

# Moulsham Junior School

## Inspection report

---

<b>Unique Reference Number</b>	114800
<b>Local Authority</b>	Essex
<b>Inspection number</b>	311711
<b>Inspection dates</b>	7–8 October 2008
<b>Reporting inspector</b>	Glynis Bradley-Peat

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

---

<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	548
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Phillip Reynolds
<b>Headteacher</b>	Mrs Linda Hughes
<b>Date of previous school inspection</b>	14 March 2005
<b>School address</b>	Princes Road Chelmsford Essex CM2 9DG
<b>Telephone number</b>	01245 352098
<b>Fax number</b>	01245 349604

---

<b>Age group</b>	7–11
<b>Inspection dates</b>	7–8 October 2008
<b>Inspection number</b>	311711

---

© Crown copyright 2008

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

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.

## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Moulsham Junior School is much larger than average. The proportion of pupils with learning difficulties and/or disabilities, and emotional and behavioural difficulties is above average. The percentage of pupils with statements of special educational need is also higher than that usually found. The vast majority of pupils are from White British backgrounds and the percentage of those with English as an additional language is low. A very low proportion is entitled to free school meals. Pupils' attainment is average by the start of Year 3. The school has received the advanced Healthy Schools Award, International School Award, Sports Mark Gold Award, Charter Mark for Physical Education (PE) and the Football Association Charter Award.

There is day care provision, 'The Kids Academy', which operates on the Junior School site. It is not managed by the governing body and was inspected separately but at the same time as the junior school. There is a separate inspection report for the day care provision.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Moulsham Junior is a good school, where pupils enjoy their learning and achieve well. The school is successful because leadership and management are good. The determined and enthusiastic headteacher gives clear strategic direction to the work of the school. She keeps her finger on the pulse of improvement and watches carefully what impact there is from actions taken to raise standards. The talented deputy headteacher has ensured improvement through meticulous attention to data analysis. This has enabled senior managers to hold teachers accountable for their work through a focus on every individual pupil. Improvement since the last inspection has been good and some relative weaknesses from the past have now become strengths. For example, the school is now expert in using assessment to set targets that help move pupils on in their learning and consequently standards have risen. The strategy of looking at pupils' work to formulate plans for improvement has also gained momentum. In the light of this, it is clear that the capacity for further improvement is good. Under the direction of a new chair of governors, governance is improving. They support the school well but governors do not yet play sufficient part in monitoring its work. Parents support the school and are pleased with the progress their children make.

Pupils' attainment overall is currently above average. Between the last inspection and 2007, results in national tests declined. However, because of effective action taken, results have improved and the decline has been halted successfully in 2008. This owes much to a rigorous tracking system implemented last year. The school's data is extensive and is used effectively to pinpoint any underachievement. Challenging targets have been set for the school in 2009. The school's tracking information demonstrates that standards are set to rise further and pupils are on course to meet their targets. However, standards in boys' writing still lag behind.

Pupils enjoy school, participating well in lessons and a range of other activities. They value the good care and support they receive and feel safe and protected whilst in school. They gain a good grasp of the need to adopt healthy lifestyles through improved diet and exercise. They are enthusiastic about school and this is reflected in much better attendance in recent times. Relationships are good and behaviour has improved considerably because of the efforts of the school to meet the concerns of both pupils and parents. Good partnerships ensure that the school promotes community cohesion well, both locally and further afield. Examples include good links with schools locally as well as in Ilford and Norfolk and international understanding is enhanced by links with the Japanese School in London.

Pupils are taught well. Teaching is planned using detailed knowledge of the progress they are making. Hence, activities are generally matched well to individual needs, though this is not yet a feature of all classrooms. Pupils appreciate the careful marking of their work. Teachers' comments guide pupils in how to improve their work. This effective teaching, alongside a good and improving curriculum, helps ensure that pupils are prepared well for the next stages of education and for their future lives.

