

Inspection of Moorhill Primary School

Pye Green Road, Cannock, Staffordshire WS11 5RN

Inspection dates: 10 and 11 November 2021

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

From the moment you walk through the door at Moorhill, you are in a world of 'believing and achieving together'. Pupils enjoy being in school. They value their friendships. Pupils see themselves as respected and important members of the school community.

Pupils understand that each person is an individual and that diversity is something to celebrate. They enjoy learning about different faiths. They think that 'it is important to learn this so [that] we understand and respect other people's religions'.

Pupils know that there are different types of bullying and that none are acceptable. They agree that everyone must speak out about bullying or poor behaviour. They say bullying happens but that adults sort it. Pupils know how to behave in school. They understand that some pupils need a little help to follow the rules.

The school's values of teamwork and respect are seen throughout the day, in and out of lessons. Pupils know what makes a healthy relationship and what an unhealthy relationship is. They feel safe in school. Learning within personal, social, health and economic education helps pupils to speak with knowledge and maturity around issues such as pollution, climate change and leadership.

What does the school do well and what does it need to do better?

Reading is at the centre of the curriculum. Pupils enjoy reading and are passionate about it. They read fluently and with expression. Leaders have ensured that a love of reading is well promoted. As part of this work, teachers read to pupils every day during story time. Teachers are skilled at bringing stories to life for pupils. Pupils enjoy this time, and both pupils and staff hold this time dear.

Leaders have created a culture of high expectations that every child at Moorhill will learn to read. There are no excuses. They do not leave anything to chance. As part of this approach, phonics sessions happen daily. The reading curriculum follows a logical order. Staff do not deviate from this. As a result, pupils make good progress in learning to read. There are extra daily sessions for pupils who have been absent and for those pupils who have not quite understood part of their learning. This is helping these pupils to catch up and keep up with where they should be.

Leaders have thought about what children need to know across the curriculum, and when and how this knowledge is taught. This means teachers use consistent approaches. This is helping pupils to know and remember more. In mathematics, aspects such as '5 question Fridays' help children to enjoy and apply their learning.

Leaders have ensured that staff have training in many important areas, including how best to support pupils with special educational needs and/or disabilities. This means that teachers know what to teach in each subject, how to teach it and how

to check pupils' learning. Pupils showed and told inspectors that this is helping them to remember key knowledge in many subjects. This is not yet the case in all subjects, for example in art and design and technology. Some pupils cannot always recall what they have learned about the subject in previous lessons. Staff value the training they have had, and the way leaders look after them.

Leaders place a high priority on all pupils being able to talk about their learning in a range of subjects. This is successful in most subjects. Pupils who met with inspectors in reading, science, writing and mathematics all spoke clearly about their learning. They used a wide range of words and gave interesting explanations. However, pupils writing across the curriculum is not as strong.

Children in Reception Year settle well into school. Children play well together, using both the indoor and outside areas to help them be active and learn. They get off to a flying start with their reading and writing. Adults know each child well. They interact with children throughout the day. However, adults do not always use these interactions to move children's thinking and learning on.

Governors keep a close eye on what school leaders are doing. They check that the actions leaders are taking make a positive difference to pupils' learning and personal development. This work is helping to ensure pupils are safe, enjoy coming to school and attend regularly. In addition, governors make sure that the school's money is well spent.

Care and commitment shine out from Moorhill. Many visits, residentials and clubs enrich school life. Pupils are ready to face the challenges of learning and life that lie ahead. They truly do 'believe and achieve together'.

Safeguarding

The arrangements for safeguarding are effective.

The culture for keeping children safe is threaded throughout school life. Leaders make no apologies for demanding the highest levels of care and concern for all pupils. Pupils know they can talk to adults if they are worried.

Leaders show strong attention to detail. They have clear ways of checking that adults are safe to work in school. They record all incidents of poor behaviour, bullying and harassment. Leaders use this information well. They use it to support and educate pupils so that they know how to behave respectfully and to keep themselves safe in a range of situations.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders should continue to refine long-term planning so that it is clear how specific knowledge is built up over time, particularly in art and design and

technology, so that pupils are better able to recall the most important pieces of knowledge in all subjects. For this reason, the transitional arrangements have been applied.

- In some subjects, pupils are not given regular opportunities to develop their writing. This means that that pupils' writing across the curriculum is not consistently strong. Leaders should ensure that pupils have opportunities to apply their writing skills across the curriculum, helping them to write with the same depth and clarity with which they can verbalise their thinking.
- Adult interactions in the early years do not always move children's learning on or extend their thinking. Leaders now need to provide staff development in the early years to ensure that the provision and all interactions continually focus on building children's knowledge.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	124220
Local authority	Staffordshire
Inspection number	10201043
Type of school	Primary
School category	Foundation
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	340
Appropriate authority	The governing body
Chair of governing body	Colleen Worrall
Headteacher	Sarah Sindrey
Website	www.moorhill.staffs.sch.uk
Date of previous inspection	29 June 2021, under section 8 of the Education Act 2005

Information about this school

- A new chair of governors was elected in September 2020.
- Leaders started a morning and after-school club in September 2021.
- The school uses two registered alternative provision settings.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.

- During the inspection, inspectors met with the headteacher, the deputy headteachers and other leaders, including the special educational needs coordinator and inclusion manager, pupils and members of the governing body. An inspector looked at the minutes of governors' meetings.

- The lead inspector spoke to the school improvement adviser.
- Inspectors carried out deep dives in these subjects: English, early reading, mathematics, science and art. Inspectors met with subject leaders, looked at curriculum plans, visited lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work.
- The arrangements for safeguarding were checked. This included checks on the single central record, and staff training and safeguarding records.
- An inspector discussed the school's records on attendance and behaviour with leaders.
- An inspector analysed the school's self-evaluation document and plans for improvement. A range of policies and documentation on the school's website were scrutinised.
- Inspectors talked informally with pupils in lessons and at breaktimes, as well as in formal meetings.
- Inspectors talked to a number of parents as they dropped their children off at the start of the school day. They also took account of responses to Ofsted's online Parent View survey as well as responses to the Ofsted's online pupils' survey.
- Inspectors met with a number of staff and took account of responses to Ofsted's online survey for staff.

Inspection team

Kirsty Foulkes, lead inspector	Ofsted Inspector
Amarjit Cheema	Ofsted Inspector
Tracy Stone	Ofsted Inspector

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