

Great Moor Junior School

Inspection report

Unique Reference Number	106049
Local authority	Stockport
Inspection number	395481
Inspection dates	13–14 June 2012
Lead inspector	Mark Colley

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	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	314
Appropriate authority	The governing body
Chair	Mark Slater
Headteacher	Peter Berry
Date of previous school inspection	25 June 2008
School address	Southwood Road Great Moor Stockport SK2 7DG
Telephone number	0161 4834987
Fax number	0161 2923949
Email address	headteacher@greatmoor-jun.stockport.sch.uk



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Introduction

Inspection team

Mark Colley
Steve Rigby
Jonathon Yodaiken

Additional inspector
Additional inspector
Additional inspector

This inspection was carried out with two days' notice. The inspectors observed 14 teachers in 18 lessons, over approximately eight hours. They held meetings with groups of pupils, senior and middle leaders and representatives from the governing body. Inspectors observed the school's work and looked at improvement planning, information about pupils' achievement, a range of policies and samples of pupils' work. Inspectors heard pupils read. They spoke with parents and carers and analysed the 105 questionnaires which were returned as well as those completed by pupils and staff.

Information about the school

This school is larger than most junior schools. It has a higher proportion of boys across all cohorts than found nationally. A large majority of pupils are of White British heritage. The proportion of pupils supported by school action plus or with a statement of special educational needs is broadly average. The proportion of pupils known to be eligible for free school meals is below average. The school meets the government's current floor standards, which set the minimum expectations for attainment and progress. Since the last inspection the school has achieved the Financial Standards in School award. The Great Moor Fun Club, which has a base on the premises and provides before- and after-school provision for both the infant and junior schools, was, until recently, run privately. This provision is now run by the school and was inspected as part of this visit

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key Findings

- Great Moor Junior is a good school. The school is not yet outstanding because teaching currently promotes good rather than outstanding achievement. Pupils benefit from a rich range of curricular experiences and good teaching.
- Pupils, including disabled pupils and those who have special educational needs, make good progress throughout school because of the well managed provision and effective teaching. The attainment of current Year 6 pupils is above average in English and mathematics.
- Teaching is good and sometimes outstanding. All the classrooms have a calm and purposeful atmosphere because relationships are good and behaviour is managed well. Although there are some excellent examples of marking, there are inconsistencies because not all teachers make the next steps in learning clear. Occasionally, teachers do not make full use of information on pupils' current and past progress to provide further support and challenge. Although teaching assistants are knowledgeable and effective, opportunities are sometimes missed to focus more specifically on the learning and progress of pupils.
- Pupils' behaviour is typically good. They are polite and respectful to staff and to each other. They, and their parents and carers, feel that the school is a safe place to be. Above average attendance has been maintained since the previous inspection. This reflects how much pupils enjoy school.
- Leaders have a shared vision to improve the school. There is a strong focus on developing the confidence and independence of all pupils so that they have the skills to learn. School performance is monitored closely and the professional development provided for staff has improved the quality of teaching. The curriculum is good and fully supports all aspects of pupils' spiritual, moral, social and cultural development. Governors have a good understanding of the school's strengths and areas for future development but accept that their own monitoring of school improvement work requires further structure and development.

What does the school need to do to improve further?

- Improve the quality of teaching from good to outstanding by:
 - ensuring there is more consistent use of assessment data by teachers to plan and target the learning of different groups and individuals
 - making sure teachers identify the next steps in learning for pupils and ensure they are consistently given sufficient time to address areas for improvement
 - ensuring teaching assistants are managed effectively so that they have the greatest possible impact on pupils' learning and progress.
- Sharpen strategic leadership and management by:
 - ensuring governors take a more independent role in monitoring school improvement and in evaluating the impact of the school's work.

Main Report

Achievement of pupils

In lessons pupils are enthusiastic and they enjoy working hard. Their attitudes to learning are positive and they behave well. Standardised tests administered by the school at the beginning of Year 3 indicate that pupils start school with standards in reading, writing and mathematics that are broadly average for their age. They make good progress so that by the end of Year 6 their attainment in all areas is above average. Results in assessments and tests show pupils make good progress as they move through the school. Pupils' attainment, although lower in mathematics for some cohorts, is still broadly above average. Year 6 pupils are currently on course to meet their challenging targets and an above-average proportion of pupils are on track to reach the higher Level 5 in both English and mathematics. Disabled pupils and those who have special educational needs learn well because in the vast majority of lessons work is tailored to meet their needs and they receive good support.

Pupils' good progress in reading was confirmed when inspectors listened to pupils in Year 3, Year 4 and Year 6. Pupils enjoy reading and attainment is well above average at the end of Year 6. They have well developed skills to tackle unfamiliar words. They read frequently in school both for pleasure and to research classroom topics. Most pupils write fluently with imaginative choices of vocabulary to engage the interest of the reader. They take real pride in the presentation of their work and pupils' good standards of writing are aiding exemplary progress in areas such as personal, social, health and citizenship education (PSHCE), history and geography. Inspectors endorse the views of the vast majority of parents and carers who believe that their children are making good progress.

Quality of teaching

Teachers manage pupils well and the pupils say that they enjoy the many opportunities provided for small group and paired work. This strategy supports the pupils' moral and social development well. This was particularly the case in a Year 6 mathematics lesson when pupils took on key team roles as scribe, presenter and manager in their groups of three when they were preparing a business plan for a new theme park. Good resources and

activities helped pupils develop positive approaches to team work whilst progressing in mathematics in an applied and practical way.

