

Moorside Junior School

Inspection report

Unique Reference Number	121427
Local Authority	North Yorkshire
Inspection number	313985
Inspection dates	10–11 March 2008
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 category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number on roll	
School	133
Appropriate authority	The governing body
Chair	Mr Steve Fletcher
Headteacher	Mr John Stirling
Date of previous school inspection	13 October 2003
School address	Harrogate Road Ripon North Yorkshire HG4 1SU
Telephone number	01765 604389
Fax number	0

Age group	7–11
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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

The school has four single-aged junior classes and is situated on the same site as the local infant school. Almost half of the pupils attend from out of the area because of the school's good reputation. The area served by the school is mixed socially and economically. Pupils are mostly of White British heritage. A below average proportion of pupils is eligible for a free school meal. There is a below average proportion of pupils with learning difficulties and/or disabilities. Recent awards include an Activemark. The school provides full-time day care; this is not managed by the school.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Moorside Junior is a good school. It has outstanding features in the personal development and well-being of pupils and the exemplary level of care, guidance and support provided to them. Parents are unanimous in their praise of all that the school achieves for their children. Comments such as, 'We could not have chosen a better school', and, 'we couldn't praise the school enough for their dedication to our children's social and education development', are typical of parents' views.

Standards are consistently above average. By the end of Year 6, pupils have improved well on the slightly above average standards reached when they start school in Year 3. All groups of pupils make good progress. A dip in standards in writing last year has been tackled with enthusiasm and projected targets and school data shows that more able pupils are making really good progress. Pupils' enthusiasm, exemplary behaviour and politeness around school are a reflection of their outstanding personal development and well-being. The care and safety of everyone is of paramount importance.

Teaching is good overall. Everyone is hardworking and dedicated to ensuring that pupils make good progress. There are several effective ways used to encourage pupils to enjoy learning; for example, in one lesson pupils eagerly undertook a note-taking task after watching a DVD about a shirt maker's factory. Occasionally, lessons are not so inspiring especially when classrooms are not well equipped with prompts and guidance to assist pupils in their writing. Assessment arrangements are comprehensive and provide useful information to ensure all pupils are appropriately supported in their learning. Pupils' work is diligently marked and clear guidance on how to improve their work is provided. The good curriculum is well enriched by many visitors to school, particularly those who are able to develop pupils' understanding of other cultural traditions. Pupils are encouraged, through the extensive sporting provision, to eat healthily and keep fit. They are responsible and show excellent levels of maturity through the range of activities in which they are involved in and out of school.

The school is effectively led by a committed and caring headteacher. Teamwork is a strong feature and everyone works to the common goal of preparing pupils well for their future education. The school admirably lives up to its mission statement by encouraging all pupils to achieve their best. Systems to ensure the smooth running of the school are exemplary, although arrangements to check the quality of teaching have been overtaken by other priorities in the past year. As a result, not all teaching is as good as the best. Partnership with local secondary schools and liaison with specialists to support pupils with learning difficulties and/or disabilities are very effective. All of which contributes to the strong caring ethos that pervades all aspects of the school. Parents are rightly proud their children attend such a good school. It has a good capacity to improve and has improved well since the last inspection.

What the school should do to improve further

- Implement a rigorous system to monitor the quality of teaching and learning so that actions needed to improve teaching are identified.

Achievement and standards

Grade: 2

Pupils' progress is good, which is why standards are above average by the end of Year 6. Those with learning difficulties and/or disabilities achieve particularly well as a result of well targeted and effective support in lessons. Actions to intervene to support pupils making less than expected progress are good. The results of the national tests for the past five years have been above average in English, mathematics and science. This good progress and above average standards are mirrored in lessons. Standards in writing are rising because of the concerted effort to provide pupils with useful guidance on how to improve their work and high expectations in teaching. The school exceeded its challenging target for mathematics last year, but not for more able pupils in English. This blip was a reflection of the circumstances of particular pupils. The challenging targets set for current Year 6 pupils suggest improvements have been made in writing which are confirmed by the inspection.

