

Moorfield Community Primary School

Inspection report

Unique Reference Number	105915
Local authority	Salford
Inspection number	377321
Inspection dates	15–16 November 2011
Reporting inspector	Leszek Iwaskow HMI

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	150
Appropriate authority	The governing body
Chair	June Worsley
Headteacher	Caroline Eaton
Date of previous school inspection	3 October 2008
School address	Cutnook Lane Irlam Salford M44 6GX
Telephone number	0161 7754772
Fax number	0161 9211961
Email address	moorfield.primary@salford.gov.uk

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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and one additional inspector. They observed teaching and learning in 12 lessons including all the teachers in the school, as well as in the unit for pupils with autistic spectrum disorders. Inspectors also held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at school policies and procedures, including those for safeguarding, data and analysis about pupils' current and past performance, curriculum planning, subject leaders' files, pupils' work, monitoring reports and 36 parental questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How well pupils attain and progress through the school, especially in mathematics.
- How well-embedded and consistently applied are the use of assessment data, tracking and target-setting strategies?
- What impact are these strategies having on raising standards, improving teaching and learning and matching work to pupils' needs?
- What part does the curriculum play in helping pupils achieve and enjoy their learning and whether it is providing entitlement for all learners.
- How effective is the monitoring of provision by leaders and managers and is this accelerating improvement, especially in mathematics?
- How well is leadership at all levels being developed and, in particular, how effectively are subject leaders managing their roles?

Information about the school

This is a smaller-than-average school. The proportion of pupils known to be eligible for free school meals is well above the national average. Almost all pupils are of White British origin, with a very small minority from other ethnic backgrounds. There is an above-average number of pupils with special educational needs and/or disabilities, of which a well-above average number have a statement of special educational needs. The school provides for children in the Early Years Foundation Stage. Within the school, there is also a dedicated unit for pupils with learning difficulties associated with autistic spectrum disorders; this currently provides for three pupils from areas across the local authority. Moorfield holds the Healthy Schools award, the Activemark award and the Quality Mark for basic skills. Within the school grounds, the externally managed Mojo 1 Childcare provides a before- and after-school club, an occasional crèche and a pre-school group for children living in the local area. The Acorn Centre (Space for Sport and Arts) is managed by Moorfield, but is a shared facility for three local schools, as well as the community. This helps the school provide elements of extended services provision.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate
Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Moorfield School is a, 'small school with a big heart', which currently provides a satisfactory education for the pupils in its care. It is especially successful in providing good support for those pupils who are potentially vulnerable or who have special educational needs and/or disabilities. It is less successful in raising academic standards and challenging the more able. The school nurtures pupils' social, emotional and personal development well and is held in high regard in the local community. Parents and carers are full of praise for that aspect of the school's work. Inspectors observed some good lessons, but they saw also lessons which were less than satisfactory, particularly in the afternoons during topic work. Pupils make varied progress across a range of subjects because the quality of teaching is variable. Teachers are more secure in teaching English and mathematics, but less secure in teaching other subjects, such as history, art and design, and geography. Subject leaders do not provide adequate resources or sufficient guidance and support in many of those subjects. Pupils, generally, make better progress in English, but more limited progress in mathematics. Attainment varies from year to year and is often affected by the size and composition of that particular cohort, but is satisfactory overall. Many of the pupils in the autistic spectrum disorders unit make good progress. For example, pupils who have come to the school unable to communicate have, through patient handling and encouragement, improved their self-esteem and confidence to be able to speak and make good progress in developing basic mathematical, listening and writing skills.

In the past, management, including subject leaders, has not been sufficiently rigorous in monitoring teaching and learning or the curriculum to enable focussed improvements to be made and underperformance to be challenged. The governing body has failed to hold management to account. With support from the local authority, systems are now being established which aim to fast-track and ensure that provision is improved and attainment is raised, particularly in mathematics. Target-setting and the tracking of pupil progress has now been strengthened, enabling improvement and intervention strategies to be more clearly focussed and targeted. However, as yet, that has not had time to impact on outcomes, particularly attainment. Most rapid progress is being made in those classes where teaching practices ensure pace and challenge. In those lessons and subjects where teachers are less secure, low-level tasks occupy pupils and encourage a slow pace. Some minor disruptive behaviour occurs when pupils became bored, or where routines are

lax. Pupils learn better when teachers engage them in interesting activities and in those lessons behaviour is particularly good.

