



Moorlands Junior School

Inspection Report

Unique Reference Number 109000
LEA Bath and North East Somerset
Inspection number 278096
Inspection dates 16 November 2005 to 17 November 2005
Reporting inspector Jacqueline Marshall RISP

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

Type of school	Junior	School address	Chantry Mead Road
School category	Community		Bath
Age range of pupils	7 to 11		BA2 2DE
Gender of pupils	Mixed	Telephone number	01225 421912
Number on roll	208	Fax number	01225 425848
Appropriate authority	The governing body	Chair of governors	Mrs Karin Morgan
Date of previous inspection	24 January 2000	Headteacher	Miss Susan Warby

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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

Moorlands is an average-sized junior school serving a mixed residential area in Bath. The majority of pupils transfer from the adjoining infant school and the school population is mainly White European. Since the last inspection the school has managed a substantial staff and governor turnover, including the entire leadership team.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

Inspection evidence supports the school's view that Moorlands is a satisfactory school which provides sound value for money. Parents and pupils both agree that this is a caring school. A particular strength is the good personal development and well-being of its pupils that is due in part to the excellent range of activities provided out of normal lessons. Pupils enjoy school, behave well and form very good relationships.

The leadership team have a clear understanding of the school's strengths and weaknesses. Inspectors agree that these include the need to more accurately target work to engage and stretch pupils even further, particularly girls and the more able, in mathematics and science. Standards in mathematics are currently below the national average. The improvements they have already made in the school since the last inspection, particularly in English, demonstrate clearly that it has the capacity to make further progress. This is particularly noteworthy when taking into consideration the considerable change of both staff and governors since the last inspection. Developing the leadership and management skills of all staff and governors will build upon the school's effectiveness and the strong sense of teamwork and desire to improve further that already exist.

What the school should do to improve further

- raise standards in mathematics by making sure all children get what they need to do well through planning opportunities that motivate girls and meet the specific needs of pupils of all abilities
- make sure that more able pupils are provided with activities in mathematics and science that challenge and encourage them to make the progress of which they are capable
- make better use of pupils' individual targets in helping them to improve
- continue to develop the expertise of the subject leaders and governors in checking and supporting the work of the school.

Achievement and standards

Grade: 3

Pupils join the school in Year 3 with average standards and make satisfactory progress throughout the school, leaving in Year 6 with standards that are broadly average. Personal skills are developed well at the school and all pupils make good progress in learning how to work and play alongside others.

Raising standards further in English has been a priority for the school. The most recent national test results in 2005 show they have been successful, exceeding their own targets. Progress in English is good and by the end of Year 6, pupils reach standards that are above the national average in both reading and writing. Pupils do well in science, although fewer more able pupils reach the higher levels than they do in English. Standards in mathematics are below the national average with few more able pupils reaching the higher levels. They have improved since the last inspection, although this has not been as rapid as in English. This is because of the considerable changes in

subject leadership during this time as a result of the high turnover of staff the school has experienced.

Recent results of national tests show that some pupils have underperformed in mathematics and science. The school has addressed this underperformance and evidence indicates that standards are improving. Progress in mathematics and science is satisfactory.

Personal development and well-being

Grade: 2

Pupil's personal development is good. Relationships at all levels are very good. This, together with the school's caring ethos helps pupils to develop positive attitudes to their work and behave well. Pupils report very little bullying takes place and that it is always dealt with effectively by staff. Due to the school's effective procedures attendance is good.

The school is effective in helping pupils take responsibility for their own health and safety, for example, by eating healthy snacks at breaktimes and learning road safety strategies.

A wide range of good opportunities and the effective citizenship programme help pupils develop confidence and responsibility. A particularly good feature is that Year 6 pupils act as playground buddies to pupils in the adjacent infant school. The school council is helping to bring about improvement to the fabric of the school.

Pupils' spiritual, moral, social and cultural development is good. An excellent range of activities out of normal lessons including out-of-school clubs, visits, involvement in community events and links with other countries supports this aspect of their learning. This means that pupils are eager to join in and show a great deal of initiative in getting involved, for example, through fundraising and participation in performances at Bath Abbey.

Pupils are developing satisfactory progress in developing basic literacy and information and communication technology skills. Progress in developing numeracy skills has been slower, but this aspect is now being better addressed.

Quality of provision

Teaching and learning

Grade: 3

Pupils enjoy their lessons because they have very good relationships with teachers and other adults in their classrooms and want to do well. Teachers share the purpose of each lesson clearly with the pupils. They use resources well, such as interactive whiteboards, to help make learning understandable. The school works with pupils to give them an understanding of how they learn best and what they can do to help their own learning more. Staff pay good attention to the needs of pupils with learning

difficulties and disabilities. Learning support assistants make a valuable contribution to pupils' learning.