Personal development and well-being

Grade: 1

Pupils are fulsome in their praise of all that the school provides to enable them to enjoy and learn in a safe and caring environment. Healthy lifestyles are effectively fostered through the extensive sporting activities and encouragement to eat healthily. For example, a free school meal provided for all pupils was used as an opportunity to encourage more pupils to opt for a cooked meal; as a result more pupils now choose to eat a healthy school meal. Behaviour is exemplary in classes and around school. Pupils are polite and respectful. They show admirable consideration for others, for example, in their roles as 'Moorside mates' caring and keeping other pupils safe at playtimes. Pupils' enjoyment of school came across superbly as they described their love of Caribbean and Indian dancing. An excellent understanding of the importance of working hard and achieving well was shown by older pupils as they discussed the next stage of their education. A daily assembly along with weekly religious education and personal, health and social education lessons help pupils to learn about respecting others and to show compassion. Pupils have excellent social skills and work well collaboratively in lessons. They take part in events in the local community with confidence. Attendance is good and further reflects pupils' eagerness to come to school. Pupils' spiritual, moral, social and cultural development is excellent because they are trustworthy, take responsibility and eagerly take part in artistic and cultural enterprises.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good. Lessons are well planned and cater for the wide range of needs in each class. Good relationships and the expectation that pupils will listen and behave are strong features of teaching. Probing questions, clear explanations and boldly displayed learning objectives all contribute to good learning. Pupils enjoyment is effectively fostered through the use of role play and whiteboard technology. Classroom displays are vibrant and reflect what pupils are learning. Not all teaching is this good because pupils are not always so well involved and do not receive the visual prompts that are present in the best lessons. Teaching assistants are deployed appropriately and support small groups of pupils effectively.

Pupils' work is extremely well marked and provides good guidance on what needs to be done to improve it. Parents are delighted with the guidance they are given to help their children with their homework.

Curriculum and other activities

Grade: 2

The good curriculum provides pupils with many enrichment activities through visits and visitors. For example, a well known mountaineer's talk provided an excellent stimulus for pupils' writing in Year 6. Good provision for literacy, numeracy, and information and communication technology (ICT) contributes well to pupils' good achievement. Pupils make good use of the local environment to learn about life in the past, for example, living as a monk at Fountains Abbey or being a Tudor sailor. A wide range of after-school clubs further promotes healthy lifestyles. There are good partnership arrangements with a local secondary school to provide additional sporting activities. The school is in the process of improving the curriculum so that pupils can practise more regularly the kind of skills needed in the workplace. This is already working well, but the school aspires to be even better in this aspect of the curriculum.

Care, guidance and support

Grade: 1

Pupils are provided with an excellent level of care because of the rigorous procedures in place to promote their health and safety. Parents, comments such as, 'teachers spare the time to listen to our concerns; they should be proud of the way that children are taught to treat others well'. Arrangements to safeguard pupils are up to date and meet requirements. Excellent steps are taken to ease the transition to secondary education, for example, through some teachers teaching their specialist subject to all classes and 'partnership' days with a receiving school. The small school ethos of care and promoting the development of each pupil is splendid. Pupils with additional needs are excellently provided for and make particularly good progress because of the strong links with parents and effective involvement of other agencies. The progress that individual pupils make as they go through school is excellently mapped to enable intervention and support programmes to be made available for pupils making less than expected progress in their learning.

Leadership and management

Grade: 2

The leadership and management of the school are good and outstanding in the communication of a clear direction, which enables the school to live up to its mission statement, 'Achievement is for everyone'. There is a common sense of purpose between staff. New staff are quickly and efficiently supported and inducted into the school's routines. The headteacher is committed to sustained school improvement and works closely with the chair of governors to provide detailed reports and other information about new initiatives. Maintaining a key focus on raising standards is pivotal to the headteacher's work. Realistic and challenging targets are based on an exemplary analysis of pupils' attainment and progress. However, the programme of more formal evaluation of the quality of teaching has slipped in the past year. This has led to some inconsistencies in the quality of teaching that have not been identified. Self-evaluation is a team effort and generally provides an accurate diagnosis of the school's strengths and weaknesses. All pupils are provided with equal opportunities to access all that the school has

to offer, with the result that all make good progress. Recent improvements to the ICT resources and imminent plans to provide outdoor playing facilities are eagerly anticipated and enjoyed by all pupils.

The school has maintained its good achievement and above average standards since the previous inspection and taken decisive steps to provide pupils with greater responsibility. The school has a good capacity to improve and provides good value for money.

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Annex A

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
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 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?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
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?	1

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.

Annex A

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	1
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 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	2
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

Inspection of Moorside Junior School, Ripon, HG4 1SU

Thank you for making my visit to your school so enjoyable. Your politeness and helpfulness were excellent. You attend a good school with some outstanding features. Please will you thank your parents too for all their helpful comments on the questionnaire they completed. There are many exciting things going on in school.

You all work hard and, as a result, achieve well in the tests you take. Your work in your books is just as good. I really enjoyed reading the reports about the mountaineer who talked to some of you. Everyone enjoys school and there are many different clubs you can attend to help you to keep fit. Your teachers are hard working and kind. Your headteacher is very popular and many of you said he has made a big difference to school.

In order to improve, I have asked your school to check that all teaching is as good as the best.

Good luck I hope you had a good holiday, but did not eat too many Easter eggs!