

Moorlands Junior School

Chantry Mead Road, Bath, BA2 2DE

Inspection dates 16–17 January 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because:

- Over time the achievement of pupils has been inconsistent and too variable, especially in mathematics.
- Teachers do not always set work in lessons that is matched to the needs of all pupils, especially higher attaining learners.
- Teachers do not always provide opportunities for pupils to improve their work in light of the feedback they provide in marking.
- Teachers do not consistently review the learning during lessons to ensure the pupils understand what they are being taught.
- The governing body is not yet sufficiently skilled in the analysis of data, for example, Raise online and pupil progress data, and does not offer the level of challenge and support to senior leaders to move the quality of teaching and learning forwards.

The school has the following strengths:

- The work of the headteacher and her new leadership team is beginning to improve the quality of teaching and the outcomes for the pupils in all subject areas.
- The headteacher has a clear vision and determination to improve the school. This is supported by all staff who are equally committed to moving the school forwards.
- Pupils feel safe in school and well looked after by the adults around them. The behaviour of the pupils in lessons and around school is good. Pupils work effectively on collaborative activities.
- The curriculum provides opportunities for pupils to develop greater understanding of others at home and abroad and contributes appropriately to the spiritual, moral, social and cultural development of the pupils.

Information about this inspection

- The inspectors carried out observations of teaching in 12 lessons some of which were observed jointly with members of the senior leadership team. An assembly led by a visiting group was also observed.
- Meetings were held with groups of children, representatives of the governing body, the local authority and with senior leaders.
- Inspectors took account of 51 responses to the online questionnaire (Parent View) and two letters from parents and carers. The inspection team also took into account the views of staff through meetings and through the responses to 12 staff questionnaires.
- The inspectors reviewed pupils' workbooks and listened to pupils read.
- The inspection team looked at a wide range of documents, including the school's own data on the most recent progress of pupils, planning and monitoring documentation and records relating to attendance, behaviour and safeguarding arrangements.

Inspection team

David Hogg, Lead inspector

Additional inspector

John Stewart

Additional inspector

Full report

Information about this school

- Moorlands Junior School is federated with Moorlands Infants School. It is a smaller than average junior school.
- The proportion of pupils known to be eligible for support from the pupil premium, which provides extra money for children in care and those known to be eligible for free school meals, is lower than the national average.
- The proportion of pupils supported through school action is lower than the national average. The proportions of pupils supported at school action plus or with a statement of special educational needs are slightly above the national average.
- The proportion of pupils for whom English is an additional language or from minority ethnic groups is much lower than the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- There is no alternative provision for pupils at the school.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently good or better and improve achievement, particularly in mathematics, by:
 - ensuring that teachers use assessment information more precisely to provide learning opportunities that are more closely matched to the abilities of pupils, so providing greater challenge for more-able pupils.
 - increasing teachers' use of questioning to more effectively review the progress of pupils in lessons
 - sharing the good practice within the school to ensure that teaching is consistently good or better
 - ensuring that teachers' written marking consistently gives clear guidance to pupils on how to improve their work and that pupils are given opportunities to respond to this feedback.
- Improve leadership and management at all levels by:
 - developing the role of the new middle leadership team so it can play a greater role in developing strategies that will accelerate improvements in teaching and learning
 - ensuring the governing body challenges the school's performance more effectively through the analysis and review of performance data, in order to support the school leaders more effectively in their efforts to improve the quality of teaching and learning.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The achievement of pupils

requires improvement

- Achievement requires improvement as it has been inconsistent over time. The school's own data show that the progress of current pupils is more even and now broadly in line with national expectations across different year groups.
Pupils' attainment when they join the school is generally in line with national expectations. As a result of the progress pupils make, attainment at the end of Year 6 is usually broadly average; however this has been variable from year to year, especially in mathematics. Although there was a decline in the results of the assessments for last summer, this was anticipated and linked to specific issues to do with this group of pupils. The school has taken action to address issues in mathematics although it is too early to see the impact of this work.
- Disabled pupils and those with special educational needs make similar progress to other pupils. Targeted support work from teachers and support staff ensures that their progress matches that of their peers.
- The development of reading is supported well and pupils of different abilities use their knowledge of letters and sounds (phonics) to good effect. Pupils can infer key points from the stories they are reading. In guided reading sessions pupils get an opportunity to read regularly and can discuss their books with adults. As a result, achievement in reading is more consistent than in other areas.
- The school's tracking and monitoring of progress are now more robust and identify that the progress of pupils accelerates in Year 5 and 6. The gaps in the achievement between boys and girls which previously existed are now being closed in all subject areas.
- The school uses staff and resources appropriately to support the learning of pupils in receipt of additional funding through the pupil premium, ensuring that they make similar progress to other pupils in English and mathematics, and their average points score (APS) is getting closer to that of other pupils in school