Teachers provide interesting activities that capture the pupils' imaginations and inspire them to concentrate well. Most of the strongest teaching observed by inspectors was as a result of teachers' excellent subject knowledge and expertise. This outstanding practice was seen in areas such as music, PSHCE, and design and technology. In these lessons teachers create a real sense of awe and wonder. Where the quality of teaching was strongest, teachers planned effectively for the individual needs of all pupils, making frequent use of feedback from pupils to adapt teaching and resources. This was exemplified in a Year 4 PSHCE lesson where effective questioning targeted at specific pupils, clear opportunities for discussion and the sustained focus on pupils' prior understanding helped the teacher adapt her approach as the lesson developed. Pupils worked independently, taking responsibility for their own learning, and made exceptional progress. Teachers have high expectations in relation to communication skills, particularly pupils' speaking and listening, but limited information technology resources within the classrooms restrict the extent to which teachers can promote the independent use of information and communication technology (ICT). Teachers create good opportunities within lessons to promote pupils' spiritual and cultural development.

Teachers assess and mark pupils' work frequently and recognise and reward pupils' successes and achievements. In a small number of lessons teachers did not always make consistent use of pupil progress data to plan and prepare lessons that pushed and challenged all groups of pupils. In these lessons pupils did not always fully understand how to improve their work.

Teaching assistants are well informed and knowledgeable. Much of their work, both individually with pupils and with small groups and within lessons, results in improved pupil progress. Teachers and teaching assistants communicate well and this ensures that disabled pupils and those who have special educational needs are well taught. In a few lessons teaching assistants were not always effectively deployed and missed opportunities to have a more direct impact on pupils' learning and progress, particularly at the start of lessons. Inspection findings confirm the views of almost all parents and carers that teaching is good.

Behaviour and safety of pupils

Pupils typically behave well both in classrooms and around the school. Almost all parents and carers say that their children feel safe at school and that behaviour is of a good standard. Pupils have a mature attitude to learning and in lessons are keen to do their best. Exclusions are very rare. Pupils clearly understand that there are different types of bullying, including cyber-bullying, racism and homophobia, but say that if any incidents occurred in school they would be dealt with fairly and firmly. Bullying and racist incidents are very rare in school. Consequently, pupils say they feel safe. Pupils have a sensible attitude to risk taking and are well informed about topics such as internet safety, road safety and fire safety. PSHCE lessons have a good impact on ensuring pupils understand how to stay healthy and safe. Parents and carers speak warmly of the support the school gives, particularly to children with more specific needs and the school has clear systems to support and care for pupils whose circumstances make them vulnerable. Pupils and their parents and carers are very appreciative of the good care and interesting activities provided by the Great Moor Fun Club both before and after school, although a small minority raise concerns around the environment where the club meets. The school is aware of these concerns and is

working to improve matters. The school has been successful in maintaining and improving above average attendance since the last inspection.

Leadership and management

Members of the governing body and leaders and managers at all levels have high expectations of the pupils at Great Moor Junior School and, based on the evidence of progress so far, the school has good capacity to improve further. All staff, under the determined leadership of the headteacher and deputy headteacher, have a clear vision for further improvement. Better tracking of pupils' progress is enabling the school to identify underperformance early, ensuring swifter action. Improved systems for marking pupils' work are helping to accelerate progress and raise attainment. Good leadership of teaching and performance management ensures that lessons are carefully monitored, and staff receive good quality professional development. Subject coordinators and year group leaders are playing a vital role in monitoring and evaluating outcomes and provision at classroom level. This helps ensure school self-evaluation is accurate. The school is not complacent and recognises the need to share good practice even further, especially in the teaching of mathematics. Members of the governing body know the school well and are fully involved in its strategic development. They hold the school to account well, structuring frequent meetings with key school leaders. Governors agree more of their time in school needs to be focused on, and structured around, gathering first hand evidence of the impact of a number of initiatives and school improvement priorities. All pupils have equal opportunities to succeed and, consequently, all groups of pupils make good progress. Discrimination of any kind is not tolerated.

Arrangements for safeguarding are fully in place and meet requirements. Staff are well trained and highly aware of child protection and risk assessment issues. The curriculum is good and is effective in meeting pupils' broad range of needs. It promotes pupils' spiritual, moral, social and cultural development through an exciting range of lessons, trips and visits, both locally and further afield. Year 6 pupils spoke with huge enthusiasm about a recent visit to Flash, a village in the Peak District, where they stayed overnight and visited the school and church. The visit linked well into an inspiring geography project and provided an excellent stimulus for writing. Leaders effectively deploy an excellent team of subject specialists in order to have the greatest impact across all classes.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



15 June 2012

Dear Pupils

Inspection of Great Moor Junior School, Stockport, SK2 7DG

Thank you for the warm welcome you gave the inspection team when we inspected your school this week. A particular 'thank you' goes to those of you who read aloud to us and shared your views with us by filling in the questionnaires and telling us so much about your school. Please thank your parents and carers who also returned questionnaires.

There are many things we admired about your school and these are a few of them.

- Your behaviour is good and you know how to keep yourselves safe.
- You all get on very well together and enjoy coming to school.
- Teaching is good and lessons are made enjoyable and fun.
- You make good progress while you are at the school.
- The headteacher provides good leadership and ensures that all aspects of the school are well led and that you are very well cared for.
- The questionnaires that some of you and your parents and carers completed show how pleased you are with all aspects of the school.

This is what we have asked your school to do to help it improve.

- Make your lessons even better by asking your teachers to:
 - look at how well you are learning when planning your lessons and making sure work is not too easy or too hard
 - ensure you clearly understand what you need to do next to improve your work
 - help teaching assistants to help you make even better progress in your work.
- Ensure governors spend more time in lessons with you to find out how well you are doing.

Yours sincerely

Mark Colley
Lead inspector

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