

Moorside Junior School

Harrogate Road, Ripon, North Yorkshire, HG4 1SU

Inspection dates 6–7 May 2015

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

Summary of key findings for parents and pupils

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

- Achievement requires improvement. The proportion of pupils making good progress from their starting points is lower than found nationally.
- As a result, not enough pupils are reaching and exceeding the standards expected for their age in reading, writing and mathematics. This is because teaching has required improvement in recent years.
- Pupils are not given regular enough opportunities to correct or improve their work for themselves.
- Teachers do not always expect pupils to use correct spelling, punctuation and grammar appropriate to their age and ability.
- Pupils in Years 3 and 4 do not have sufficient opportunities to use their calculation skills in real-life problem solving situations.
- The most able pupils are not always challenged sufficiently well so that they can extend and deepen their understanding.

The school has the following strengths

- Leadership and management have improved and are now good. Leadership has been strengthened by the appointment of an effective deputy headteacher and a new governing body. The headteacher and these new leaders relentlessly focus on improving the quality of teaching so that it is now consistently good.
- Teachers plan interesting lessons that inspire pupils to want to learn. They explain new work carefully and ask searching questions that deepen pupils' understanding. These strengths show how teaching has improved.
- As a result of the improved leadership and teaching, standards are beginning to rise and are now closer to the national average in reading, writing and mathematics.
- Behaviour has improved since the previous inspection and is now good. There are clear boundaries and expectations so that the vast majority of pupils behave well. Pupils enjoy learning and take pride in their work.
- Pupils feel safe at school. They know how to stay safe in a range of situations such as on the internet and when crossing the road.
- The curriculum is broad and exciting. While there is an emphasis on raising standards in reading, writing and mathematics, pupils also have good opportunities to learn in other subjects such as science and physical education. There are many enrichment opportunities such as after-school sports clubs and residential visits.

Information about this inspection

- The inspector observed lessons across the school and checked the quality of pupils' work. Most of these activities were carried out jointly with the headteacher.
- The inspector talked to pupils at break and dinner times, and listened to others in Year 6 read.
- Thirty-three parents responded to the online questionnaire (Parent View) and the inspector took these into account as well as the school's own survey of parents' views.
- The inspector met with senior and middle leaders, members of the governing body and a representative of the local authority.
- The school's improvement plan and records of pupils' achievement as well as records of the quality of teaching, pupils' behaviour and safeguarding were examined.
- Nineteen staff submitted their views via a questionnaire and the inspector took these into account.

Inspection team

Christine Cottam, Lead inspector

Additional Inspector

Full report

Information about this school

- Moorside Junior School is smaller than the average-sized primary school.
- The proportion of disadvantaged pupils, those known to be eligible for the pupil premium, is lower than the national average. (The pupil premium is additional funding the school receives for those pupils who are known to be eligible for free school meals, and those children who are looked after by the local authority.)
- The vast majority of pupils are of White British heritage and speak English as their first language.
- The proportion of disabled pupils and those who have special educational needs is slightly higher than that found nationally.
- The school meets the current floor standards, which are the government's minimum expectations for attainment and progress in English and mathematics at the end of Year 6.
- The school is being supported by a National Leader of Education (NLE) from Scarcroft Primary School in York.
- All but one of the teachers is new in post since the previous inspection, including a new deputy headteacher. The governing body has also changed with a new Chair and vice-chair elected at the start of this academic year. The headteacher was new in post shortly before the previous inspection less than two years ago.

What does the school need to do to improve further?

- Speed up pupils' progress so that a greater proportion reach and exceed the standards expected for their age in reading, writing and mathematics by:
 - making sure pupils have more opportunities to correct and improve their work for themselves
 - ensuring the most able pupils are consistently set more challenging work to deepen their understanding
 - expecting pupils to always use correct grammar, punctuation and spelling appropriate to their ability
 - providing more regular opportunities for pupils in Years 3 and 4 to apply their mathematical skills in real-life, problem-solving situations.

