

Moorlands Junior School

Chantry Mead Road, Bath, BA2 2DE

Inspection dates 5–6 March 2015

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

Summary of key findings for parents and pupils

This is a good school.

- The headteacher, well supported by other school leaders and governors, has improved pupils' achievement and the quality of teaching. Together, they are taking effective action to bring about further improvement.
- Teaching is good across the school and supports the learning of all pupils.
- The school provides pupils with a wide and interesting range of subjects, topics and experiences so that they enjoy their learning.
- Pupils make good progress in reading, writing and mathematics. They are well prepared for the next step in their education.
- By the end of Year 6, standards of attainment in reading and writing are above average. Attainment in mathematics is average and improving strongly.
- Pupils' behaviour is good. They are proud of their school and show respect to staff and to each other. Pupils' positive attitudes help them to learn well.
- Pupils feel safe in all parts of the school site and understand how to keep themselves safe. There is very good support for pupils who need extra help to catch up in their learning, particularly in the specialist learning centre.
- Disadvantaged pupils make good progress because of the school's effective provision.
- The school's provision for pupils' spiritual, moral, social and cultural development is excellent. This prepares pupils well to be considerate citizens in modern Britain.
- Governors are highly effective and show a very detailed understanding of the school's strengths and areas for development.

It is not yet an outstanding school because

- Occasionally work is too easy or too difficult for pupils. This limits their learning and leads to some variation in pupils' progress in different classes.
- Some pupils' understanding of new learning is not sufficiently thorough because some teachers do not check it rigorously.
- Pupils do not always extend their literacy skills in other subjects that they study.

Information about this inspection

- Inspectors observed pupils’ learning in parts of 12 lessons. Four of these observations were made jointly with members of the school’s leadership team. Inspectors also made some shorter visits to classes and observed an assembly.
- Inspectors looked at pupils’ work in lessons and carried out a detailed scrutiny of their written work in several subjects.
- Inspectors listened to pupils read and talked with them about their reading.
- Inspectors held meetings with two groups of pupils to hear their views on learning and behaviour in the school. They also spoke informally with pupils during their breaks and lunchtimes.
- Meetings were held with the headteacher, other staff with leadership responsibilities, three members of the governing body and a representative of the local authority.
- Inspectors examined a variety of school documents. These included records of current pupils’ progress, self-evaluation reports and improvement plans, and behaviour and attendance logs. Inspectors also examined a sample of minutes of the governing body and records relating to safeguarding and the management of staff performance.
- Inspectors took account of questionnaires completed by 26 members of staff, 60 responses to the online questionnaire Parent View and three letters from parents. They also spoke informally with parents before the start of the school day.

Inspection team

Sean Thornton, Lead inspector

Additional inspector

Fiona Montacute

Additional inspector

Full report

Information about this school

- The school is federated with Moorlands Infant School, which shares the site. The headteacher leads both schools and there is a single governing body. The infant school was not inspected as part of this inspection.
- Moorlands Junior School is smaller than the average-sized primary school.
- The large majority of pupils are from White British backgrounds and the proportion of pupils who speak English as an additional language is well below average.
- The proportion of disadvantaged pupils is below average. These pupils are supported by the pupil premium, which is additional funding provided for pupils who are known to be eligible for free school meals and those who are looked after by the local authority.
- The proportion of disabled pupils and those with special educational needs is below average. The school provides additional support for some of these pupils in its specialist learning centre, which is called the Ark.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- Since the previous inspection there have been many changes in the school's teaching staff and leadership roles, and in the membership of the governing body.

What does the school need to do to improve further?

- Improve the quality and consistency of teaching further by ensuring that all teachers:
 - provide activities at the right level of challenge to enable pupils of all abilities to make the best possible progress
 - check pupils' understanding of new learning rigorously to make sure that it is thorough
 - provide more opportunities for pupils to practise and develop their literacy skills in other subjects.

