are relatively new to their roles. They have not had time to check whether these plans are consistently being followed or to evaluate the impact of teaching on the pupils' attainment and progress.

### **Governance of the school**

- Governors have a good understanding of the strengths and weaknesses of the school. They have improved their understanding of information on pupils' achievement, including that of different groups. Governors share in the drawing up of plans to address any areas for improvement, including how they will monitor the impact of leaders' actions. This supports governors to carry out their functions effectively.
- Clear lines of accountability and communication between governors and the trust ensure that leaders are held to account for the effectiveness of the education provided to the school's pupils. Governors were fully involved in the decision to review the pupil premium funding strategy. Their monitoring is now even more focused on the impact of this funding on the progress and attainment of these pupils.
- The governing body comprises a group of committed people who have the skills and expertise to monitor the standard of education provided. Good relationships exist between the governing body and school leaders. The school benefits from a wide range of effective support from the central team of the trust. For example, the advice from the finance team enabled leaders to realise their vision for a much-improved learning environment.

### **Safeguarding**

- The arrangements for safeguarding are effective. Leaders have created a strong culture of safeguarding in which pupils feel safe and valued. The school's procedures and practices are fit for purpose. Safer recruitment processes are secure, ensuring that only suitable people are recruited to work with pupils. Leaders provide effective training and regular information updates to ensure that all staff are well aware of their responsibilities to safeguard pupils.
- Parents, carers and pupils feel that the school is a safe place to be. Leaders, including governors, ensure that staff receive high-quality training. As a result, staff know how to recognise the signs and symptoms of abuse. Staff are very clear about the school's procedures for reporting and recording any concerns that they have regarding the safeguarding of pupils. Leaders are tenacious but sympathetic in their work to protect vulnerable pupils.

- Pupils are taught how to keep themselves safe. Leaders have implemented clear programmes to teach pupils about personal and internet safety. Teachers discuss the danger associated with class visits outside school, so that pupils understand their role in keeping themselves safe.

## Quality of teaching, learning and assessment

**Good**

- Leaders have taken effective action to improve the quality of teaching, learning and assessment. Most pupils now benefit from effective teaching that allows them to make good progress in a range of subjects.
- Pupils are improving their fluency and speed of recall of important mathematical facts. Consequently, they can deal with larger and more complex numbers with increasing confidence. They are gaining a better understanding of calculation strategies through the opportunities provided to reason and explain their thinking. However, teachers do not challenge pupils to deepen their mathematical understanding sufficiently well, and pupils therefore draw on a relatively narrow mathematical vocabulary in their explanations. The proportion of current pupils attaining the school's higher standards is increasing, but nevertheless remains too low overall.
- In English, teachers have raised their expectations of the standards that pupils can reach in their writing. Teaching has been adapted to focus even more on vocabulary and the content of pupils' writing. These actions have helped to ensure that current pupils across the school, except for some disadvantaged pupils, make good progress and produce better pieces of writing.
- The teaching of reading is also effective. Year 2 pupils read well and have an accurate understanding of what they have read. Year 3 pupils understand the difference between fiction and non-fiction books. Older pupils enjoy a wide range of books by a variety of authors. They read with intonation and expression and have a deepening understanding of what they have read.
- Leaders have employed several teaching assistants across the school, who work effectively to support pupils with SEND. Teachers match the demands of work well to their assessments of these pupils' learning needs, so that they make good progress from their starting points.
- Teachers use an enquiry approach when teaching subjects within the curriculum. This approach allows teachers to develop English and mathematics across the curriculum. Pupils in key stage 2 appreciate the chance to apply their knowledge of writing structures and what they have learned through class reading to a historical context. Mathematical charts and tables are used well to record and explain geographical and scientific findings.
- A strength of teaching across the school is the use of questioning to encourage pupils to think for themselves or to clarify misconceptions. Pupils of all abilities recognise the importance of this strategy in helping them to become independent and confident learners. Effective questioning allows pupils to understand how well they are acquiring knowledge, skills and understanding in a range of subjects.