Inspection judgements

The leadership and management are good

- School leaders, including governors, have secured improvement in recent terms so that the quality of teaching as well as pupils' behaviour and safety have improved and are now good. Leaders have an accurate knowledge of the strengths and weaknesses of the school and take effective action to make sure the school continues to improve.
- The headteacher and deputy headteacher have a clear and ambitious vision for the school and are rigorous in their approach. They check the quality of teaching on a very regular basis and give detailed written feedback that helps teachers to improve. Where teaching has not been good in the past, leaders have provided additional support that has ensured it has improved. Leaders take the quality of teaching into account when making decisions about pay awards.
- With so many new teachers in post, the middle leadership is also relatively new. That said, middle leaders are beginning to make an effective contribution by checking the quality of teaching and pupils' achievements in their subjects and ably supporting senior leaders in their drive for improvement.
- All leaders regularly check pupils' progress and make sure that assessments are accurate. As a result of these actions and the improvements in teaching, standards in reading, writing and mathematics are beginning to rise, although they are not securely good.
- Pupils are extremely positive about the curriculum. They particularly enjoy physical education, mathematics and working with computers. There are very many interesting and exciting activities both during and beyond the school day. For example, Year 5 pupils took part in outdoor adventurous activities which included a residential visit. This included team-building activities, hill walking and making a hot drink over an open fire. These experiences, together with many other opportunities throughout the school, make an extremely positive contribution to pupils' spiritual, moral, social and cultural development.
- On the day of the recent general election, pupils held their own mock elections. This sparked the interest of pupils and helped them to develop their understanding of British values, in particular democracy.
- The primary school sport funding has been used effectively to increase the opportunities for pupils to take part in a wider range of sports. As a result, pupils are enthusiastic about sport, with a high proportion taking part in after-school clubs such as karate, tennis and football. Time for swimming has also increased so that all pupils are able to swim by the end of Year 5.
- The school's arrangements for safeguarding pupils are good. The school keeps careful records and makes sure that all staff know what they need to do if they have concerns about pupils.
- Leaders and governors manage finances, including the pupil-premium grant, effectively. As a result, the achievement of all pupils, regardless of their backgrounds, is improving. This demonstrates the school's unequivocal commitment to promoting equality of opportunity, fostering good relations and tackling discrimination.
- A representative of the local authority's school improvement team has worked regularly with leaders to help the school improve. The school is now also working closely with a National Leader of Education. This work has only just started, but the early signs are that the approach is rigorous and supportive, and is helping the school to continue to improve. School leaders have the capacity to improve without this support but welcome the expertise and advice of an experienced headteacher from another school.
- **The governance of the school:**
 - The Section 8 Ofsted monitoring report in October 2013 identified that not all governors were checking the work of the school carefully enough. Since then, most of the governors have been replaced and a new Chair and vice-chair were elected in September 2014.
 - These new governors have a wide range of skills and are very closely involved in checking that the school is improving. While they hold the headteacher in high regard, they also check the work of the school for themselves. Governors visit regularly, ask challenging questions and help to check the quality of pupils' work. They regularly talk to groups of pupils to find out more about behaviour, safety and the curriculum. Governors discuss their findings with senior leaders in order to take any necessary action. As a result, governors have a good knowledge of the quality of teaching and use this information to oversee the performance of teachers and reward good teaching.
 - Governors have a good understanding of the school's performance because they have been trained by the local authority in how to interpret achievement information.

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

- The behaviour of pupils is good. The vast majority of pupils behave well in lessons and around the school. They are happy, friendly and polite. Almost all parents say their children are happy at school and that behaviour is good.
- Pupils are proud of their school and work hard because they enjoy learning. They listen carefully to adults, respond positively to reminders and take pride in their work. Pupils are constantly reminded of the school's values: 'Presentation, Respect, Independence, Determination and Enthusiasm'. Pupils understand these values and work hard to live up to them.
- Pupils play well together at break and lunchtimes. There are well-organised play areas, equipment for them to play with and good levels of supervision.
- Pupils have regular opportunities to take responsibility for themselves and others. A residential visit helps them to learn to cooperate and work together as a team. This particular annual event engenders a great deal of enthusiasm among pupils.
- There is also a school council where elected pupils work together to help to improve the school. They have a well-developed sense of responsibility using phrases such as 'we need to..'. Other pupils talk about 'going for an eco-award' based on their work looking after chickens, making compost and growing vegetables.
- There is a very small minority of pupils who have special educational needs related to behaviour difficulties, some of whom have recently moved to the school from other schools in the area. Staff have increased their skills in managing these pupils so that their behaviour is improving and exclusions are reducing.
- Attendance is broadly average, and in some years it is higher than this. There are hardly any pupils who are persistently absent from school. Leaders monitor attendance appropriately.

Safety

- The school's work to keep pupils safe and secure is good. Pupils have a good understanding of how to stay safe in a range of situations. For example, pupils walk to the swimming pool for their swimming lessons and learn about road safety on the way.
- Pupils have a good knowledge of the dangers of the internet and know how to stay safe online.
- Pupils feel safe at school. They have a good knowledge of different forms of bullying, such as racist name-calling, and are confident that adults will help them to sort any problems out. The school has a successful annual anti-bullying week when pupils learn how to protect themselves and one another.

