

# Moorlands Infant School

Moorfields Road, Bath, BA2 2DQ

**Inspection dates** 14–15 October 2014

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Leadership and management are good because the school leaders operate as a very effective team. As a result, the quality of teaching, and consequently pupils' achievement, has rapidly and securely improved since the previous inspection.
- The inspirational headteacher is ably supported by the deputy headteacher and senior staff. Governors are particularly effective in supporting the school's drive to improve.
- Pupils make good progress in reading, writing and mathematics throughout the school and are well prepared for the next stage in their education.
- Recent improvements in how mathematics, phonics (the sounds letters make) and writing are taught have had a very positive impact on pupils' attainment.
- Teaching is good throughout the school because it effectively helps all the pupils to learn, including those that are disadvantaged or who are high achievers.
- The school's very positive ethos and attention to safeguarding is reflected in pupils' good behaviour and their positive attitudes towards each other and their learning.
- Pupils' spiritual, moral, social and cultural development is effectively developed so that pupils have a strong sense of community.
- Teachers have successfully created good provision in the Early Years Foundation Stage so that children make a good start to their schooling. They are very well taught and supported, and make good progress as a result.

### It is not yet an outstanding school because

- In previous years, the measurements of children's skills, knowledge and understanding when they started in Reception were not accurate. The improved systems for this are not yet fully embedded.
- Teaching does not always make the best use of time, resources and pupils' own work to support their learning.
- Teachers' questioning does not always probe pupils' understanding of what they are learning deeply enough.

## Information about this inspection

- Inspectors saw teaching in every class and observed 14 lessons. Some lessons were observed jointly with senior staff.
- Inspectors met with a group of pupils, heard some of them read and talked informally to pupils around school. Meetings were also held with the headteacher and deputy headteacher, other leaders, newly qualified teachers, governors, a group of parents and a representative of the local authority.
- Inspectors scrutinised a range of documentation including plans for the school’s improvement, information about how well pupils are doing, the governing body minutes and records relating to pupils’ safety and welfare. Inspectors also looked at pupils’ books from this September and previous years to see how well they are doing.
- The views of parents and carers were taken into account through the scrutiny of the 58 responses to the online Parent View survey and a discussion with a representative group of parents.
- Staff views were taken into consideration by discussions with staff and by scrutinising questionnaires completed by 21 staff members.

## Inspection team

Chris Nye, Lead inspector

Additional Inspector

Mary Usher-Clark, Team inspector

Additional Inspector

## Full report

### Information about this school

- The school is federated with Moorlands Junior School which shares the site. The headteacher leads both schools and there is a single governing body. The junior school was not inspected as part of this inspection.
- The school is smaller than the average-sized primary school.
- There are two full-time Reception classes in the Early Years Foundation Stage.
- The school receives pupil premium funding for around 12% of the pupils. This proportion is lower than the national average. The pupil premium is additional funding for children in the care of the local authority and pupils known to be eligible for free school meals.
- The proportion of disabled pupils and those who have special educational needs that are supported by school action is below average. The proportion supported by school action plus is below average. Currently, no pupils have a statement of special educational needs.
- The very large majority of pupils have a White British heritage and very few speak English as an additional language.
- The school shares a site with a children's centre and hosts a breakfast and after-school club. These are not managed by the governing body and so were not inspected as part of this inspection.

### What does the school need to do to improve further?

- Secure recent improvements in the quality of teaching by:
  - making the best use of time and resources to ensure that pupils' learning is consistently good throughout lessons
  - ensuring that teachers always model good writing and make the best use of pupils' own writing to encourage high-quality work
  - ensuring that teachers' questioning consistently probes pupils' understanding of what they are learning more deeply.
- Ensure that recent improvements in accurately measuring children's skills, knowledge and understanding when they start school are securely embedded.