The school has many positive attributes. Most pupils enjoy coming to a setting where they feel safe and secure and where a culture of care is paramount. Pupils get a good start to their schooling in the Early Years Foundation Stage. They enjoy the wide range of extra-curricular activities on offer. Those activities support their personal development and enrich their learning, whether this is the visit to 'Crucial Crew' to learn about personal safety, or through participation in sporting activities with the Manchester United Football Foundation. Pupils comment very positively about those memorable experiences and about what they have learnt from the many visitors to the school. Despite all that is on offer, a small group of persistent absentees choose not to attend and this impacts negatively on the overall rate of attendance. Teachers work and communicate well with parents and carers, who are very positive about what the school provides for their children and are appreciative of the role it plays in the local community.

There is a realisation among managers and the governing body that if the school is to be very successful it must not only support the care and personal development of its pupils, but it must also raise aspirations and ensure that, when they leave, pupils have a sound body of knowledge and skills to serve them well in later life. To achieve that, weak practice needs to be challenged and learning needs to be better in order to accelerate improvement. If that happens, this 'small school' will be able justifiably to claim it is 'a big success!' There is adequate evidence to show that the school has sufficient capacity to achieve this.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Develop and refocus management at all levels in order to ensure that:
 - standards are raised, particularly in mathematics
 - teaching improves, so that more lessons, including topic work, are at least consistently good
 - monitoring and evaluation is more rigorous and enables school leaders to challenge weaker practice
 - there is greater accountability for subject leaders to improve provision in their areas of responsibility
 - the governing body has an improved impact on the direction and work of the school and is able to challenge and address weakness, in order to bring about improvement.
-
- Improve attendance, particularly for persistent absentees, in order to enable all pupils to have the opportunity to achieve and succeed.

Outcomes for individuals and groups of pupils

3

Pupils' achievement is satisfactory overall, but there is a lack of consistency year on year and between cohorts of pupils. Improvement has been evident in the last year, with attainment in English above the national average and slightly below the national norm in mathematics. That contrasts with weaker performance over the previous two years. In part, the pattern of peaks and troughs in attainment reflects the small size of cohorts, which mean that every pupil is statistically very significant. Also, in some year groups, there is a disproportionate number of pupils with significant learning needs, including those with autism and Asperger syndrome, as well as a range of challenging behavioural problems. On the whole, those pupils make good progress, often from very low starting points, without quite reaching age-related expectations. For example, attainment for the current Year 6 cohort is projected to dip for these very reasons, despite the expectation that some of the pupils with specific learning needs will make good progress. As they move through the school, the progress pupils make has traditionally been better in English than mathematics. The more-able pupils are rarely stretched. Across a range of other subjects, progress is spasmodic and inconsistent, due in part to teachers being less confident in teaching foundation subjects such as art, history, music etc, but also due to the weak management and support for these subjects.

Pupils enjoy coming to school and their feedback to inspectors was very positive. They feel safe and secure in a very caring environment. Parents and carers are also very positive about the support and care their children receive. Behaviour around the school and in lessons is generally good, although some minor disruption occurs sometimes in weaker lessons, when pupils, boys in particular, lose interest and concentration and become restless. In those classes where there are clear and consistent routines linked to engaging activities, behaviour can be exemplary. The school makes the importance of leading healthy lifestyles very clear and promotes this through regular exercise and raising health issues with both pupils and parents and carers. Despite that, some pupils, especially boys, choose not to eat healthily. Pupils still come to school with chocolate bars and crisps in packed lunches and this does not set a good example. Pupils are involved in and with the local community on a range of charitable and seasonal projects, such as harvest, Christmas and Easter celebrations.

