

Moorside Junior School

Harrogate Road, Ripon, North Yorkshire, HG4 1SU

Inspection dates 2–3 July 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		Requires improvement	3
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

- About half the pupils do not make consistently good progress in reading and mathematics.
- More-able pupils do not reach the highest standards they are capable of, especially in mathematics, because they are not set hard enough work.
- Teaching is not consistently good or better. Some teachers do not fully meet the needs of the different pupils in their classes.
- A minority of pupils do not always listen attentively and work hard in lessons.
- The leadership of teaching does not ensure that teaching is improving rapidly and consistently across the school.
- The subject leaders do not ensure that pupils build up their skills systematically in reading and mathematics.

The school has the following strengths

- Pupils' progress has improved over the past year and accelerated recently, especially in writing.
- Pupils make the best progress in Year 4 because teaching is consistently good in this year group.
- Pupils supported through school action plus or who have a statement of special educational needs make good progress.
- Attendance is above average. Pupils behave well around the school and willingly take on responsibilities. They feel safe.
- The new headteacher has identified accurately the school strengths and areas to improve further. She has taken sensible decisions to secure future improvement.
- Governors work closely with the school. They challenge the school's performance.

Information about this inspection

- The inspector observed nine lessons or parts of lessons taught by six teachers.
- The inspectors held meetings with staff, the Chair of the Governing Body and one governor, a representative from the local authority and two groups of pupils.
- The inspection took into account the 23 responses in the on-line questionnaire (Parent View).

Inspection team

Lesley Clark, Lead inspector

Additional Inspector

Full report

Information about this school

- This school is smaller than the average sized primary school.
- Most pupils are White British.
- The proportion of pupils supported through school action is below average.
- The proportion of pupils supported through school action plus or with a statement of special educational needs is above average.
- The proportion of pupils known to be eligible for the pupil premium is average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children who are looked after by the local authority.
- The school has had significant staffing difficulties, including a period of acting headship, since the last inspection. The local authority supported the school from November 2010 until January 2012. A new headteacher started in April 2013.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- In order to improve the quality of teaching so that it is consistently good or better, especially in mathematics, all teachers should:
 - set clear boundaries and expectations for behaviour in lessons
 - make sure that they set work that matches pupils' different needs and abilities
 - make sure that teaching methods make more-able pupils think hard for themselves and are at the right of level of difficulty to challenge them and allow them to make at least good progress
 - ask searching questions that get pupils thinking and to see how much they have understood
 - make sure that pupils have time to respond to teachers' marking and suggestions for improvement so that they learn from their mistakes.
- Improve the leadership of teaching so that teaching quality improves rapidly across the school, by ensuring that teachers assess pupils' work accurately and base lessons on what pupils need to learn next.
- Improve the subject leadership of reading and mathematics so that:
 - mental and oral mathematics is taught methodically
 - pupils' presentation in mathematics is neat so they can check their work easily and make fewer mistakes
 - the teaching of reading skills is systematic and progressive.

Inspection judgements

The achievement of pupils

requires improvement

- Although pupils' achievement shows distinct improvement this year, about half are still not making consistently good progress in reading and mathematics from their generally above average starting points.
- Standards of attainment by the end of Year 6 are above average in English but closer to average in mathematics. This is because more-able pupils do not achieve as well as they should, especially in mathematics.
- The most recently published test results, as well as the school's checks on pupils' progress, confirm these findings in mathematics.
- Typically, more-able pupils do very similar work in mathematics to average-attaining pupils. This means that the work does not challenge or stretch them and so more-able pupils are used to making fairly slow progress. Pupils do not set their work out carefully enough. They rarely use a ruler and sometimes make mistakes because they cannot read their calculations.
- Most pupils read well for their age. However, their progress in more sophisticated ways of reading, such as skim reading or scanning for information, is slower because they do not learn these skills soon enough. For example, they find it quite hard to quickly locate information and to answer comprehension questions accurately.
- Lower-attaining pupils and those supported through school action make relatively slow progress in reading. This is because the initial progress they have made in understanding how letters and sounds link together to form word (phonics) is not built on systematically or soon enough.
- In writing, most pupils have made measurable gains this year because of the school's focus on developing writing skills. Pupils write well, using paragraphs and punctuation accurately. They check their work carefully against agreed targets. Pupils explained, 'Before we write, we think of ideas and phrases, like adverbial phrases and how to move the story on.'
- Pupils supported through school action plus or who have statements of special educational needs make good progress. They are given a lot of help in lessons to enable them to succeed.
- Pupils supported through the pupil premium achieve similarly to other pupils in the school and slightly less well overall when compared to similar groups nationally, especially in mathematics.
- The discrepancies between the achievement of different groups of pupils means that there is more to do to ensure that all pupils have equality of opportunity to achieve consistently well. However, it tackles discrimination well in terms of supporting pupils who have barriers to learning.