### What the school should do to improve further

- Help boys to achieve better by improving their writing, both in English and in other subjects
- Implement the plans for training of governors to enable them to fulfil their role in monitoring the areas that have been assigned to them.

## **Achievement and standards**

### **Grade: 2**

Pupils' abilities on entry to the school are broadly average overall. They make good progress throughout their time at Moulsham Junior and reach above average standards by the time they leave in Year 6. Achievement is good. The impact of the school's focus on raising standards in mathematics and science is evident in improved provisional results in national tests in 2008. The school's data show that this trend is set to continue. Provisional results in English have not yet been finalised, but standards in writing have improved. Boys do not achieve as well as girls but the school has been working hard to rectify this. However, boys' writing still needs to improve, both in English and across all subjects in the curriculum. In 2007, the percentage of pupils attaining the higher level 5 in mathematics, English and science was below average. In 2008, assessments indicate that these percentages have improved and are now above average in mathematics and science. Pupils with learning difficulties, or who have emotional and behavioural difficulties, make good progress towards their individual targets.

## **Personal development and well-being**

### **Grade: 2**

The staff are very good role models and hence pupils' personal development, including their spiritual, moral, social and cultural development, is good. Pupils respect each other and adults, and this is particularly evident in lessons and in assemblies. Behaviour has improved and is good because the school has responded well to pupils' and parents' concerns. Nevertheless, the school recognises that there is still more to be done. Pupils are enthusiastic about all the activities the school provides and they enjoy being with their friends and teachers. This is reflected in the attendance rates, which have been improving for the past three years and are now excellent. Pupils like the new arrangements for school dinners and snacks, and these are contributing to their good awareness of what is needed for a healthy and safe life. Pupils take on responsibility willingly and conscientiously, and help the school to run smoothly. They are involved well in the school and wider communities. This includes relevant links with local business and close relations with a Japanese school in London. On a broader basis, pupils are gaining a clear understanding of sustainable development schemes by taking part in recycling projects and through the school's actions towards becoming an Eco-school. All of these, as well as their good achievement in English, mathematics, and information and communication technology (ICT), and their ability to work together, prepare them well for the next stage of their education and later life.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Good teaching ensures that pupils are keen to learn and take part actively in their lessons. Teachers manage their classes well and develop good relationships with pupils, resulting in a purposeful atmosphere for learning. Teachers always ensure that pupils know the purpose of the lesson, what is required of them and what they need to do to succeed. A variety of strategies are used to ensure that pupils are engaged in their learning. For instance, teachers successfully used role play in English lessons to focus pupils' attention on the use of persuasive language as a precursor to writing. Most teachers attend closely to the needs of individuals and use a

variety of activities to suit the abilities of their pupils. However, the work in a few lessons did not always challenge pupils effectively to ensure that they made maximum progress. In these instances, the expectations of what some pupils could achieve were not high enough. The school is already tackling this and, following a series of staff meetings, is currently collating strategies to enable teachers to plan for the range of ability in the class. Learning support assistants help pupils well in class and ensure that pupils in danger of losing concentration are on task. A real strength of teaching is the way teachers assess how well pupils have made progress. This ensures that they build on what pupils already know. Pupils also assess their own and each other's work enthusiastically and this helps them to identify what they need to do differently next time. This was particularly effective in an English lesson where pupils discussed what they could have done to improve each other's work.

## **Curriculum and other activities**

### **Grade: 2**

The school has developed a good curriculum that links different subjects together well to make them more interesting and relevant to pupils. It has recently revised teaching plans to make them more effective in promoting learning and has introduced French into the curriculum. A strong programme of personal, social and health education contributes well to pupils' personal development. The school's clear tracking of pupils' progress allows teachers to match classroom activities to pupils' individual needs well. The school is addressing the need to provide more opportunities for pupils to use ICT to support their learning. Learning is enriched well by visits, for instance to Colchester Zoo while pupils are studying a topic on animals in Year 4. There is a visit to France for parents and pupils in Year 5, and a residential visit, which has a curriculum focus but also contributes to pupils' personal development, in Year 6. A good number of well-supported extracurricular activities, mostly sporting, further contribute to pupils' confidence and physical well-being. The school is making a conscious effort to extend their range of activities on offer by harnessing the enthusiasms of staff.

