

Moorpark Junior School

Park Road, Burslem, Stoke-on-Trent, Staffordshire, ST6 1EL

Inspection dates 28–29 January 2014

Overall effectiveness	Previous inspection:	Inadequate	4
	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

- Achievement is not yet good. In writing and mathematics, too few pupils make more than expected progress from their starting points or reach the higher levels of attainment.
- Teaching is not consistently good across the school. The needs of groups of pupils of differing ability are not always sufficiently taken into account in teachers' planning, particularly those of the most able. As a consequence, these pupils are not always given the level of challenge they need and sometimes find tasks too easy.
- Pupils are not always given precise enough guidance about how to improve their work, particularly their spelling, and are not always given the opportunity to respond to any advice.
- Subject leaders are not yet fully involved in checking and improving the quality of teaching and learning in their areas. Good practice in the school is therefore not yet spread rapidly enough.
- Teachers do not always take good advantage of opportunities for pupils to practise their skills of enquiry, writing and mathematics in subjects other than science, English and mathematics.

The school has the following strengths

- The quality of teaching has improved. This has led to swift improvements in attainment and progress in reading, writing and mathematics. Standards by the end of Year 6 are now close to average. Pupils make good progress in their reading. Gaps in the performance of different groups have closed.
- Behaviour is good. Pupils have very good relationships with each other and with adults in the school. They have positive attitudes towards their learning and are keen to do well. They feel safe in school. Attendance is above average.
- The headteacher, strongly supported by the senior leadership team and governors, provides very clear direction. Since the last inspection, standards in English and mathematics have continued to rise, inadequate teaching has been eliminated and the quality of teaching has improved. These are clear indications of the school's ability to improve further.
- Governors have a good understanding of the strengths of the school and what can be improved further. They are well placed to hold the school to account.

Information about this inspection

- Inspectors observed parts of 15 lessons, including short visits to other activities, such as guided reading sessions, led by teachers and teaching assistants. Nine of these observations were with the headteacher and assistant headteacher.
- Inspectors took account of 16 responses to the online questionnaire (Parent View) and responses to a parental questionnaire recently carried out by the school. They also took account of 12 responses to a questionnaire completed by staff.
- Inspectors held a meeting with a group of pupils from Years 3 to 6. They also had discussions with the Chair of the Governing Body and vice-chair, with representatives of the local authority and school staff.
- The inspectors observed the school’s work and looked at a number of documents, including the school’s own data on pupils’ current progress, documents relating to the school’s plans for improvement, and records relating to behaviour, attendance and safeguarding.
- Pupils’ books were checked by inspectors with the headteacher and assistant headteacher.

Inspection team

Judith Tolley, Lead inspector

Additional Inspector

Emily Wheeldon

Additional Inspector

Full report

In accordance with section 13 (5) of the Education Act 2005 (as amended), Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

Information about this school

- Moorpark Junior School is smaller than the average-sized primary school.
- Most pupils are of White British heritage.
- A high proportion of pupils are supported by the pupil premium, which is additional funding for children in local authority care, pupils known to be eligible for free school meals and the children of forces' families.
- The proportion of pupils who are disabled or have special educational needs supported through school action is below average.
- The proportion supported at school action plus or with a statement of special educational needs is above average.
- The school meets the government's current floor standard, which sets the minimum expectations for pupils' attainment and progress.
- A breakfast club, managed by the governing body, operates on the school site.
- There have been significant changes in staff since the last inspection.
- The school is supported by a National Leader of Education (NLE), an executive headteacher from two local primary schools, St Wilfrid's and St Peter's Primary Schools.

What does the school need to do to improve further?

- Improve teaching further so that is consistently good or better, in order to raise attainment and increase the rate of pupils' progress, by:
 - ensuring teachers always plan to meet the needs of groups of pupils of differing ability and provide an appropriate level of challenge in lessons, particularly for the most able pupils
 - making sure that pupils always get the precise written guidance needed to improve their work, particularly their spelling, and that they are given the opportunity to respond to it
 - ensuring that teachers make good use of opportunities for pupils to practise their writing and mathematical skills in other subjects to further develop their skills
 - improving the quality of marking in subjects other than English, mathematics and science.
- Further develop the role of subject leaders for English, mathematics and science in checking and improving the quality of teaching and learning in their subjects by:
 - ensuring they work closely alongside class teachers to improve their practice and hold them to account
 - ensuring they gain a clear understanding of the pupils' progress in their subjects through an analysis of pupils' work and can identify what needs to be improved
 - enabling them to work together to identify and plan opportunities for pupils to systematically develop writing, mathematical and investigative skills across the wider curriculum and as they move through the school.

