

# Moorside Junior School

## Inspection report

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<b>Unique Reference Number</b>	121427
<b>Local Authority</b>	North Yorkshire
<b>Inspection number</b>	363937
<b>Inspection dates</b>	28–29 June 2011
<b>Reporting inspector</b>	Nigel Cromey-Hawke

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	122
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Steve Fletcher
<b>Headteacher</b>	Mr Robin Scott
<b>Date of previous school inspection</b>	10 March 2008
<b>School address</b>	Harrogate Road Ripon North Yorkshire HG4 1SU
<b>Telephone number</b>	01765 604389
<b>Fax number</b>	01765 604389
<b>Email address</b>	admin@moorside-jun.n-yorks.sch.uk

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## Introduction

This inspection was carried out by two additional inspectors. The inspectors observed teaching and learning in eight lessons, observing six teachers and all classes. They also held meetings with members of the governing body, staff, pupils, parents and carers. They observed the school's work and looked at a wide range of documentation, including development planning, pupils' work, safeguarding arrangements, self-evaluation records, policies and performance data. Questionnaires from 42 parents and carers, 114 pupils and eight staff were scrutinised.

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

- What the school is doing to raise attainment and achievement across the school, and improve attendance, following the dip in these areas last year.
- How challenging teaching is, especially for the more-able pupils.
- How well informed, cohesive and focused staff are in driving improvement forward under the new leadership of the school.

## Information about the school

Most pupils in this smaller than average-sized junior school are White British with very few speaking English as an additional language. The proportion of pupils with special educational needs and/or disabilities is below average, and the number with a statement of special educational needs is average. The number of pupils known to be eligible for free school meals is average. The school has the Activemark award. The school has suffered significant staffing upheaval over the last year. The current headteacher took up post in September 2010. There is an independently managed infant school and a separate nursery/playgroup facility on site that are both subject to separate inspection reports that can be gained from the Ofsted website.

**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

This is a satisfactory school. It has some good features. Most parents and carers who responded to the inspection survey are highly supportive of its work.

Under its new leadership and helped by local authority support the school has rapidly recovered from a dip in its performance last year. Challenges regarding staffing have largely been overcome. Attainment on leaving the school in Year 6 is above average and rising and pupils' progress is satisfactory. The progress of pupils with special educational needs and/or disabilities is also satisfactory. Given pupils' starting points this represents satisfactory achievement.

Teaching is predominately satisfactory, with some that is good. The best lessons feature good use of assessment, the effective use of talented teaching assistants and interesting activities well matched to pupils' needs. Satisfactory teaching has weaknesses in the promotion of pupils' speaking and listening skills, insufficient challenge and poorer use of assessment and marking. The satisfactory curriculum is being developed to better meet pupils' needs but has strengths in the arts and sport. An effective programme for personal and social education helps promote pupils' personal development well. Consequently, pupils enjoy their time in school and say they feel safe and well looked after because of the good welfare and pastoral support they receive. Pupils' awareness of healthy living is good. Care, guidance and support are satisfactory rather than good because procedures to promote good attendance are not yet fully effective. Some aspects of risk-assessment practices, although satisfactory, require more attention.

The school has a good understanding of its strengths and weaknesses and has used this knowledge to put in place new ways of working to bring about improvement. Some are not yet fully effective, such as the monitoring function of subject leaders. As a result the schools' capacity for sustained improvement is satisfactory, although growing.

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?

- Improve attainment and achievement by ensuring that the quality of learning and progress is good or better in all lessons, by:
  - developing pupils' speaking and listening skills, so that they are able to learn more effectively from adults and each other in lessons
  - spreading the good practice in the use of assessment guidelines and marking seen in some lessons across all areas of the school, so that pupils have a clear idea of what they need to do to improve their work

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- consistently providing sufficient challenge in lessons, especially for the more-able pupils.
- Improve attendance, especially that of persistent absentees, by implementing more rigorously the strategies that are starting to be effective.
- Improve the quality of leadership and management by:
  - further developing risk assessment procedures to ensure that best practice requirements in safeguarding are met
  - embedding the new ways of working across the school, especially in relation to the monitoring role of subject leaders.

