

Moorlands Junior School

Temple Road, Sale, Cheshire, M33 2LP

Inspection dates

19–20 March 2014

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Achievement is good. From their individual starting points all pupils, including those in the small specialist class, make good progress in English and mathematics.
- Teachers have an accurate understanding of how well pupils are learning. They have good subject knowledge and use it to plan interesting activities which enable pupils to achieve well.
- Pupils' behaviour is good. They are confident, friendly and have impeccable manners. Their conduct in social situations is excellent. They enjoy school, and this is reflected in their above average attendance.
- The school's work to keep pupils safe and secure is good. Pupils are taught to be aware of risk and to keep themselves safe.
- Leadership and management are good. Senior leaders regularly check on how well the school is performing and, from their findings, plan actions which are improving teaching and achievement.
- Governors take effective steps to find out for themselves how well the school is performing. They use their knowledge to hold senior leaders accountable.
- The curriculum is rich and varied, for example, providing learning in German and French. It is highly effective in providing for pupils' outstanding spiritual, moral, social and cultural development.

It is not yet an outstanding school because

- The quality of pupils' written work in some other lessons, such as history, is not as good as it is in English lessons.
- Leaders, particularly new middle leaders, do not always follow up actions carefully enough to ensure that they are having an impact.
- Otherwise outstanding behaviour is spoilt because some pupils do not have a love of learning, and a small minority drift off task if they are not regularly reminded by the teacher to focus in lessons.
- Teachers' marking does not always give pupils precise enough information about what they need to do to improve their work.

Information about this inspection

- Inspectors observed parts of 17 lessons taught by 11 different teachers. At the headteacher’s request, none of the lessons were observed jointly with a member of the senior leadership team.
- Inspectors observed students’ behaviour around the school as well as in lessons. They talked with students informally about their learning, as well as holding a more formal meeting with a group of pupils from across the whole school.
- Meetings were held with senior and middle leaders, members of the governing body, and a representative from the local authority.
- The views of 25 parents who responded to the on-line parental questionnaire (Parent View) were taken into account, as well as information collected by the school about the views of parents. Inspectors also took the opportunity to talk to parents as they brought their children into school.
- The inspection team examined a range of documentation, including data about pupils’ achievement from internal tracking systems and analysis provided by the school’s leaders. Inspectors also scrutinised leaders’ monitoring records, including minutes of governing body meetings and information provided relating to attendance, safeguarding and behaviour.

Inspection team

Christine Birchall, Lead Inspector	Additional Inspector
Fiona Dixon	Additional Inspector

Full report

Information about this school

- Moorlands Junior School is a smaller than average sized primary school. The vast majority of pupils are from White British backgrounds.
- The proportion of pupils supported by the pupil premium funding is below average. The pupil premium is additional funding provided for pupils known to be eligible for free school meals, the children of service families, and children who are looked after by the local authority.
- The proportion of pupils who are supported at school action is below average. The proportions supported at school action plus, or with a statement of special educational needs are higher than the national average.
- The school has a resourced provision (the 'small specialist class') for pupils with complex learning needs from across the local authority. There are currently 14 pupils on roll. They are provided with a number of appropriate opportunities to integrate with pupils from the mainstream school.
- Since the previous inspection, a new headteacher and deputy headteacher have taken up post, and there have been a significant number of changes to teaching staff.
- During the last academic year, the school underwent a building and refurbishment programme.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Ensure that more teaching over time is outstanding, and so improve pupils' achievement, by:
 - improving teachers' marking so that it always gives pupils clear information about how to improve their work and making sure that pupils always have time to respond to teachers' feedback
 - providing experiences in lessons which consistently motivate pupils and inspire them with a love of learning
 - providing more opportunities for pupils to use the skills they develop in English lessons throughout the rest of the curriculum.
- Improving the effectiveness of leaders in bringing about rapid improvements, by:
 - rigorously following up planned actions to check that they are having an impact
 - developing the skills of new middle leaders so that they are able to take full responsibility for progress in their areas of responsibility.