Inspection judgements

The achievement of pupils

requires improvement

- The progress pupils make as they move through the school requires improvement. They make expected progress in mathematics and in writing, but too few make good progress from their individual starting points, particularly the most able.
- Standards in mathematics and English are slightly below average by the end of Year 6 but are rising. Achievement in mathematics and writing is improving rapidly. Standards are now higher than the significantly below average standards reported in Year 6 in 2012. More pupils are now reaching the higher levels of attainment than previously. Although almost all make the expected rate of progress, the proportion of pupils making better than expected progress is still lower than is seen nationally, particularly among the most able pupils in English and mathematics.
- Previous gaps in the performances between boys and girls have closed. This is partly because the curriculum, especially in reading, is now better matched to pupils' interests, especially the new topic-based curriculum and the variety of texts now being used in reading activities.
- Pupils make good progress in developing their reading skills. They read with interest and both boys and girls clearly enjoy their reading so that, by the end of Year 6, most read a variety of texts with a good level of fluency and understanding. Most are able to talk in detail about what they have read, empathise with characters in stories, make inferences and read for information.
- Disabled pupils and those with special educational needs are making the same expected progress as their peers as the result of the extra help with English and mathematics and one-to-one support in lessons which enables them to be fully involved in whole-class activities alongside their classmates.
- In 2012, by the end of Year 6 there were wide gaps between the performance of pupils who were supported by the pupil premium funding and their peers in both English and mathematics. In 2013, eligible pupils, including those known to be eligible for free school meals, were behind their peers by half a year in both mathematics and English. Work seen during the inspection and the school's analysis of recent and current progress indicate that the extra support that the school is providing has significantly increased rates of progress for eligible pupils. It now enables these pupils to reach their targets and to make the same expected progress as their peers. Gaps between the performances of different groups, including those receiving this funding, are closing quickly and at a faster rate than is nationally the case.

The quality of teaching

requires improvement

- The quality of teaching over time requires improvement. Although good practice was observed, evidence from the analysis of pupils' work and from joint observations made by inspectors and school leaders shows that the quality of teaching is not consistently good or better.
- In some lessons, pupils' progress is slow because planning does not take enough account of their varying needs. In particular, the level of challenge provided for the most able pupils is not always great enough to enable them to achieve their full potential. Too often these pupils are left to work on their own and the work they are given, for example in guided reading sessions, is not always demanding enough nor does it always give them the opportunity to use their initiative to work things out for themselves.
- Teachers mark pupils' work regularly and there are instances of good practice within the school. However, the quality of marking varies between the classes. It does not always give pupils the precise guidance they need to improve, particularly their writing and spelling. Teachers do not always give pupils clear guidance on how to improve their writing and mathematical skills in other subjects so that errors in spelling and punctuation, for example, are too often left unchecked. Not all pupils are given the opportunity to respond to teachers' comments and improve the work they have done.
- Pupils respond to opportunities to work together with enthusiasm, especially when tasks involve

problem solving. For instance, in a Year 6 mathematics lesson, pupils' interest was immediately engaged by being given the task of suggesting what unlabelled graphs could be describing. As a result of discussion with a partner, they were keen to justify their ideas in detail to the rest of the class and then went on to interpret and plot graphs and charts themselves. Similarly, pupils made rapid gains in understanding the angles involved in the way light travels to and from a mirror as a result of working in small groups to see if there were any patterns emerging from their investigations. However, too often progress slows because pupils spend too much time practising what they have already learned rather than applying it to new situations.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Both pupils' behaviour and their attitudes towards learning have improved significantly since the last inspection as a result of improvements in teaching and actions taken by the school to improve pupils' experience at playtimes and lunchtimes. They are polite and courteous and keen to talk about their school and how much they enjoy it. In the playground they play well together, have good relationships with each other and with adults, and take good care of equipment. Play leaders and staff successfully encourage pupils to participate in games and other activities provided.
- Pupils play a full part in the day-to-day running of the school and in decision making through, for example, taking on responsibilities as play leaders, peer mediators, school councillors and eco warriors. They take these responsibilities very seriously. They are proud of their achievements and they are keen to show off their work in the corridors, especially in the 'Time Travel' corridor that all classes have helped to create through their topic work.
- Pupils are quick to settle in lessons and rapidly get the equipment they need without fuss so that lessons begin promptly. When working with a partner or in a small group they do so sensibly and listen carefully to each other. Disruption to lessons is rare.
- The school's work to keep pupils safe and secure is good. Pupils say they feel safe and their parents agree. Pupils have a good understanding and awareness of different types of bullying, including cyber-bullying. They are confident that any poor behaviour is usually dealt with promptly and effectively.
- Pupils understand the importance of a healthy lifestyle and speak enthusiastically about opportunities to take part in sports and other extra-curricular activities. They are aware of the benefits this provides for their physical and personal well-being.
- Attendance has improved and is now above average. Persistent absence has decreased as a result of the work the school is doing in encouraging attendance and working with families whose children do not attend regularly enough.