The quality of teaching is good

- Teaching has improved in recent terms and is now consistently good throughout the school so that standards are beginning to rise and the learning and progress seen in pupils' books are usually good. Teaching in the past has not been as effective and has left a legacy of underachievement. Consistently good teaching in this academic year is helping pupils to catch up.
- Teachers plan interesting activities that spark the imagination of pupils so that they work hard and want to learn. For example, in science, pupils were designing an experiment to test which materials are best to catch sneezes as part of their work on viruses. They were eager to learn and worked together well in small groups to share their ideas. The teacher intervened at key points to make sure that pupils were on track and making good progress.
- Teachers ask questions that make sure that all pupils are listening and learning so that they know exactly what is expected and make good progress as a result.
- Teachers manage pupils' behaviour well. There are clear rules and boundaries, with high expectations of behaviour. This means that there is a good working atmosphere in lessons.
- Teachers assess pupils' understanding constantly and use this information to plan work that is well matched to the different ability groups within the class. Teachers and teaching assistants support the least able pupils well so that they make good progress.
- There are some good examples of teaching that stretches the most able pupils well, for example in Year 6 in mathematics where pupils are given an opportunity to tackle work at a very high level for their age. However, this is not always the case. The most able pupils in other classes are not always challenged enough. For example, sometimes they are expected to work at the same pace as other pupils despite the

fact that they have grasped what they need to do very quickly.

- Reading is taught well throughout the school so that pupils are making good progress. This is because there are regular opportunities for pupils to develop reading skills in lessons and practise at home.
- Teachers mark pupils' work frequently and accurately and usually tell pupils how to improve their work. However, over time, pupils have not had regular enough opportunities to correct or improve their work for themselves, particularly their spelling, punctuation and grammar, in order to make more rapid progress.
- Teaching in mathematics has improved so that pupils have frequent opportunities to practise their calculation skills and make good progress. There are fewer opportunities, however, for pupils to apply these skills in real-life situations, particularly in Years 3 and 4.
- Pupils are confident that their homework is challenging enough for them. There are good internet-based homework opportunities so that pupils can improve their reading and mental arithmetic skills at a level appropriate to their ability.

The achievement of pupils

requires improvement

- Pupils start school in Year 3 with attainment that is broadly average and sometimes slightly higher. Pupils' progress over time requires improvement because attainment has only recently improved to average levels. The quality of teaching has improved and is now good, so that pupils are now making good progress. However, there has not been enough time for pupils to catch up fully on previous underachievement in order to reach or exceed national standards by the end of Year 6.
- Standards in 2014 reading, writing and mathematics assessments were below average. That is because not enough pupils made or exceeded good progress from their starting points. Current attainment is higher than this because the majority of pupils are now making expected progress. However, a lower proportion of pupils than found nationally are exceeding expected levels of progress.
- Pupils read frequently at school and many respond well to the school's incentive awards to read at home. They enjoy a wide range of fiction, have a good knowledge of authors and read with expression to a good level for their age.
- Pupils' writing has improved in recent terms. Pupils now write at length for a range of different purposes and their handwriting has improved. Leaders are well aware that pupils' spelling, punctuation and grammar still require improvement and have identified this as a priority for the school.
- Pupils enjoy mathematics that has a high profile in the school because the subject is well led. Pupils have many opportunities to improve their calculation skills so that achievement is improving and a growing proportion of pupils are reaching and exceeding the standards expected for their age. Pupils in Years 3 and 4 do not have regular enough opportunities, however, to apply their calculation skills to real-life, problem-solving situations in order to deepen their understanding.
- Disadvantaged pupils made similar progress to other pupils in the school in 2014. This meant that there was no in-school gap in reading and writing, although disadvantaged pupils were two terms behind other pupils in the school in mathematics. The gap between disadvantaged pupils in the school and others nationally was four terms in mathematics, three terms in reading and six months in writing. The numbers of eligible pupils are very low and their ability varies greatly each year making annual comparisons difficult. For example, in 2015 almost half of disadvantaged pupils are on course to reach an above average level 5 in reading, writing and mathematics.
- A growing proportion of pupils are reaching above average standards for their age in reading, writing and mathematics so that this proportion is now much closer to the national average. This is because the most able pupils are challenged increasingly well when they reach upper Key Stage 2. There is not enough challenge for the most able pupils in some classes, however.
- The achievement of disabled pupils and those who have special educational needs is improving although attainment was lower than usually found in Year 6 tests and assessments in 2014. Each individual pupil is carefully tracked and additional teaching provided where it is needed to help pupils to catch up.

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	462222

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	144
Appropriate authority	The governing body
Chair	Louise Phythian-Lee
Headteacher	Louise White
Date of previous school inspection	2 July 2013
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