The quality of teaching

requires improvement

- Overall, teaching requires improvement because it is not consistently good or better throughout the school. This means that around half the pupils make good progress in lessons but in some lessons pupils make quite slow progress at times, especially when the teachers do not set firm boundaries for listening attentively and following instructions.
- In less successful lessons, most pupils do similar work, regardless of their capabilities. This slows the learning of the more-able pupils in particular because the work is too easy.
- This is most evident in mathematics where the teaching methods give more-able pupils few opportunities to think hard for themselves and tackle work at the right of level of difficulty. As a result, pupils' work in books shows a lot of accurately completed repetitive exercises but few times when they have found the work a challenge.
- Sometimes, teachers do not make the best use of questions to check what pupils have understood and to decide what they need to learn next. The questions they ask require simple answers rather than helping pupils to think things through for themselves and ask further questions.

- In successful lessons, teachers use a range of teaching methods to ensure that they meet the needs of the different groups and abilities in a large class. Teaching assistants are used effectively to help pupils with special educational needs to grasp new concepts.
- Teachers mark pupils' work conscientiously and often make very good suggestions as to how pupils should improve their work. However, pupils rarely respond to these. For example, in mathematics, teachers sometimes set an additional calculation to make sure that pupils have grasped a new method but few pupils complete these.
- Where teaching is consistently good, as in Year 4, pupils make consistently good progress. They learn well, building on what they know and using their skills to tackle new work. They apply what they have learnt and make good progress.
- Systematic teaching, for example, of useful vocabulary when writing explanations, gripped Year 4 pupils' imaginations as they recited animatedly a story they had made up about cats and a dishwasher, using words such as 'consequently' and 'therefore' with relish. The systematic teaching of mental and oral mathematics is not as evident.
- Teachers use up-to-date technology well to help them to make teaching points clear and to indicate to pupils what they expect pupils to gain from the lesson. In addition, they give pupils many opportunities to use laptops. This means that pupils are computer literate and use them ably as tools for learning.

The behaviour and safety of pupils

requires improvement

- In the majority of lessons, pupils are keen to learn and make progress. However, behaviour requires improvement because in some lessons pupils are not always attentive nor work as diligently as they might. This is because in these classes behaviour routines are not sufficiently well established.
- Around school, however, pupils behave well. They are beginning to regulate each other's behaviour because they know that it is important to respect people.
- Pupils are generally polite and friendly and play happily together at break times and lunchtimes. Boys and girls mix together well, making up imaginary games on the extensive climbing apparatus, for instance, or playing ball games together without quarrelling.
- Pupils are confident that there is little or no bullying and are adamant that there is no racism. They know that it is wrong to use terms of abuse and say that this has stopped in the last few months. The school's behavioural records confirm their positive views.
- Pupils have a good understanding of some forms of bullying but are less confident about bullying that involves the internet or mobile phones. The school has identified this as an area to explore more fully with pupils so they can keep themselves safe from harm.
- Most pupils feel safe and their parents agree. They are keen to come to school and many attend the extra-curricular clubs. Their attendance is in the top 20% of schools.

The leadership and management

requires improvement

- With local authority support, the school weathered a period of staffing difficulties which in a small school has a disproportionate impact. With stable staffing and focussed leadership, pupils' progress has picked up over the past year and accelerated more recently. The local authority now gives support to the school as and when it is requested.
- The leadership of teaching over time has clearly not been strong enough to secure consistently good teaching across the school. The school has identified accurately that there is more to do to improve teaching quality in order to raise standards of attainment in mathematics and reading. A start has been made on this but it is too early for the strategies introduced to have had their full impact on improving the overall quality of teaching to good.
- The new headteacher has taken sensible actions to accelerate pupils' progress. Rigorous pupil

progress meetings hold teachers to account for the progress their pupils make. Currently, senior leaders are checking that teachers assess pupils' work accurately. It is evident from looking at pupils' books that not all teachers base lessons on what pupils need to learn next.

- Other actions include employing additional teachers so that half the pupils for most of the week are taught literacy and mathematics in smaller classes. This is having a good impact though it is too soon to see whether it will result in pupils making consistently good progress every year in both literacy and mathematics.
- Over time, the intermittent subject leadership has also slowed pupils' learning. This has resulted in staff working in isolation. As a result, mental and oral mathematics and reading skills are not taught methodically across the school so that pupils build on what they know and understand.
- Performance management is used judiciously. The school's evidence shows that it has tackled weak teaching rigorously in the past and that only those whose performance is successful in terms of securing pupils' good progress are rewarded.
- Despite the school's problems, the numbers of pupils continue to increase each year and most parents are happy with their children's education. Pupils enjoy coming to school and they are proud of the school's sporting achievements. The curriculum gives good opportunities for pupils to develop their talents in the creative arts.
- Safeguarding meets current government requirements.
- **The governance of the school:**
 - Governors have a full understanding of the school's past difficulties and have taken sensible decisions to secure future progress. These have yet to secure pupils' consistently good achievement. They use published data to hold the school to account for pupils' progress, including those supported through pupil premium funding. They are closely involved in staff management. They recognise that the school has a way to go yet before it is securely good.

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	121427
Local authority	North Yorkshire
Inspection number	406026

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	130
Appropriate authority	The governing body
Chair	Philip Ratcliff
Headteacher	Louise White
Date of previous school inspection	28 June 2011
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