A low rate of attendance remains an issue. Although the greater majority of pupils attend school regularly, there is a small hardcore of persistent absentees who, because of the small size of the school, have a disproportionate impact on the attendance figures. The school is focussed on developing core skills and, although reasonably successful in English, acknowledges there is still work to do in mathematics. Opportunities to develop enterprise skills are less evident. Pupils' spiritual, moral and social and cultural development is nurtured well from an early age. The pupils have a strong sense of fair-play and inspectors noted how pupils supported and encouraged each other very well, even the very young children. For example, in the Nursery, one child was trying to place an invitation into an envelope, but had poor coordination and problem-solving skills; a friend, patiently, showed him how to complete the task and then waited to ensure that he was able to do so

unaided. In the class for pupils in Year 4, a potentially disruptive pupil was supported very well when in difficulty by other children, to ensure he remained calm and continued to participate in the lesson. Sharing and caring is a core value which exemplifies the inclusivity of the school. Pupils benefit also from meeting with a wide range of visitors, as well as participating in visits to contrasting localities, such as the recent residential to Bron y Gader in North Wales. Those opportunities help to broaden horizons and introduce pupils to new experiences, such as the rare opportunity to watch shepherds using their sheep dogs to gather and herd their flocks on the Welsh hillside.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	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	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The quality of teaching is satisfactory overall. Although some good, and even outstanding, teaching was observed, there was also some that was weak and unimaginative, especially when subjects other than English and mathematics were being taught, often as part of topic work. Although teachers may show good generic skills, when teaching subjects such as geography or art and design, they lack the confidence, expertise or the appropriate resources to engage pupils well and support good learning in that area. For example, scrutiny of pupils' work showed that, in the history focussed topics on the Vikings and the Second World War, although there was an element of coverage, there was also a similarity in the tasks set and the eventual outcomes for pupils. Sometimes, there was an overuse of low-level worksheets and ideas which occupied pupils, but did not stimulate learning. As a result, there was no evidence to show the development of skills and understanding from the start of the topic to the finish.

Where teaching was at least good, the pace and challenge in the lesson was high. Pupils worked hard and good questioning, which engaged the whole class, added to their learning and clarified what the pupils were expected to do. For example, in a very good phonics lesson, the rapid pace of questioning, linked to actions and visual resources, stimulated and excited pupils. Even though they were very young, those

¹The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

pupils maintained concentration for a lengthy period of time because they were enjoying what they were doing, participating actively and not just listening, and were constantly being encouraged through praise. As a result, it made them want to try even harder to get their pronunciation right. By the end of the lesson, they were clearly able to recognise and pronounce new, as well as familiar, words using the phonics alphabet. Teaching tended to be best in mathematics and English lessons where teachers had received training and were more confident in their delivery.

Improvements in assessment procedures are evident since the last inspection. Recently, regular pupil-progress meetings have been initiated and these enable earlier identification of those pupils who may be struggling. Although intervention strategies are being implemented, in the majority of cases, these have not yet had time to impact sufficiently on outcomes, except for those pupils with special educational needs and/or disabilities. Here, processes are more clearly established, and have been so for a longer period of time. Marking, especially of English and mathematics, has also improved. Teachers are now not only praising pupils' work, but are also making appropriate suggestions for improvement. However, pupils are not actually referring to the suggestions or being reminded to do so.

The school is aware that there has been a need to revamp the curriculum and make it more appropriate to meet the needs of the pupils better. Since September, a new structure for the curriculum has been put in place, but has not yet been embedded. There is a strong focus on developing literacy and numeracy in the morning sessions. Delivery of other subjects, through topics and a more creative curriculum, occurs in the afternoons. However, delivery of those subjects remains weak because subject leaders have not been given the training or the resources to provide the skill or expertise to plan for the progressive development of knowledge skills and understanding in an integrated way. Although the curriculum meets statutory requirements, it is only satisfactory because of weaknesses in some subject areas. The wide range of enrichment activities is valued highly by the pupils and these experiences are enjoyed and commented on positively as highlights of their schooling. Unfortunately, the out-of-classroom experiences are not always utilised to best effect to support further learning in the classroom and application of skills such as literacy across the curriculum. For example, Year 6 pupils visited the air-raid shelters in Stockport as part of their topic work on the Second World War. However, the experience was not used extensively to support writing in literacy sessions when pupils could have used these first-hand experiences to enrich their writing and bring it to life. Teaching assistants are used well to support specific pupils with learning or behavioural difficulties because they are clear about what they are expected to do. For example, during a lesson in the computer suite, a pupil with Aspergers syndrome was concerned and becoming agitated that his PowerPoint background was incorrect because he saw the text boxes as intrusive. The assistant working alongside him calmed his concerns patiently by taking him through to the print process to show him that his concerns were unfounded. He smiled in recognition and was able to proceed happily with his task. However, teaching assistants can be passive bystanders in those lessons where there is too much teacher talk, or when there is a lack of clarity about the tasks they are expected to support pupils through.