**Outcomes for individuals and groups of pupils****3**

Pupils enter the school with basic skills that are above those typical for their age. In lessons, most pupils acquire knowledge, develop understanding and learn and practise their skills in a satisfactory way. They are keen to succeed, mostly apply themselves well in lessons and work at a good pace when provided with appropriate tasks and guidance. Overall, progress in learning is satisfactory, however, because of the variability in the quality of teaching. The school is accurate in its self-evaluation that achievement is satisfactory across the school. Pupils' attainment on leaving the school in Year 6 is above average and rising in response to a more-stable staffing situation. Attainment in English and mathematics has recovered from a dip in 2010 and in the majority of classes is also now above average. Areas of weakness remain in some parts of lower Key Stage 2, where teaching has not always been effective and led to some inadequate progress, especially for the more-able pupils. This is improving with new staffing and additional support strategies that are starting to reap benefits. Inspection evidence and school data show that the large majority of pupils make at least satisfactory progress from their starting points, including those with special educational needs and/or disabilities and those known to be eligible for free school meals. As a result most are on track to meet the challenging targets the school has set. Progress within writing this year has been accelerated for many groups as a result of a targeted programme of additional support.

Pupils say they value the improvements brought about recently. The overwhelming majority say they feel very safe in school, and most say they enjoy their learning. Behaviour is satisfactory, with most now behaving well in response to new staff practices and as the raised expectations within the 'Respect' code take effect. The school places a high priority upon developing pupils' understanding of healthy living and pupils' awareness of this is good, reflecting its award in this area. Pupils take on satisfactory levels of responsibility within the school, notably as Moorside Mates' to help each other. Community involvement is growing, particularly through strong links with the nearby Salvation Army centre. Pupils' spiritual, moral, social and artistic development is good, but this area is satisfactory overall because pupils' understanding of the cultural diversity of the world is less well developed. Average attendance and sound information and communication technology skills mean that, currently, pupils' preparation for the next stage in their learning is satisfactory.

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*These are the grades for pupils' outcomes*

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

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

## How effective is the provision?

Teaching and the use of assessment to support learning are satisfactory across the school. In the more effective lessons good planning ensures that a variety of activities and good pace and challenge stimulate pupils' interest. The school has recently introduced several new initiatives including improved assessment practices to raise the quality of teaching. In the best lessons the use of this information is clearly evident in tasks and support being closely focused upon pupils' needs. Whilst the quality of teaching is improving, the new changes are not being used consistently across all classes and subject areas. In some lessons, assessment data is not yet used effectively to match activities accurately to pupils' needs and lessons lack sufficient challenge, especially for the more able. Opportunities for pupils to extend their speaking and listening skills are not as well established as they could be, with the result that not all pupils learn as effectively as they could from each other or from adults in lessons. The use of individual learning targets has been recently introduced and is beginning to help pupils to move on to the next stage in their learning. In the best lessons these are supported by the good use of assessment guidelines and clear marking to guide pupils but, again, this practice is not consistent across the school.

The curriculum is currently under review to ensure it more fully meets the needs and interests of pupils. A few aspects are well established, such as the provision for music and the arts, and for sport. These contribute well to pupils' personal development. There has been a major drive to improve literacy, numeracy and information and communication

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technology that is beginning to have an impact upon all areas of pupils' learning. Cross-curricular links are also beginning to be established between subjects to make learning more meaningful. Subject specialists are successfully promoting French and music. The needs of pupils whose circumstances make them vulnerable are being increasingly well met through a wide range of support programmes delivered by teaching assistants and other adults. The school has a programme to support gifted and able pupils but recognises that it has more to do in this area. A good range of extra-curricular activities are well supported by pupils.

The care, guidance and support provided by the school are satisfactory. The levels of pastoral care are good and the school works well with outside agencies to help ensure that the needs of pupils who are vulnerable due to their circumstances are met. This is helped by a good social and emotional learning programme within the school. Systems for managing behaviour have recently been revised and, for many pupils, behaviour is much improved. The school has good procedures for supporting pupils when they join and leave the school, and links with the on-site infant school and independently managed pre-school facility are becoming increasingly strong. More effective steps have begun to be taken to improve attendance, particularly through the home/school link worker, but persistent absence of a core of pupils remains a problem.