## **Care, guidance and support**

### **Grade: 2**

Strong pastoral care ensures that pupils feel safe and secure in school. They say that bullying is rare and they are confident that any concerns they may have will be dealt with quickly and fairly. Pupils who need extra help to manage their particular emotional and behavioural difficulties get effective, caring support, both in and out of the classroom. Examples of this support include 'Bubble Groups', posting a message or simply turning up at the Rainbow Room for assistance. Pupils with learning difficulties are also supported well and this enables them to achieve as well as other pupils. Systems for safeguarding pupils, such as health and safety checks and child protection procedures, are robust and clearly understood by all. Senior leaders make good use of the data from the school's much improved assessment systems to support and challenge colleagues and ensure that all groups of pupils achieve their potential. Pupils welcome the clear and helpful feedback from teachers, who check their progress carefully and set and display targets to help them do even better. Pupils know their English targets very well but are less familiar with those in mathematics. One very astute girl remarked that this might be 'because we are set in maths and go to other classrooms'.

## Leadership and management

### Grade: 2

The headteacher gives strong leadership to the school and is supported well by her deputy. Together, they have identified areas for development. Their enthusiasm is infectious and, as a result, all staff are tackling issues for improvement energetically. School self-evaluation is effective. Leaders have made improvements to the school environment that have increased pupils' enjoyment and sense of well-being. Better systems for assessing pupils' progress have been developed and these are helping the school to meet its own challenging targets. The newly established senior leadership team is already beginning to prove its effectiveness in promoting good practice throughout the school. The role of curriculum coordinators in monitoring and developing the teaching of their subjects has also been strengthened. Inspection findings do not support the views of a small number of parents that communication between the school and parents is not as good as it could be. The governing body, under its new chair, is very supportive of the school's leaders. Plans are in place to identify governors' training needs and develop their links with different subjects in order to enable them to play a greater role in holding the school to account.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



## Annex A

**Inspection judgements**

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

**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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

**Achievement and standards**

How well do learners achieve?	2
The standards <sup>1</sup> 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/or disabilities make progress	2

---

<sup>1</sup>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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	1
The behaviour of learners	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

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

9 October 2008

Dear Pupils

Inspection of Moulsham Junior School, Chelmsford, CM2 9DG

Thank you very much for the way you made us feel at home in your school when we came to do our inspection recently. Everywhere we went there was a smiling face! We thought that you were polite and helpful and a special thank you to those of you who took the time to speak to us. Some of the things you told us were very helpful. You know how to eat healthily and how to keep yourselves safe. Your school council represents your views very well. You enjoy school and participate in lots of activities and clubs which you enjoy. Your attendance is brilliant, well done!! After all, you cannot learn if you don't come to school regularly.

We think your school is a good one. Your headteacher and her deputy headteacher have worked very hard to ensure that you do better. They keep a close eye on your work and think that results will get even better this year. Your teachers enjoy planning interesting things for you to do, such as the tasks we saw you working on together in lessons.

You can play your part in helping your school to get even better by always listening carefully and doing your best work. It is particularly important for the boys to do this, as you do not achieve quite as well as the girls, especially in your writing. I have asked your headteacher to make sure that the boys concentrate well and try their hardest to write interesting things in all their subjects. Finally, I have asked that governors are given support so that they can check better how well your school is doing in the areas they are linked with.

Once again, thank you for making our visit so enjoyable.

Yours sincerely

Glynis Bradley-Peat

Lead inspector