



Moorside Infant School

Inspection Report

Unique Reference Number 121426
Local Authority North Yorkshire
Inspection number 292111
Inspection dates 20–21 September 2006
Reporting inspector Rosemary Rodger

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

Type of school	Primary	School address	Harrogate Road
School category	Community		Ripon
Age range of pupils	3–7		North Yorkshire HG4 1SU
Gender of pupils	Mixed	Telephone number	01765 604208
Number on roll (school)	100	Fax number	01765 609897
Appropriate authority	The governing body	Chair	Mrs Armstrong
		Headteacher	Mrs Jane Calvert
Date of previous school inspection	17 September 2001		

Age group 3–7	Inspection dates 20–21 September 2006	Inspection number 292111
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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

The school serves an area that is mixed socially and economically. A below average proportion of pupils is eligible for free school meals. Pupils are mainly of White British heritage with a very small number of pupils whose first language is not English. A below average number of pupils have learning difficulties and/or disabilities. Forty-two pupils attend the Nursery class part-time in the morning or afternoon. The school has a newly appointed headteacher. All the staff are new to the school since the previous inspection.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Moorside Infant School is a good school. Pupils achieve well because of the consistently good teaching they receive. Parents' views are overwhelmingly positive about the contribution the school makes to their children's enjoyment and achievement. Leadership and management are good and the school has an accurate view of its performance. The headteacher has a very clear view of what is needed for future development. This is reflected in the success of recent strategies to further improve teaching and learning and shows that the school has good capacity to continue improving.

Pupils say they enjoy school, especially 'the playground, the teachers and the kind dinner ladies'. Health, safety and enjoyment are given a high priority. This is well reflected in the diligence with which all matters relating to safeguarding pupils are dealt with and the pupils' understanding 'that eating healthily is good for you'. The personal development and well-being of pupils are good and pupils are well cared for. The support and guidance they are given is good, especially the systems to track how well they are achieving.

Good teaching leads to good learning, especially for the less able pupils and those with learning difficulties and/or disabilities, because of the excellent support provided by skilled teaching assistants. High expectations and very clear instructions help pupils make good progress. Children achieve well in the Foundation Stage and this good achievement is maintained in Years 1 and 2. By the time pupils leave the school, standards are above average in reading, writing and mathematics. Robust assessment information contributes well to helping teaching to target those pupils who need additional support. The impact of the improvements to the outdoor environment is good. The improvements are well reflected in the creative use made of, for example, the wild area, to provide a stimulus for pupils' writing. Visits and visitors to school make a good contribution to enriching the curriculum, along with school clubs. Provision and standards in the Foundation Stage are good and enriched for the nursery children by the well resourced outdoor area. The arrangements to help children to transfer smoothly from the Nursery to the Reception class are satisfactory, but the opportunities provided for these children to become familiar with their new classroom and routines are insufficient and there are some aspects that cause children to be upset, for example, having lunch in the dining hall with other children.

The school recognises that some staff do not yet have sufficient expertise or experience to take on additional responsibilities and therefore do not know how well pupils are achieving in some subjects or how good the teaching is. The school has a good capacity to improve and has made good improvement since the previous inspection. It gives good value for money.

What the school should do to improve further

- Develop the skills of subject leaders so that they play a full part in helping to raise standards and improve teaching and learning.

- Improve the transition between Nursery and the Reception class so all children are happy and settle readily in their new class.

Achievement and standards

Grade: 2

When they start in the Nursery year, children's attainment is similar to that typically expected of three year olds. They make good progress in the Foundation Stage, although a marked difference in the attainment of girls and boys has been identified by the staff. The school is addressing this issue successfully with actions now in place to improve boys' achievement in some areas of learning.

The good progress is maintained in Years 1 and 2, leading to good achievement by all groups of pupils and resulting in above average standards at the end of Year 2. Particularly good progress is made in reading because of the impact of the introduction of a well planned daily reading session in each class. The results of national assessments in reading, writing and mathematics at the end of Year 2 have been above the national average for the past three years and confirm good progress.

Personal development and well-being

Grade: 2

Pupils provided vivid descriptions of the school's arrangements to help them keep safe and encourage them to be healthy. Daily portions of fruit, healthy school meals and lots of running around the playground, they say, keeps them fit. Most pupils enjoy school and know they do well because they are kept informed by the school's comprehensive awards system, including star charts and certificates for working hard and good behaviour. Good opportunities are provided for the pupils to take responsibility as members of the school council.