- Teachers expect pupils to behave well in lessons and have effective strategies to deal with the few occasions when there is misbehaviour. As a result, pupils are engaged in their lessons, with positive attitudes to learning.
- Teachers use assessment well to ensure that pupils are learning. When teachers observe any misconceptions, they use a range of strategies to work with individuals or groups to address them. Consequently, pupils are confident that they will get the support that they need to learn successfully. However, this is not always the case across the school. Occasionally, teachers do not provide sufficient challenge to the most able pupils.
- Teachers have an improving subject knowledge. They mainly use it well to plan learning that engage pupils' interest and provide sufficiently challenging work for most pupils. In some subjects, such as science and music, this results in high-quality pieces of detailed work.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Pupils feel safe in the school and understand how to keep themselves safe. They recognise the many different strategies that leaders use to keep them safe, including, for example, lessons on road safety and cyber-bullying.
- In conversation with inspectors, pupils stated that bullying is rare, and leaders deal with it swiftly and effectively when necessary. On these rare occasions, pupils said that name-calling is usually the catalyst.
- Pupils value the support and encouragement that they receive from their teachers. They are developing the self-confidence and independence to be successful learners. Pupils are particularly appreciative of the clarifications and reminders from staff about past learning and described lessons as 'fun'. Presentation in their books shows a growing sense of pride in their work.
- Pupils benefit from several clubs and visits that the staff provide. Pupils appreciate the opportunity to play sports against other local schools, with a significant degree of success. These activities, along with regular opportunities to support various charities and to learn about other faiths, enhance and enrich pupils' spiritual, moral, social and cultural development.
- There are many opportunities for pupils to take on positions of responsibility in the school. These include becoming a member of the school council. Pupils elected to these roles carry out their duties with pride and to good effect. Pupils can also undertake playground leader roles to promote sports and playground games to younger pupils.

### Behaviour

- The behaviour of pupils is good. Pupils are attentive in class and lessons are very rarely disrupted by poor behaviour. Pupils generally conduct themselves well around the school. They are welcoming to visitors and are polite and friendly to adults and each other.

- In response to Parent View, Ofsted’s online survey, a very small number of parents expressed concern about pupils’ behaviour and how well school leaders deal with bullying. Inspection evidence shows that the rare incidents of bullying and poor behaviour are well managed by leaders and usually involve discussions with parents. Pupils involved in any incidents are guided towards one of the many pastoral programmes to support them to change and modify their behaviour.
- Pupils spoken to during the inspection stated that there is no bullying in the school. They are clear about the school’s systems for promoting good behaviour and many are proud to wear a range of reward badges.
- Pupils’ attendance last year remained below the national average. Leaders have taken effective action, and it is now improving. Discussions take place with parents to support them to understand the importance of regular attendance. Staff celebrate good attendance in weekly assemblies. However, too many disadvantaged pupils do not attend school regularly enough. The persistent absence rate for this group of pupils remains below the national average.

### Outcomes for pupils

**Good**

- Leaders and governors took decisive action in 2017 to improve outcomes, because progress and attainment at key stage 2 in reading, writing and mathematics were below national averages for pupils’ progress and attainment. Attainment at key stage 1 had also been below national averages for reading, writing and mathematics. Their actions included the appointment of leaders to monitor and improve the quality of teaching and learning. These measures resulted in improvements in progress and attainment in 2018 in the national assessments in key stages 1 and 2. However, despite these improvements, progress, the combined reading, writing and mathematics attainment and attainment in each subject remained below the national average for key stage 2 pupils.
- Work in books and the school’s own assessment information indicate that most current pupils now make good progress across a range of subjects, including English and mathematics. This is because of the improvements in the quality of teaching resulting from appropriate training and coaching and the appointment of new staff. While many current pupils achieve well, some of the most able pupils do not always achieve the higher standards they are capable of.
- Work in pupils’ mathematics books and school records show that most pupils are making good progress. Pupils’ knowledge and skills are improving, and they are developing a deepening understanding of calculation processes. However, opportunities to say how they came to their answers and develop their reasoning skills are less well developed. Pupils across the school are beginning to draw on their increasing mathematical knowledge and understanding to explain their thought processes, but their explanations lack sufficient detail.
- Pupils’ writing includes a variety of sentence structures and phrases to add interest. Older pupils include similes and other description effectively to create mood. Teachers have high expectations and include examples from quality literature to enthuse the pupils. This approach ensures that most pupils are making good progress and older



pupils are producing emotive and cohesive pieces of writing. A typical example is: 'Coco had a smug look on her face; she knew something Pascal didn't'.

- Pupils read with appropriate fluency and comprehension, considering their age and ability. They use their knowledge of phonics effectively to read unfamiliar words. They read widely and for pleasure and enjoy reading. Pupils in Year 1 achieve well in the national phonics check. In 2018, there was a dip in the school's results. However, Year 1 comprised a greater number of pupils with SEND who had specific literacy difficulties. Teachers are continuing to support these pupils.
- At the end of key stages 1 and 2 in 2018, attainment for disadvantaged pupils was not as strong as that of other pupils nationally. Most disadvantaged pupils are now making good progress, but are still not attaining as highly as other pupils in school. Teachers are devising more appropriate support for these pupils through their teaching plans. Leaders use reviews of progress and attainment each half term to determine the impact of this support on pupils' achievements.
- Pupils with SEND are making good progress from their starting points. The SENCo manages provision efficiently and identifies pupils' needs effectively. Pupils benefit from carefully planned interventions with well-sequenced lessons and support that help them to make good progress. Increasing numbers of pupils with SEND are working at age-related expectations.
- Pupils acquire appropriate knowledge, understanding and skills in a range of subjects other than English and mathematics. Work in their books shows that most pupils are making good progress. For example, in Year 2, a strong focus on scientific vocabulary enabled pupils to identify healthy and unhealthy foods. In Year 4, good teaching in art enabled pupils to develop their pencil and shading techniques.