Inspection judgements

The leadership and management are good

- The headteacher is committed to ensuring that all pupils make the best possible progress in all aspects of their academic and personal development. She is supported well in this ambition by all governors and staff. Since the previous inspection school leaders have taken strong actions to improve the quality of teaching and pupils' achievement. Together, they are determined to raise standards further.
- The leadership of teaching is good. The school's records of the checks on teaching are detailed and show that support programmes are put in place when required. This is leading to improved standards of teaching.
- School leaders ensure that pupils' behaviour is good by ensuring that all staff share high expectations and by making sure that the school's systems for managing behaviour are followed consistently.
- Subject leaders fulfil their roles well. They support class teachers in frequently checking pupils' achievement and planning appropriate activities to ensure continued good progress.
- The leadership of the Ark is good. Provision is well matched to pupils' needs and this enables them to make good progress.
- The school's views of its strengths and areas for development are based on a wide range of evidence and are accurate. They lead to clear and thorough improvement plans.
- Systems for managing staff performance are well organised and rigorous. Evidence shows that this system is leading to improvements in teaching and pupils' achievement.
- The curriculum is broad and balanced and provides pupils with an interesting range of subjects and activities. Topics such as 'Is change a good thing?' bring together aspects of science, history and geography well. Pupils develop their creativity through many opportunities in music, art and drama. The school has successfully introduced the new National Curriculum and has developed a suitable system of assessment.
- Provision for pupils' spiritual, moral, social and cultural development is excellent and is at the heart of the school's work. Pupils are encouraged to take responsibility in the school and to support others in the community. There is a wide range of activities and displays that enable pupils to deepen their understanding of other cultures and faiths. These activities prepare pupils very well for life in modern Britain.
- School leaders make very good use of additional funding to support disadvantaged pupils. For example, these pupils benefit from one-to-one support and small-group teaching in English and mathematics and from targeted support by play leaders during lunchtimes.
- School leaders make sure that arrangements for safeguarding meet all statutory requirements. All staff receive suitable safeguarding training. Risk assessments and recruitment processes are effective.
- The school has used its sports funding effectively to improve the skills of staff and to enable pupils to participate in an increasingly wide range of sports and exercise activities. Rates of pupils' participation in competitive sports and their levels of fitness have increased.
- The headteacher and the governing body ensure that the school rejects all forms of discrimination, fosters good relationships and effectively promotes equality of opportunity. The school itself is a harmonious community where all staff and pupils cooperate well together.
- School leaders have worked hard to establish good relationships with parents so that they form an effective partnership in helping pupils to learn.
- Since the previous inspection the local authority has provided a high level of effective support for the school. This support has included advice on improving teaching and raising achievement, and checking the accuracy of the school's assessments, as well as a wide range of governor training. There is evidence that the local authority's actions have helped the school to improve.
- **The governance of the school:**
 - Governance is highly effective. Since the previous inspection there have been many changes in the membership of the governing body. An external review of governance has been carried out and all aspects have been improved greatly. Governors provide a good balance of challenge and support and play a full part in improving the school. They are fully involved in the life of the school and ensure that the skills of all governors are used fully in checking the quality of all aspects of the school's work.
 - Governors show a very good understanding of performance information and how the school compares to others nationally. They ensure that they have regular training to enable them to carry out all parts of their role effectively. Governors check closely the use of additional funding such as the pupil premium and show a detailed knowledge of its impact. Governors promote links with parents and the wider

community, acting as passionate advocates for the school. They also ensure that pupils and staff are safe in all school activities.

- Governors have a strong role in checking and enhancing teaching and learning. They ensure that teachers' pay rises are linked to the achievement of their pupils and the whole-school targets set. Governors have supported the headteacher in tackling underperformance and in making strong staff appointments. They fully support school leaders in their constant drive for further school improvement. For example, governors visit lessons and meet with subject leaders to ensure that they have a good understanding of the school's strengths and areas for further development.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good.
- Pupils understand and support the school's behaviour code and the systems of rewards and sanctions. They report that behaviour is usually good and that the rare incidents of poor behaviour that hinder their learning are dealt with quickly and fairly.
- Pupils move calmly around the large shared site. They show courtesy to each other, to staff and to visitors. On the playgrounds pupils play well together.
- Around the school there is no litter or graffiti. Pupils are proud of their school and show great respect for the many displays of pupils' writing.
- In almost all lessons, pupils concentrate well, showing that they want to learn. They settle quickly to their work and persevere, even when they find their work difficult.
- In a small minority of lessons, when teaching does not engage them, pupils participate less well and their progress is slower.
- In the Ark, pupils behave well and show a great desire to improve their skills.
- Since 2012 there has been only one exclusion from the school. This is because the school has developed effective systems for managing and improving pupils' behaviour.
- Pupils' strong moral and social development enables them to respect others and understand the consequences of their actions. This contributes well to their good behaviour.
- The school provides many opportunities for pupils to accept responsibility and contribute to the running of the school. The school council is taken very seriously and there is a very enthusiastic group of 'Eco warriors' who take an active part in improving the school site.
- Pupils' attendance has improved. It is now above average and is improving further.

