

# Inspection of Moorfield Primary School

Wellington Road, Newport, Shropshire TF10 7QU

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Inspection dates: 4 and 5 March 2025

The quality of education **Outstanding**

Behaviour and attitudes **Outstanding**

Personal development **Outstanding**

Leadership and management **Outstanding**

Early years provision **Outstanding**

Previous inspection grade Outstanding

## **What is it like to attend this school?**

Pupils at Moorfield know their school is a special place. They are keen to come to school to get on with their learning and spend time with their friends. Pupils have a positive attitude in all they do. They model the 'Moorfield Mindset' at every opportunity. The school has high expectations for its pupils. The school's curriculum is ambitious, and pupils achieve well. Pupils are exceptionally well prepared for their next steps in education.

Pupils' behaviour during lessons and as they move around the school is superb. Pupils feel safe at school. They say that staff will help them with any worries they might have. Relationships are a strength at this school. Staff and pupils treat each other with kindness and respect.

Pupils eagerly take part in various sports and cross-school competitions. Adults make sure that everyone has the chance to be involved. The school ensures that there are plenty of opportunities for residential visits. These are linked to pupils' learning in different subjects. They also develop pupils' character, particularly their confidence, resilience and independence. Pupils look forward to visits to France, York and a local outdoor education centre.

Parents and carers are overwhelmingly supportive of the school and the work it does to help their children to flourish.

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

The school ensures that as soon as children join in the Reception Year they benefit from an ambitious, well-crafted curriculum. This sets out what pupils will learn and when, in each subject. Purposeful opportunities within the curriculum link learning in different subjects. For example, texts chosen in English support the topics taught in history. In science, pupils have the chance to practise what they are learning in mathematics. This helps pupils to deepen their understanding. The school ensures that learning environments are used expertly to promote pupils' learning.

Teachers have strong subject knowledge. They use this expertise to explain new ideas clearly. Thoughtful questioning techniques prompt pupils to make connections between new and past learning. Teachers identify any misconceptions that pupils have and address these well. There is a high level of consistency in how well the curriculum is implemented. This means that pupils, including disadvantaged pupils, make strong progress through the curriculum in all subjects.

Reading has a high profile. Expert staff ensure that children in the Reception class and pupils in key stage 1 learn to read very well. They do so with confidence, fluency and a secure understanding of what they have read. Pupils practise reading books that are matched well to the sounds they know. The school ensures that pupils who are at risk of falling behind are supported to catch up quickly.

Positive relationships with parents begin before children join the Reception class. The school and parents work as partners to ensure that children settle quickly. Routines are well established. Children respond positively to the staff's high expectations of them. Children are very well prepared for the academic challenge of key stage 1. High expectations continue throughout the rest of the school. Pupils try their best and produce high-quality work that they are proud to share with visitors.

Pupils with special educational needs and/or disabilities (SEND) enjoy learning alongside their peers. Staff know pupils well. Any additional needs are quickly identified, and suitable adaptations are put into place to ensure that pupils can access tasks. When pupils with SEND join the school, staff receive prompt training to meet their needs effectively.

Pupils' personal development is prioritised by the school. Underpinning this is the development of pupils' character. Central to this offer are the many opportunities for pupils to develop sporting and musical talents and interests. Pupils gain a secure understanding of the benefits of physical and mental health and are knowledgeable about how to achieve these benefits. Pupils care about the wishes and feelings of others. They understand the importance of treating people with respect. Pupils feel strongly about the injustice of treating people unfairly because of any differences they might have. They are adamant that everyone is welcome at Moorfields. Pupils are keen to take on leadership responsibilities. For example, pupils in Year 6 become buddies for new children in Reception. Older pupils are proud to be sports leaders and take the responsibility of organising and refereeing lunchtime activities very seriously.

Staff enjoy working at the school and feel valued. They say that leaders are mindful of their workload and consider their well-being. Governors are dedicated to the school. They know what the school is doing well and what the next steps for further improvement are. Governors provide effective support and challenge.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **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.

## **Further information**

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

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	123435
<b>Local authority</b>	Telford & Wrekin
<b>Inspection number</b>	10343845
<b>Type of school</b>	Primary
<b>School category</b>	Foundation
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	282
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Claire Lindsay
<b>Headteacher</b>	Ian Bussey
<b>Website</b>	<a href="http://www.moorfieldprimaryschool.co.uk">www.moorfieldprimaryschool.co.uk</a>
<b>Dates of previous inspection</b>	19 and 20 March 2014, under section 5 of the Education Act 2005

## Information about this school

- Since the last inspection, the governing body has revised the leadership structure at the school. A new headteacher took up the post in 2014.
- The school does not use any alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher, senior leaders and other members of staff.
- The lead inspector met with the chair of the governing body and five other governors. She also met with a representative from the local authority and a school improvement consultant who works with the school.
- Inspectors carried out deep dives in the following subjects: early reading, mathematics, English, geography and science. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors spoke to pupils about their experience of school life and the wider opportunities they have.
- Inspectors considered the behaviour of pupils during lesson visits and around the school. Inspectors looked at behaviour and bullying records, and leaders' analysis of these. Inspectors also reviewed records concerning pupils' attendance at school.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors spoke to staff about their workload and well-being. They considered the views of staff, pupils and parents, including through responses to Ofsted's online surveys.

## Inspection team

Jo Evans, lead inspector	Ofsted Inspector
Gill Turner	Ofsted Inspector
Chris Wright	Ofsted Inspector

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