## Inspection judgements

### The leadership and management are good

- The key reason for the school's recent, rapid and secure improvement is the inspirational leadership of the headteacher who has created a whole-school team that is determined to improve and eliminate past weaknesses. In this, she has been supported by a highly effective senior staff team. The school has comprehensively addressed the weaknesses identified in its previous inspection report and is now in a very strong position to build further on its successes. Consequently, it has the capacity to improve further in the future.
  - Rigorous and accurate monitoring has identified previously weaker teaching and robust action has been taken to ensure that all teaching is now at least good. Recently appointed teaching staff, including newly qualified teachers, are exceptionally well supported and have contributed to the improvement in the quality of teaching.
  - Detailed analysis of data and the regular monitoring of teaching are closely linked to the management of teachers' performance. The provision of well-matched training activities and the subsequent monitoring of teachers' performance to ensure that weaknesses are resolved is at the heart of the school's strategy for improving the quality of teaching. As a result, leaders have a very clear understanding of teachers' strengths and the areas that need to improve. This is reflected in an accurate self-evaluation of their own performance and their effective strategic planning for the future.
  - The impact of middle leaders, which had been a weakness at the previous inspection, is now a strength. They are closely monitoring the areas for which they are responsible and action plans clearly show what they are doing about improving any areas of weakness. For example, the introduction of a new approach to teaching mathematics has significantly improved pupils' knowledge and understanding of number and how to use these skills to solve problems.
  - The school has developed subject plans which enliven teaching and ensure that pupils are motivated to learn. There is a strong emphasis on encouraging a love of books and reading, and a recent review of how writing is taught has strengthened this area of pupils' learning. The use of local resources such as the Roman Baths and the outdoor environment helps to enrich pupils' learning. Music and art are strengths and the school effectively promotes pupils' spiritual, moral, social and cultural development. As a result, pupils have a good start to being prepared for life in modern Britain and for the next stage in their education.
  - This is an inclusive school and leaders successfully promote British values such as equality of opportunity, tolerance and justice. This is illustrated by the successful way in which pupil premium funding has been used to significantly narrow previously wide gaps between the achievement of disadvantaged pupils and other pupils.
  - Provision for sport and physical education is good. In close cooperation with the federated junior school, plans are in place to ensure that the use of the primary school sports funding will further enhance the physical health and well-being of all the pupils.
  - The local authority has provided good-quality support which has focused on the areas of weakness identified in the previous inspection report. Appropriately, as the school has improved, this has been reduced because the school is now in a strong position to secure its own future development.
  - The school works well with parents and the local community, who hold the school in high regard.
  - All safeguarding procedures are securely in place, meet statutory requirements and are rigorously applied.
- **The governance of the school:**
- Following a recent external review of governance, governors are now working very effectively with the school to drive improvements. They monitor the work of the school closely, are well organised and have a clear understanding of how teachers' performance is managed. They now have a clear understanding of how good teaching is rewarded and how underachievement is tackled. Roles and responsibilities are clearly defined.
  - Recent changes to the leadership of the governors has meant that they have a much better understanding of what the data are telling them about the school's strengths and weaknesses. As a result, they are now providing very effective strategic support and challenge to the school and are effectively holding leaders to account. For example, they rightly challenged the school over its recently disappointing results in pupils' understanding of phonics and allocated additional funding to pay for a consultant to work with the school. As a result, there has been a significant improvement in this area.

**The behaviour and safety of pupils are good****Behaviour**

- The behaviour of pupils is good. They are polite and friendly, and during break and lunchtimes they play well with each other. A strength is the way in which the federated schools share playgrounds and junior school pupils support the play of the youngest pupils in the infant school.
- During lessons, pupils demonstrate a keen enthusiasm for their learning in all subjects, and the occasional noisy discussions are usually the result of such enthusiasm rather than displays of poor behaviour.
- Pupils enjoy coming to school, and this is illustrated by attendance figures which are much higher than those found in other schools locally and nationally. This is a significant improvement on attendance at the time of the previous inspection.
- Relationships throughout the school are good, and effective behaviour management systems and policies are consistently applied.
- Pupils' views are listened to and respected. Parents who spoke to inspectors, and the overwhelming majority of those who responded to the online Parent View survey, say that they feel that their child is safe, enjoys school and is well cared for.

**Safety**

- The school's work to keep pupils safe and secure is good. Pupils say that they feel safe in school and safeguarding systems are in place and rigorously applied.
- Pupils have a good understanding of what bullying is and how to respond to it when it occurs. Detailed records are kept of the rare instances of extreme unacceptable behaviour such as racist incidents and all forms of bullying.

**The quality of teaching is good**

- Teaching is good throughout the school. The quality of teaching has improved considerably since the previous inspection, and this is reflected in the good progress that all pupils, including disadvantaged pupils and those with special educational needs or disabilities, make in reading, writing and mathematics.
- Previously weaker teaching of phonics has been eliminated and this is now a strength throughout the school. However, teaching is not yet consistently outstanding because the impact of recent improvements in the quality of teaching is not fully embedded.
- Lessons are well structured and the lesson aims are routinely shared with, and understood, by pupils. Teachers effectively use data on pupils' progress to plan work which meets their needs and there are clear links to their learning in previous lessons. Pupils' spiritual, moral, social and cultural development is very well supported in lessons and in assemblies.
- Teachers plan imaginative learning activities, and a strength is how literacy and numeracy skills are developed in all the subjects that pupils learn. For example, in one lesson, pupils were enthusiastically using their writing skills to write diary entries as part of their learning about the Great Fire of London.
- Teachers use questioning to check pupils' progress during lessons and to measure their understanding of the skills and knowledge that they are being taught. In most instances, they adjust their teaching so as to tackle any misconceptions, and pupils make good progress in lessons as a result. However, sometimes, teachers do not probe the extent to which pupils have understood what they are learning deeply enough.
- In their books, pupils' work is accurately marked with clear guidance on how to improve. A strength is the way in which pupils are encouraged to respond to teachers' written comments. This helps them to be confident and able to correct their work.
- Teachers have good subject knowledge and mostly make effective use of resources to motivate pupils. Occasionally, less-effective classroom organisation means that learning time is sometimes wasted or resources, such as teaching assistants, are not used to their best effect.
- Teachers have high expectations of behaviour and work, and usually model writing well, although occasionally this is not of a high enough standard. Examples of pupils' good-quality writing are not always used to demonstrate to other pupils what can be achieved.
- Teaching assistants are well trained, and skilfully support teaching and learning. They work closely with teachers to provide good support for disadvantaged pupils through well-planned small-group activities.
- Relationships between adults and pupils are excellent and classroom wall displays effectively stimulate learning. Pupils say that they enjoy their lessons, and homework appropriately supports pupils' learning, especially in reading and writing.