The quality of teaching

requires improvement

- The quality of teaching is improving; however not enough is good and over time the learning of some pupils has been too inconsistent. Teachers try to ensure that all pupils have a clear understanding of the learning intentions of the lesson. Nevertheless, the tasks set are not always clearly matched to the different abilities of the pupils within the class.
- Questioning by teachers does not always effectively probe and review pupils' learning and higher attaining pupils are not always challenged to think independently in depth.
- Pupils tackle the tasks set enthusiastically and show interest in what they are learning. Pupils learn well when the pace of lessons is good but on occasions when teaching is less strong the progress of pupils slows.
- Data on the progress of pupils are not always used effectively by teachers to set work that is matched to the needs of all pupils. As a result the challenge for more-able pupils is not always there and they are not always stretched by the activities provided. Lower attaining pupils are generally well supported by skilled teaching assistants but again the match of activity to ability in more independent tasks is sometimes lacking.
- The marking in pupils' books is improving and in the best examples provides learners with clear feedback on how to improve their work. However this good practice is not consistent enough. In addition, pupils are not always given opportunities to respond to the issues identified in the feedback.
- The school uses visits to places of interest and significance to enrich the experiences of the pupils and offers a wide range of creative and sporting opportunities through extra-curricular

activities which are enjoyed by a large number of pupils.

The behaviour and safety of pupils are good

- Pupils at Moorlands enjoy school and identify with the school motto of 'Making people feel good'. They work well together in lessons, demonstrating good discussion skills when developing ideas, and collaborate on tasks effectively.
- The relationships in class between the pupils and with the adults who work with them are good. The behaviour seen in lessons is typically good and pupils respond well with tasks positively even when they are potentially less stimulating.
- Incidents of bullying or unkindness are rare and are dealt with effectively by the adults in school. Pupils understand what is right and wrong and are fully aware of the school's systems for dealing with poor behaviour. Pupils view behaviour at school as being good and this is echoed by the views of the teachers and parents and carers.
- Pupils say they feel safe and well looked after. The school provides good guidance to pupils on personal safety and on cyber safety. The improvements in the site security have been noticed by the pupils and this has given them an increased sense of security within the school; as a result they feel very safe. Parents and carers also feel their children are safe at school.
- Attendance has improved with new policies and practices in place to encourage better attendance. As a result attendance is above the national average.

The leadership and management require improvement

The headteacher has successfully moved the school forward to a more secure and improving position. With a new leadership team now in place improvements in outcomes for pupils are clearly indicated in the data the school has on pupils' progress and the quality of teaching and learning within the classroom. Moorlands is an improving school and the staff fully support the headteacher's vision and strong determination to secure the changes that are necessary. The school leaders have a clear capacity to sustain further improvement of the school.

- The middle leaders are developing their confidence in the analysis of the progress of the pupils. As a result they are beginning to provide greater challenge for more-able learners and ensuring support is quickly targeted to those who need additional help. They recognise that there is still room for improving their roles further to have the best possible impact on pupils' achievement. The use of data by classroom teachers is developing, but they are yet to consistently match the learning activities to the differing needs of the children in their class.
- Through lesson observations and the scrutiny of pupils' work, school leaders monitor the quality of teaching and learning. The judgements made about the quality of pupils' learning are secure. The headteacher has identified the need to ensure that best teaching practice is better shared among staff so that they can learn from one another.
- Salary progression for staff is linked to outcomes through robust performance management and appraisal. Training and staff development equally are linked to the school improvement initiatives.
- The school has benefited from good support from the local authority. The headteacher reviewed priorities and identified the necessary changes to ensure that the quality of teaching improved. The local authority has been able to provide training and guidance for key staff such as middle leaders and governors to help bring about these improvements.
- The curriculum is broad and developing in its creative dimension. The curriculum aims to extend pupils' understanding of the wider world, for example, work on climate change involved pupils making their own globes and researching weather patterns in different countries.
- The school has active links with a school in New Zealand and others in different parts of the

world through the internet and pupils regularly blog their work to the cyber community. In addition pupils are provided with memorable experiences such as the Festival of Light celebrations in Bath Abbey.

- The curriculum provides opportunities for pupils to develop greater understanding of others at home and abroad and contributes appropriately to the spiritual, moral, social and cultural development of the pupils.
- Safeguarding procedures are thorough and pupils are kept safe. The work of the school with disabled pupils and those with special educational needs demonstrates an inclusive ethos where equality of opportunity is important. The school is also effective in ensuring that no form of discrimination is tolerated.

■ **The governance of the school:**

The governing body is aware of the strengths of the school and the areas to develop further. Governors are becoming more challenging of the school but as yet lack the strategic overview of the outcome of learners. They are not yet sufficiently skilled in the analysis of data to offer the level of challenge and support needed to help senior leaders to move the quality of teaching and learning forwards or to compare the performance of the school against other schools nationally. They monitor the progress of learners who are in receipt of the pupil premium as well as other groups of pupils from the data the school provides. The governors are beginning to make greater use of the training opportunities provided by the local authority to develop their skills. They are aware of how performance of teachers is linked to salary progression through the processes of appraisal and performance management. They make sure that policies, including those relating to safeguarding pupils, are regularly reviewed and updated, and are implemented effectively. Governors closely supervise the school's finances, so that best use is made of the financial resources available.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	109000
Local authority	Bath and North East Somerset
Inspection number	400070

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

Type of school	Junior
School category	Maintained
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	181
Appropriate authority	The local authority
Chair	Mr Colin Lacey
Headteacher	Mrs Clare Griffin-Felton
Date of previous school inspection	8–9 February 2011
Telephone number	01225 421912
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