The leadership and management requires improvement

- Leadership and management require improvement because key subject leaders are not yet fully involved in checking and improving the quality of teaching across the school and, as a result, best practice is not spread rapidly enough. They have been in post for a very short time and are at the very early stages of developing their roles. Although they know in general what needs to be done, they are only just beginning to check on the quality of learning and teaching in their subjects. They are not yet working alongside teachers or checking pupils' work in their subjects to hold teachers to account and to identify precisely how teaching and achievement can be improved.
- The senior leadership team have an accurate view of the school's performance because they track pupils' progress against their targets accurately and rigorously. They know what needs to be done to secure further improvement and have acted swiftly to raise standards and improve achievement. Gaps between the performances of different groups are closing rapidly, for example, pupils supported by the pupil premium are now meeting their targets and there is no longer any significant difference between the performance of boys and girls. This illustrates the

school's commitment to equality of opportunity for all its pupils.

- The quality of teaching of each member of staff is regularly reviewed. The outcomes are used to secure appropriate training to benefit their professional development, as well as to consider any advancement in pay.
- Despite significant changes in staff, the headteacher has been successful in maintaining stability and in improving achievement, particularly in English. She has acted decisively to eradicate inadequate teaching and to improve management systems, including governance, within the school. The school has demonstrated the ability to improve further.
- Parents are becoming increasingly involved in their children's learning and in the life of the school through, for instance, the 'Green Screen' in the playground and workshops the school provides for them in mathematics and English. These are well attended. Parents are well informed and so have a better understanding of how they can help their children at home.
- Recent improvements to the curriculum, particularly in the teaching of reading and the development of topic work, are having a positive impact on improving pupils' skills at a better rate and particularly in better engaging the interest of boys. However, further curriculum improvements are required to ensure pupils have more opportunities to practise their basic skills in other curriculum subjects.
- Pupil premium funding is used effectively and gaps between the performance of these pupils and the rest are closing as a result. The primary school sports funding is being used to good effect to provide coaching for both staff and pupils and for equipment. This action has had a positive impact upon behaviour at lunchtime and playtimes because of the high level of participation in sports and games and this, in turn, has led to increased participation in extra-curricular activities.
- The local authority has provided intensive support through mentoring and coaching and through brokering the partnership with other schools. This has had a positive impact upon provision and outcomes. For example, the National Leader of Education is providing the school with support in developing the skills of senior and middle leaders.
- **The governance of the school:**
 - Governors have a clear understanding of the strengths and weaknesses of the school. They are well informed, understand data on pupils' attainment and progress and are aware of the quality of teaching. As a result, they are beginning to provide an effective level of challenge and hold leaders to account. They are increasingly involved in the life of the school and in checking its work. Governors understand how pupil premium funding and sports funding is spent and are fully informed about its impact upon pupils' progress and well-being. They make sure that pupils and staff are safe by securing effective safeguarding arrangements. Governors are involved in monitoring the performance of the headteacher and setting her relevant targets. Governors have a clear understanding of the performance of teaching staff so that the budget is managed effectively to provide the resources the school needs, and pay is linked to teachers' performance.

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	123985
Local authority	Stoke-On-Trent
Inspection number	430628

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	224
Appropriate authority	The governing body
Chair	Joy Garner
Headteacher	Karen Peters
Date of previous school inspection	5 December 2012
Telephone number	01782 234440
Fax number	01782 234440
Email address	moorpark@sgfl.org.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2014