There is a strong focus on inclusivity and the school provides a welcoming environment for all the pupils in its care. There is a clear focus on well-structured

support and good arrangements are provided for pupils with particular needs which make a significant difference to the lives of many of the pupils who are potentially vulnerable or have special educational needs and/or disabilities, including those in the unit for pupils with autistic spectrum disorders. There are well-established relationships with a wide range of agencies to support those pupils well.

Parents and carers are happy with the care provided by the school. They feel that they are kept well informed about their children's progress and welfare. Transition arrangements into the Nursery and on exit from Year 6 are good and support change for the pupils well. They help younger children to settle in and prepare older pupils well for their next stage in education. Relationships with the local community have been strengthened by the way the school contributed when a gas explosion destroyed an area of housing in the locality. The school opened up the Acorn Centre as an emergency distribution and help centre and worked within the local community to support families in the aftermath, including several whose children attend the school.

These are the grades for the quality of provision

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

How effective are leadership and management?

The school is very successful in certain aspects of its life and work, notably in looking after the pupils in its care and supporting the most needy. However, there has been inconsistent progress in improving standards and ensuring that teaching and learning is consistently good across all lessons and aspects of the curriculum. As a result, the effectiveness of leaders and managers is only judged to be satisfactory.

In the past, there has been insufficient rigour in the monitoring of teaching and learning, outcomes for pupils and in challenging weaker practice. That has led to pupils making only satisfactory progress in their learning, particularly in mathematics, but also, at times, in other subject areas. There is also insufficient sharing of the good practice that exists already. With the support of the local authority, clear systems are becoming established to improve provision and outcomes for pupils. Assessment data is now being evaluated more accurately to ensure earlier identification of underperformance. Professional development has focused on statutory requirements and in supporting core subject work, but not in developing the role of subject leaders or the curriculum. That has led to weaknesses in the management of some areas of the curriculum and hindered accelerating progress across the school. Governance is inadequate. The governing body is supportive and committed to the school and has the school's best interests at heart. However, it has not had an impact on the direction and work of the school and has not challenged and addressed weakness in order to bring about improvement. Its role has been one of acceptance, rather than challenge and this has not helped the relatively slow progress in improving some aspects of provision.

Parents and carers are very positive about the work of the school and consider it to be a safe haven for their children. They were universal in their praise of the school. Communication is good, but involvement, especially with the harder-to-reach parents and carers, is more problematic. The school has made attempts to engage more effectively with parents and carers and get them to become involved in their children's learning and development. That has been more successful lower down the school, where initiatives such as 'Book-time' have engaged with small numbers of parents and carers. Where individual parents or carers have raised concerns, such as behaviour at home, the school has worked in partnership with them to try to address those issues, including providing behaviour management courses. The school is currently actively involved in working towards achieving the 'Leading Parent-Partnership' award. Adequate systems are in place to safeguard and promote the welfare of the pupils in the school and interagency working is effective. The school promotes equality of opportunity well and ensures the well-being of different groups and individuals diligently. The school has worked hard to close the gap for those pupils who are potentially vulnerable or have special educational needs and/or disabilities. There is a strong sense that the school is an important part of the local community and it is well respected. The pupils' awareness of the wider world and that they are part of a diverse global community is less well developed. For example, there are no established links with diverse schools in contrasting localities. Overall, the school promotes a satisfactory education for most of its pupils and gives satisfactory value for money.