The attitudes and behaviour of pupils in and around school are good. Good discipline is a consistent feature of the good teaching, particularly in the mixed- age class, where there are a very small number of children with challenging behaviour. Pupils generally cooperate well in lessons. The spiritual, moral, social and cultural development of the pupils is good and is well exemplified by their calmness and attentiveness in assemblies. They develop empathy with others, concern and compassion. The wild area and high priority given to the natural world all develop an appreciation of beauty and goodness.

Quality of provision

Teaching and learning

Grade: 2

The good achievement of the pupils as they go through school is a clear reflection of good teaching. Children in the Foundation Stage are taught well because they are given a good balance between activities they select and work at themselves and those

directed by an adult, for example, when baking biscuits. Recent developments in teamwork are beginning to provide children moving from the Reception class to Year 1 with a smoother transition in their learning. Support is especially effective for pupils with learning difficulties and/or disabilities. For example, the skilful construction of a 'shopping trip' through play helped a pupil to count and recognise colours. Relationships are good. Pupils are given clear instructions. As a result, they know what they have to do and are given the resources they need. The teaching of reading by teachers, assistants and parents is particularly good as a result of the priority given to this last year. Assessment procedures are thorough because teachers are meticulous in analysing what their pupils can and cannot do. This means that learning is well matched to the pupils' individual needs and builds very well on prior learning.

Curriculum and other activities

Grade: 2

The curriculum is good. Good use is made of opportunities to learn outdoors. This contributes well to enriching pupils' learning. For example, Year 2 pupils were effectively supported in their descriptive writing because they explored the school's wild area to find inspirational adjectives. The curriculum is enriched well by a wide range of visits, visitors and art and sports clubs. A recently awarded gold certificate in Yorkshire in Bloom reflects the high priority to outdoor learning. A good priority is given to basic skills which are enhanced by the vibrant displays around school, but particularly in the Year 1 classroom. The Foundation Stage curriculum is good in each of the two classes, but the opportunities for nursery-aged children to become familiar with their new classroom and routines are insufficient. The new outdoor area for the nursery children makes a good contribution to the outdoor curriculum. The school has received several prestigious awards in recent years for the high quality of their environmental work.

Care, guidance and support

Grade: 2

Care, guidance and support generally contribute well to pupils' well-being and progress. Pupils value the encouragement they are given and the rewards they receive in the weekly awards assembly. Pupils are exceptionally well safeguarded. All adults working with pupils are subject to a rigorous vetting procedure which is updated regularly. Pupils' health and safety is also well managed. Parents are unanimous in their praise for the care provided for their children. The transition for children from home to school is well managed and children generally settle well into new routines in the Nursery year but less so in the Reception year group where there are several situations that easily distress the youngest children, such as the noisy hall at lunchtimes. Teachers know the individual needs of their pupils well and keep good quality records of their academic progress, especially in reading.

Leadership and management

Grade: 2

The headteacher has a clear sense of how to achieve success for the school. In the very short space of time she has been in school, parents praise her approachability and the relaxed relationships she is forging. The commitment and hard work of all the staff is recognised as a strength that is being well developed. However, there are aspects of subject leadership that are underdeveloped because staff lack experience and expertise in this area of their work. This limits opportunities to check the effectiveness of teaching and learning and hence help to improve it further and continue to raise standards. Actions to improve links with parents are now in place, commencing shortly with an open morning.

The school's self-evaluation has involved staff, parents and governors. The impact of the key priorities is evident in the improvements to standards in 2006: this is good. This success, the capable leadership of the newly appointed headteacher and the experience of its governing body indicate that the school is well placed to improve further.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you for making my visit to your school so enjoyable and helping me during the inspection. Yours is a good school. Your parents are very happy that you attend Moorside and that you enjoy everything about your time in school.

What is good about your school

- You are well behaved and show concern and care for others.
- You work hard and get good marks in your tests.
- Your reading has improved a lot since you had a daily reading lesson.
- You are lucky to have such a wonderful outdoor area.
- Your teachers care for you and work very hard to make your learning exciting.

What could be better about your school

- Some of the things that help the youngest children to have a happy move from the Nursery to the next class.
- Some of your teachers don't have good chances to find out about how well you are doing so that they can make learning even better and more fun for you.

You can help by being helpful and visiting the Nursery and Reception classes to get to know the children and play with them at playtimes. Thank you again.