Teaching and learning are satisfactory and inspectors agree with the school's judgements of its strengths. The support all teachers give pupils during lessons and when marking their work helps pupils to understand new ideas and sort out problems. Where teaching and learning are good, such as in English, all pupils know just what is expected of them and just what they need to do next in their learning to get better; this is not always the case in mathematics and science, especially for the more able pupils. In English the school has worked hard to adapt what is being taught to interest boys in particular. Whilst they have realised the need to do this in mathematics, to engage girls further, it is too soon to see the impact of this in their work. The school's use of assessment information to set targets with pupils, either formally or informally through marking, is not consistent in all subjects. As a result, pupils are not always getting a complete picture of what they need to do to improve their work still further. The school recognizes this and is currently refining assessment procedures to make better use of the checks already carried out on pupil progress and developing further the use of pupils' individual targets.

Curriculum and other activities

Grade: 3

The school provides an adequate, wide-ranging and balanced curriculum. It plans many quality opportunities to enrich the curriculum further. French is taught regularly throughout the school. Specialist teachers support learning in science and gymnastics.

Planning for English is good and enables both boys and girls and pupils of different ability to do well and practice what they have learnt in other subjects, such as writing about their hockey skills in PE.

Whilst the school has already begun work on developing girls' approach to learning, it is aware that activities in mathematics need to enthuse girls even more. Inspectors agree with the school that it needs to provide more challenging work for the higher-attaining pupils in mathematics and science because planning does not always show different activities well matched to the level at which all pupils are working. Pupils with learning difficulties or disabilities are provided with effective individual plans that help them to make good progress.

Care, guidance and support

Grade: 3

Moorlands provides adequate care, guidance and support, inspectors agree that it has many strengths in this area. This is a caring school, which provides well for pupils' welfare, health and security. Both pupils and their parents recognise this and it is a key factor in pupils' positive attitudes to school. The procedures for supporting effective relationships and good behaviour are very effective. Pupils are given good support and guidance in their personal development.

The level of support and guidance given to pupils with learning difficulties and disabilities is very good. In particular, liaison with other agencies and effective monitoring help these pupils to do well. Good liaison with other schools helps pupils settle in well.

Target-setting procedures are still being developed, although they are beginning to help pupils understand how well they have done. However, they are not used well enough to help pupils recognise what they need to do to make better progress.

Leadership and management

Grade: 3

Leadership and management are satisfactory overall though the school has correctly identified that the strength in leadership and management is with the current leadership team. Through regularly checking teaching and learning they have correctly identified the areas the school needs to develop to improve. Their success in raising standards in English and particularly in writing is evident. They provide effective leadership to the whole-school community. They share their commitment to providing the best education for all pupils. Leadership and management successfully build a culture of teamwork within the school.

The school has had to manage a considerable changeover in staff and governors since the last inspection, for example, having had five subject leaders in mathematics in as many years. It has managed this whilst still bringing about the improvements in standards needed from the last inspection, though some groups of pupils could still be doing even better in mathematics and science. Developing further the leadership skills of all staff and governors, many of whom may be new to their role, has already started. This is intended to ensure that checks made on the curriculum, teaching and pupils' progress by all subject leaders are even sharper and contribute to future improvements.

Governors are supportive of the school and involved in the school development process. Whilst they fulfil their statutory duties, they are aware of the need to tighten their procedures further. The school works closely with parents and links with external agencies support pupils' learning well, particularly those with learning difficulties and disabilities.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	3	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Moorlands Junior School Chantry Mead Road Bath

BA2 2DE

18 November 2005

Dear Pupils

As you know, some inspectors visited your school recently to check on how well it was doing.

Thank you very much for saying hello to us. A special thanks goes to all of you who told us about life at school. We are sorry that we did not get to talk to everyone who wanted to tell us about their school. We think you are all very polite to grown ups and well behaved. These are the things we particularly liked:

- you told us how much you liked being at school
- your teachers make sure you know how to stay fit and healthy and there are lots of activities such as visits and clubs that you can enjoy
- what the teachers and other grown ups are really good at is helping you to get on well with other children and grown ups
- everyone at your school looks after you well and takes good care of you.

In order to make your learning even better, we have asked the adults at your school to:

- help you to learn even more in mathematics and science and give you lots of opportunities to stretch you to do your very best
- give you even more help in learning what you need to do next to make your work even better.

Thank you again for helping us with our work.

Yours faithfully

Mrs Marshall Lead inspector