### Early years provision

### Good

- Children enter the early years with skills and knowledge that are below those typical for their age and stage of development. Through good teaching, greater numbers of children than in previous years are making good progress and are well prepared for Year 1.
- Leaders' assessment records and work in children's books show that the proportion of children working at age-related expectations is increasing. However, the proportion of Reception children achieving a good level of development remains below the national average.
- Nursery children benefit from high expectations, especially in vocabulary and phonics. Children are beginning to form recognisable letters and attempt to write their own names. As a result of well-focused teaching activities, increasing numbers of children are working within age-related expectations.
- Reception children listen carefully to instructions. Staff use carefully crafted and probing questioning and a wide range of experiences to assess and broaden children's knowledge, for example of signs of autumn. Staff also intervene swiftly to address misconceptions, enabling children to develop their understanding further. Learning support assistants support children's learning activities well and help them to make good progress over time.



- The leader of the early years has a very effective understanding of the strengths and weaknesses of the early years provision. She is keen to secure improvements. She has identified, for example, that the development of speech and language is central to improved outcomes. She is also determined to raise the proportions of children attaining a good level of development.
- Children who are disadvantaged make good progress. This is because staff provide a number of additional activities which support their learning effectively. These activities are particularly effective in phonics and also in speech and language development.
- Leaders identify and support children with SEND effectively. Children with speech and language difficulties are quickly assessed on entry into the early years classes and receive additional help from specially trained staff. This effective practice helps to ensure that these children make good progress from their starting points.
- Leaders involve parents in their children's education in various ways. Parents accept invitations to join their children in school activities. Staff meet with parents before children start in the Nursery or Reception class to ascertain the children's needs and establish whether any additional support is needed. This ensures that transition into the early years is well managed.
- Children's behaviour and their attitudes to learning are good. They are confident in exploring activities indoors and outside, demonstrating that they feel safe. There are no breaches of the welfare requirements. Staff follow and know well the safeguarding procedures and policies applicable to the whole school.
- The quality of teaching, learning and assessment is good. Teachers provide well-planned activities that enthuse the children and are carefully matched to their learning needs. However, opportunities for independent writing in the outside environment are limited, particularly for the most able children. Staff were able to develop children's understanding of shape properties through, for example, a discussion of sides and corners.

## School details

Unique reference number	142499
Local authority	Tameside
Inspection number	10053500

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

Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	461
Appropriate authority	Board of Trustees
Chair	Mr Jack Harrison
Principal	Mr Phil Dickson
Telephone number	01613703614
Website	<a href="http://moorside-primary.net">http://moorside-primary.net</a>
Email address	<a href="mailto:d.metcalfe@moorside-primary.org">d.metcalfe@moorside-primary.org</a>
Date of previous inspection	Not previously inspected

## Information about this school

- The school converted to become an academy within the Enquire Learning Trust in December 2015.
- The Trust is responsible for strategic decision-making and provides a range of central services to support the school. The school's governing body (recently re-named as the academy improvement committee) is responsible for the monitoring and checking of standards of education in the school.
- The school is much larger than the average-sized primary school.
- The proportion of pupils supported by the pupil premium is slightly above the national average.
- The proportion of pupils from minority ethnic groups or who speak English as an additional language is below average.

- The proportion of pupils with SEND is broadly average.
- The proportion of pupils who have an education, health and care plan is below average.

## Information about this inspection

- The inspectors observed learning throughout the school in all classes and in a range of subjects. Some of these activities were carried out jointly with members of the senior leadership team.
- Inspectors scrutinised pupils' work and listened to pupils read.
- Observations were made of pupils' behaviour at the beginning of the day, at lunchtime, at breaktime and in the classroom.
- The inspectors met with pupils, formally and informally, to listen to their views.
- Meetings were held with the assistant principals, senior leaders, subject leaders and teachers, members of the governing body and representatives from the Enquire Learning Trust.
- The inspection team scrutinised a wide range of documentation, including information about pupils' attainment and progress, and the school's self-evaluation and improvement plan. Inspectors considered minutes of meetings and records relating to teaching and learning, pupils' attendance and behaviour and safeguarding of pupils. Inspectors considered the school's own parent survey information. A scrutiny of the website was also undertaken.
- Inspectors considered the views expressed by parents through informal meetings. Inspectors analysed 34 responses received through the free-text facility on Parent View, Ofsted's online survey. Inspectors also analysed 16 responses to the staff survey.

## Inspection team

Ian Shackleton, lead inspector	Ofsted Inspector
Timothy Gartside	Ofsted Inspector
Suzanne Blay	Ofsted Inspector

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