Safety

- The school's work to keep pupils safe and secure is good.
- Pupils say they feel safe in all parts of the school site and that all members of staff look after them and ensure their welfare.
- The headteacher and governors have reviewed and improved the security of the school site to ensure that pupils are safe there. Detailed assessments of risk are made for all activities outside the school.
- Pupils understand what constitutes bullying. They say that bullying and name calling occur only very rarely and that when it does the school deals with it swiftly. The school's records support their views.
- The curriculum supports pupils well in learning how to stay safe. They show a good understanding of e-safety, including how to avoid unsafe websites and how to deal with inappropriate e-mail messages.
- Almost all parents who responded to the Parent View questionnaire consider that their children are safe, well behaved and happy in school.

The quality of teaching is good

- The quality of teaching across the school is good and is leading to rising pupil achievement.
- Reading is taught and promoted well throughout the school. Staff work well with pupils of all abilities to improve reading and comprehension skills. As a result, pupils develop an enjoyment of reading. During the inspection, World Book Day was celebrated throughout the school and included a presentation from a successful author, who inspired many pupils with her advice.
- Writing is taught well and is a major focus for whole-school development. In English lessons teachers

remind pupils to use the correct grammar, spelling and punctuation in their writing. While pupils have some opportunities to develop their literacy skills in other subjects, there are not enough of them. Many pupils report that, 'We love our writing!'

- Mathematics is also taught effectively by ensuring that all teachers use a common agreed approach in their teaching. This consistency helps pupils to learn and has led to substantial improvements in their achievement since the previous inspection. Teachers ensure that when mathematical skills are learned they are then extended by solving problems.
- Lessons are well planned and start promptly. Teachers show good subject knowledge, have high expectations of their pupils and provide an interesting variety of activities to promote learning.
- Teachers ensure all pupils learn rapidly by ensuring all tasks are at the right level of difficulty for them. They check pupils' understanding frequently, for example using questioning skilfully, to make sure that all pupils are making good progress. However, this is not always the case. Sometimes checks on pupils' learning are less rigorous and work is either too hard or too easy. This means pupils do not then do as well as they could.
- Teachers mark pupils' work frequently. They provide detailed advice on how to improve as well as praising what they have done well. Pupils value this advice and usually act upon it promptly, which helps them improve their work.
- Teaching assistants show a high level of skill and work well in partnership with class teachers to support pupils effectively and enhance their learning.
- Pupils needing extra help, such as those with special educational needs, are given good support. A small number of pupils spend part of each day in the school's Ark where they benefit from good teaching which is focused on meeting their specific needs. Other pupils receive targeted support within their usual classes.
- Relationships between pupils and staff are good. This means that pupils are not afraid to ask for advice or to give their own views.

The achievement of pupils is good

- Progress in reading, writing and mathematics has improved considerably since the previous inspection. In 2014, pupils made good progress in all three subjects by the end of Year 6, and the school's records indicate that current pupils are making more rapid progress in all Key Stage 2 classes. This is confirmed by observations and scrutinies of pupils' work during the inspection.
- Almost all pupils join the school from the federated infant school. It has been confirmed by the local authority that until 2012 the assessments made in the infant school at the end of Year 2 were overly-positive. As a result, pupils in the junior school have really made better progress than suggested by published information.
- Pupils join Year 3 with skills and attainment that are mainly typical for their age. In 2014, attainment at the end of Year 6 in reading and writing was above average, and attainment in mathematics was average, having increased markedly since 2012. Pupils are well prepared for the next step in their education.
- Current assessment systems are detailed and accurate, and information on pupils' progress is checked frequently. If any pupil, of any ability, is at risk of falling behind, challenging targets, teaching and support are immediately adapted in order to increase progress.
- Although pupils make good and increasing progress across the school, the progress that pupils make varies between classes. In a small number of classes pupils do not make as much progress as in others.
- The school regularly checks the progress of disabled pupils and those with special educational needs. As a result of effective support these pupils are making good progress from their starting points. Pupils who attend the Ark make good progress in their literacy and numeracy.
- The most able pupils have been identified by the school's own assessments. They are making good progress and the proportions achieving the highest standards of attainment are above average in reading, and average in writing and mathematics.
- In 2014, the attainment of disadvantaged pupils was about four terms ahead of their classmates and of other pupils nationally in writing and in mathematics. In reading, the attainment of disadvantaged pupils was broadly equal to that of other pupils both in the school and nationally. Since 2012 the school has been extremely successful in promoting the achievement of disadvantaged pupils, and current records show that this success is being maintained.

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	453772

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	198
Appropriate authority	The governing body
Chair	Ruth Balch
Headteacher	Clare Griffin-Felton
Date of previous school inspection	16–17 January 2013
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