*These are the grades for the quality of provision*

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

**How effective are leadership and management?**

The headteacher is leading an intensive support programme with energy and skill. He has consolidated and renewed staffing and raised expectations. The impact of these changes can already be seen in this year's return to above-average attainment by Year 6 pupils in national tests. The headteacher's vision is shared by staff and governors, morale is high and there is a common belief in the ability of the school to improve further. Over the last year new systems for assessing and tracking pupils' progress and more regular pupil progress meetings have enabled staff to identify and target those who are in danger of underachieving. Some of the new systems are not yet fully embedded across the school. For example, the monitoring role of subject leaders is not yet fully effective and although teaching is improving it remains variable across the school. Nevertheless, the school knows its strengths and weaknesses well and self-evaluation is broadly accurate. There are clear plans in place to drive further improvement, which are closely targeted at further raising attainment and consolidating the recent recovery in performance.

The promotion of equal opportunities is satisfactory, reflecting the variability in provision across the school, but gaps in pupils' performance are being rapidly reduced.

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Discrimination is extremely rare and when encountered is dealt with efficiently. The governing body gives satisfactory support. Governors know the strengths and areas for development in the school and are increasingly challenging its drive for improvement, especially over the quality of teaching. Safeguarding is satisfactory. The school is aware that some of its risk-assessment practices, although meeting minimum requirements, do not demonstrate best practice. It has initiated robust action together with the local authority to address this.

Engagement with parents and carers is satisfactory but being developed well, with better communication over pupils' progress and the school's work through more frequent meetings, newsletters and the school's website. Links with other partners are satisfactory, with strengths in sporting links which enrich the curriculum. The promotion of community cohesion is satisfactory. The school works well with the local community, has a link with a different type of school outside of the city and coverage of a wide range of other cultures through its curriculum. The school recognises, though, that pupils' direct contact with the wider world is underdeveloped.

*These are the grades for leadership and management*

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

## Views of parents and carers

The very large majority of parents and carers who returned the inspection questionnaire are very happy with all aspects of the school. They consider that the school provides a safe and caring environment for their children and that it is well led and managed. A few parents and carers expressed concerns over the frequency of communication about their child's progress and with the way the school manages unacceptable behaviour. Inspection evidence indicates that the school has new and appropriate systems in place for these areas and that the school's practices are satisfactory.



## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Moorside Junior 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 inspection team received 42 completed questionnaires by the end of the on-site inspection. In total, there are 122 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	21	50	18	43	3	7	0	0
The school keeps my child safe	29	69	13	31	0	0	0	0
My school informs me about my child's progress	14	33	22	52	5	12	1	2
My child is making enough progress at this school	16	38	23	55	3	7	0	0
The teaching is good at this school	14	33	25	60	2	5	0	0
The school helps me to support my child's learning	18	43	20	48	2	5	2	5
The school helps my child to have a healthy lifestyle	18	43	22	52	1	2	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)	18	43	19	45	3	7	0	0
The school meets my child's particular needs	15	36	23	55	3	7	0	0
The school deals effectively with unacceptable behaviour	16	38	20	48	5	12	1	2
The school takes account of my suggestions and concerns	16	38	19	45	2	5	2	5
The school is led and managed effectively	18	43	20	48	4	10	0	0
Overall, I am happy with my child's experience at this school	19	45	21	50	2	5	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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://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:	<p>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.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



1 July 2011

Dear Pupils

**Inspection of Moorside Junior School, Ripon, HG4 1SU**

Thank you for the warm welcome you gave the inspectors when we inspected your school recently. You were very friendly and polite, and enthusiastic about what you do.

Moorside Juniors is a satisfactory school. It has some good features and is improving after a dip in performance last year. You make satisfactory progress through the school but this is improving as new ways of working and more-stable staffing begin to have an effect. Teaching is satisfactory with some that is good. The variety of activities offered is also satisfactory but being developed well. Your behaviour is satisfactory overall but often good in the best lessons. Your attendance is average, being held back particularly by a group of pupils who do not attend regularly. You have a good sense of what it means to lead a healthy lifestyle, helped by the good range of sporting activities provided by the school. You say you feel safe and well looked after in school. I have asked the school to consider the following points that will help it improve further.

- Make sure that all your lessons are at least good.
- Continue to develop ways to improve the attendance of those pupils who do not come to school regularly.
- Check what is going on in lessons more frequently to be clear about how things should improve and ensure that all of the new changes are being successful.

You can help by telling your teachers how best you learn, letting them know if you have any problems and, for some of you, coming to school more often. I wish you the best for the future.

Yours sincerely

Nigel Cromey-Hawke

Lead inspector

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