Inspection judgements

The achievement of pupils is good

- Attainment on entry to Year 3 for those pupils who are not in the small specialist class is broadly in line with the national average. All pupils make good progress from their individual starting points. Published data for 2013 suggested that pupils made only expected progress. However, this does not take into account the complex needs of the pupils in the small specialist class which skews the data. When mainstream pupils only are considered, attainment in English and mathematics are above national average, and pupils achieve well.
- Pupils achieve well in both reading and writing. This is because they are given plenty of opportunities to write for a range of purposes, and are encouraged to read regularly.
- Achievement in mathematics is good because pupils have opportunities to use their mathematical skills to solve real life problems.
- Pupils in the small specialist class make good progress in their learning, but also in their social and emotional development, because of teaching which is well targeted to their needs. Other disabled pupils and those with special educational needs also make good progress. This progress is accelerating this year because there is an increased focus on identifying gaps in what they are able to do, and on providing experiences which close those gaps. The quality of the additional support they receive, for example in small groups, is good.
- The achievement of pupils who are supported by the pupil premium funding, including those known to be eligible for free school meals, is accelerating and the gaps between their achievement and that of those pupils who are not supported by the funding are closing, though still wider than average. This is because leaders have spent the funding this year in a very targeted way, and have tracked the progress of those pupils more closely this year. This has enabled them to put in place additional individual plans to support those who are underachieving.
- The most able pupils typically receive appropriate levels of challenge which enable them to reach the highest levels at the end of Key Stage 2.
- Pupils are confident and communicate their ideas clearly both orally and in writing. However, the quality of their written work is not always as good in other subjects, such as history and geography, as it is in English. Pupils have a number of opportunities to use their mathematical skills in other subjects across the curriculum, such as science.

The quality of teaching is good

- Over time, teaching is good. Work in books, achievement data, the school's own records and what pupils say confirm this to be true.
- Both teachers and teaching assistants make regular checks on how well pupils are learning in lessons, and are quick to provide one to one support for pupils where necessary to enable them to make progress. Teachers frequently and accurately assess pupils' work in English and mathematics, and use their findings to set work which enables pupils to move to the next level.
- Teachers use their good subject knowledge to provide a range of activities which meet the needs of the different abilities in the class and enable them all to make good progress. These include ensuring very careful grouping so that pupils all have clearly defined roles and can take part in discussion or problem solving. Pupils also benefit from good questioning that both checks and develops their understanding.
- In a German lesson, pupils were led through a number of fast-paced activities where the teacher provided extensive challenge, modelled accurate pronunciation, and ensured that they were able to take risks and speak the language with confidence.
- Pupils are provided with a good range of opportunities to write at length, and the written work they produce is thoughtful and well presented. Teachers ensure that pupils read regularly, and new books have been purchased to allow them to make good progress in reading across the

school and to increase their enjoyment. Most pupils read well and with pleasure.

- Pupils in the small specialist class benefit from teaching which is very precisely matched to their individual needs and enables them all to make at least good progress. Expectations are high. For example, in science they take part in experiments and are expected to use scientific language. Pupils work together well and are supportive of each other's successes.
- The quality of marking varies from class to class. While pupils' work is marked regularly and positive comments are made about what pupils have achieved, not all marking gives pupils precise information about what they need to do to improve their work. Pupils are not given sufficient time to respond to marking and to use it to correct or improve their work.