These are the grades for the leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	4
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children receive a good start to their schooling. They enter the Nursery with skills levels below those typical for their age. By the end of the Early Years Foundation Stage, they have made good progress from their starting points, including in their personal development. They develop satisfactory skills in literacy and numeracy to transfer into Year 1. Children enjoy frequent opportunities to be active learners and girls, in particular, develop good independent skills. They work well collaboratively and develop positive and helpful attitudes. For example, in the Nursery, two boys were perplexed when they could not access a computer programme. A girl noticed

that and calmly took the mouse and said 'There are too many open' and shut several programmes down, before opening the one they wanted. 'See, simple', she remarked as she walked away – job done. Adults have a good knowledge of the Early Years Foundation Stage and ensure that there is a good balance of self-initiated activities and teacher-led focus groups to stimulate learning. They are well planned and relationships are very positive. Despite some recent improvement, the use of the outdoor environment is more limited and restricts free-flow access between inside and outside activities, especially during continuous provision. Key staff share responsibilities well for assessing, monitoring and caring for the children. Assessment is rigorous, with children's skills assessed at an early stage, and their progress is monitored regularly and carefully. There is good engagement with parents, carers and partner settings to ensure important information is shared to support the children's learning and development. Leadership of early years is strongly focussed, well organised and secure in knowledge of and development in that area of learning.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management in the Early Years Foundation Stage	2

Views of parents and carers

The proportion of questionnaires returned was approximately average. Parents and carers were unanimously supportive of the school and no significant concerns were raised. The care the school provided was particularly credited and the inspection findings support this positive view. The findings are in the report.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Moorfield Community 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 inspector received 36 completed questionnaires by the end of the on-site inspection. In total, there are 150 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	24	67	12	33	0	0	0	0
The school keeps my child safe	26	72	10	28	0	0	0	0
The school informs me about my child's progress	24	67	12	33	0	0	0	0
My child is making enough progress at this school	24	67	12	33	0	0	0	0
The teaching is good at this school	25	69	11	31	0	0	0	0
The school helps me to support my child's learning	27	75	9	25	0	0	0	0
The school helps my child to have a healthy lifestyle	26	72	10	28	0	0	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)	24	67	11	31	0	0	0	0
The school meets my child's particular needs	24	67	11	31	0	0	0	0
The school deals effectively with unacceptable behaviour	26	72	10	28	0	0	0	0
The school takes account of my suggestions and concerns	24	67	11	31	0	0	0	0
The school is led and managed effectively	25	69	11	31	0	0	0	0
Overall, I am happy with my child's experience at this school	28	78	8	22	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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. Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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:	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. ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



17 November 2011

Dear Pupils

Inspection of Moorfield Community Primary School, Salford, M44 6GX

Thank you for making me and my colleague welcome in your school. We enjoyed talking to you about your experiences in lessons, what you enjoyed and how you were treated and looked after. You asked us frequently what we thought about your school and this letter is our reply to tell you what we have found. We observed lessons in many of your classes, talked to you and your teachers and looked at a range of work and documentation. That led us to the conclusion that, although your school does many things very well, there are some aspects which still could be even better. We judged that your school provides you with a satisfactory education currently.

You and your parents and carers are justifiably proud of your school and are full of praise about the good care you receive. Although you are quite good at English, your mathematics skills could, and should, be better. If you are to improve and become even more successful, you must also play your part and try even harder in lessons, particularly with your sums and mathematical problems. When we spoke to you, you were polite and respectful and keen to tell us what is good about your school and how you are very happy there. Unfortunately, a small number of you are absent far too often and, if you are to make the most of your opportunities and become a success in later life, you need to ensure everyone attends regularly. We have asked the teachers to improve lessons in areas such as mathematics and topic work in the afternoons, where standards could be higher. Teachers in all lessons are also going to try to make your work more challenging, in order to push you to get the highest grades possible. We have also asked them to look at what they actually teach and make the learning meaningful and relevant for you. The headteacher and other school leaders will monitor lessons more regularly and rigorously to ensure that the improvements are taking place.

With your help and cooperation, I am sure the school will continue to provide you with a caring and supportive environment in which to learn. On behalf of the inspection team, I wish you all the best for the future.

Yours sincerely

Leszek Iwaskow
Her Majesty's Inspector