**The achievement of pupils**

is good

- After an unsettled period, there is secure evidence of a rapidly improving trend in pupils' achievement, and this is now good.
- Reading is a strength because pupils are encouraged to read widely and often. They have very positive attitudes towards books and enjoy reading. They make good progress and most pupils achieve the expected level by the end of Year 2, with the proportion exceeding this being above the national average in the most recent progress tests.
- Teaching assistants are well trained and skilfully support teaching and learning. They work closely with teachers to provide good support for disadvantaged pupils through well-planned small-group activities.
- Pupils' attainment in writing has been low in the past, but this is rapidly improving, and data indicate that, from below-average starting points, this is now close to expected levels. However, as a result of the school's imaginative guidance on writing, 'Write 4 Moorlands,' inspection evidence suggests that standards in writing are even better than the data indicate. The quality and quantity of work in pupils' books demonstrates a high standard of spelling, grammar, punctuation and presentation, and their progress in lessons is at least good.
- Pupils' achievement in mathematics has improved significantly, and in the most recent end of Key Stage progress checks, the percentage of pupils attaining and exceeding the expected level has risen from below the national average to well above.
- Improvements in the way that reading, writing and mathematics are taught has meant that high-achieving pupils are well challenged in lessons and make good progress. As a result, the percentage of pupils achieving the higher Level 3 in reading, writing and mathematics is increasing rapidly.
- Pupils' achievement in phonics had been disappointing, but inspection evidence confirms that actions taken to address this are effective, and there is secure evidence that pupils' understanding and use of phonics to support their reading and writing is rapidly improving.
- The achievement of disadvantaged pupils benefiting from pupil premium funding is a strength. The gap between their achievement and other pupils in school and nationally had been too wide in reading, writing and mathematics, but the most recent data show that this gap has been all but eliminated. Similarly, there is no significant difference between the achievement of boys and girls or pupils from minority ethnic backgrounds.
- Disabled pupils and those who have special educational needs make good progress relative to their starting points and other pupils nationally in reading, writing and mathematics. This is because their needs are identified early on and well-focused teaching and support has a positive impact on their learning.
- All the parents who spoke to inspectors, and all those who responded to the Parent View survey, said that they feel that their children make good progress. One, who wrote to inspectors, said that the encouragement that her child had received 'has ensured that he is a keen learner who comes home with new ideas about what he would like to write, find out about, draw or make'. The pupils who met inspectors also expressed very positive views about their learning and progress.

**The early years provision**

is good

- The early years provision, including the quality of leadership, in the Reception classes is good. The newly appointed team of teachers is providing a good, and sometimes an outstanding, quality of teaching. A particular strength is the way in which story-telling is used to inspire children's imagination and creativity.
- The teaching of phonics is of a high standard, and imaginative ideas, such as the use of 'light sabres' to air-draw letters, motivates children's learning extremely well.
- All safeguarding arrangements meet legal requirements, and the learning environment is very well planned because it makes good use of the available space inside and outside the classroom. There is a good balance between activities chosen by the children and those led by adults to support all the areas of the children's learning.
- Children behave very well. They are kind to each other and collaborate well with each other. Effective classroom routines have been established which are clearly understood by the children.
- All staff work as a cohesive team and parents are full of praise for the quality of provision. They are particularly appreciative of the quality and frequency of communications, the induction process and the parent workshops which help them to support their child's learning.

- In the past, systems to measure children's skills when they started school were overly generous. As a result, progress measures for previous cohorts were misleading. However, close scrutiny of children's work from previous years securely demonstrates that they nevertheless made at least good progress. The school has taken urgent action to address this issue and more robust systems to measure children's skills when they start school have now been introduced, although it is too soon to judge their impact.

## 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

<b>Unique reference number</b>	109001
<b>Local authority</b>	Bath and North East Somerset
<b>Inspection number</b>	448947

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

<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	4–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	163
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ruth Balch
<b>Headteacher</b>	Clare Griffin-Felton
<b>Date of previous school inspection</b>	23–24 October 2012
<b>Telephone number</b>	01225 422556
<b>Fax number</b>	01225 463056
<b>Email address</b>	moorlands_inf@bathnes.gov.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](http://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](mailto: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](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://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 and 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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2014