The behaviour and safety of pupils are good

- Behaviour of pupils is good. Teachers set high standards, apply the school's behaviour management policies consistently, and are good role models for the pupils.
- Behaviour around school and at playtime and lunchtime is exemplary. Pupils move around the building calmly and purposefully. They show good awareness of other people around them, and take care to hold doors open for each other.
- Pupils' social skills are very well developed. They treat each other and adults with great respect. They take good care of each other and understand and value the fact that people are all different. Pupils from the small specialist class are well supported by their peers, and are welcomed into lessons and games.
- Behaviour in lessons is good. Pupils take great pride in their work, which is always neat and well presented. They arrive at school properly equipped and looking very smart in the correct uniform.
- Pupils show great respect for the school environment. There is no evidence of any litter, and the Eco Council is proactive in looking for ways to develop the school grounds. They are all very excited about the planned outdoor classroom.
- School records indicate that good behaviour is typical. There are very few incidents of misbehaviour and any that do occur are dealt with effectively. Parents express confidence that behaviour is good. There have not been any exclusions.
- A minority of pupils are not enthused about their learning in lessons. Occasionally, they need more than one reminder to focus on their work, and sometimes when they work in groups not all pupils are active participants.
- The school's work to keep pupils safe and secure is good. Pupils report that they feel very safe in school because teachers take good care of them. They understand the different forms that bullying may take, but say that it rarely occurs and that teachers always deal with it. Parents have no concerns about their children's safety.
- Pupils are taught how to keep themselves safe in a variety of situations. When pupils in the small specialist class were mixing liquids in science, they were very clear that they should never risk tasting any of them. All pupils are taught about road safety and have the opportunity to take part in a scheme to ensure their road awareness on bikes. Some have received first aid awareness as part of the enrichment curriculum.
- Attendance is above average for all groups of pupils.

The leadership and management are good

- Senior leaders undertake regular monitoring activities to check on the work of the school, and have an accurate understanding of its strengths and areas for development. This is enabling them to take appropriate actions to bring about improvements in teaching and achievement.
- There is a strong focus on accelerating progress for all pupils. Systems to check how well pupils are learning have been improved so that underachievement can be identified earlier and support put in place more rapidly. This is improving achievement, particularly for pupils who are

supported by the pupil premium as well as disabled pupils and those with special educational needs. The school's work to promote equality of opportunity is good.

- Clear systems are in place for the performance management of teachers, including setting precise targets for teachers, which are focused on improving pupils' progress. There are regular opportunities for teachers to take part in training to develop their skills. This ensures that the quality of teaching in the school is good.
- Roles and responsibilities have been clarified in order to strengthen leadership. All leaders have development plans which outline the actions required to bring about improvements in their areas of responsibility. However some plans, particularly those of inexperienced middle leaders, need to include more precise criteria in order to be able to check whether actions are really having an impact.
- The curriculum meets all requirements and includes an excellent range of enrichment opportunities, including the teaching of German and French, which contribute extremely well to pupils' spiritual, moral, social and cultural development Pupils regularly take part in visits to places of educational interest. In addition, Thursday afternoons are set aside to allow pupils to enjoy arts and crafts, cookery, sports, or other activities, such as problem solving and computer animation. These excite pupils and contribute to their enjoyment of school.
- The primary school sport funding is used in a range of ways to increase pupils' participation in physical activities, provide them with the opportunity to try a wider range of sports, and to improve training for teachers. For example, each class is receiving half a term of coaching from Sport Trafford, as well as having access to lacrosse, yoga and swimming. New equipment has been purchased for play times, and pupils benefit from a large number of after- school clubs. There has also been an increase in the number of inter-school sports events. Pupils speak enthusiastically of their appreciation of all these opportunities.
- The local authority provides light touch support for the school consisting of an annual visit to review performance with the headteacher.
- **The governance of the school:**
 - Governors take very proactive steps to check for themselves how well the school is performing. For example, governors are all linked to a particular aspect of the school's work, such as literacy and through 'governor of the month' they take it in turns to visit the school for at least half a day to find out more about each area. Chairs of sub-committees meet monthly to ensure a strategic overview of the school's work. They know how the pupil premium and sports funding are spent, and request regular updates on their impact. They also monitor the effectiveness of performance management targets on improving teaching, and ensure clear links with pay progression. They ensure that all safeguarding requirements are met.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	106308
Local authority	Trafford
Inspection number	440738

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	227
Appropriate authority	The governing body
Chair	Rob Chilton
Headteacher	Alison Kelly
Date of previous school inspection	18 November 2010
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