

Moordown St John's Church of England Primary School

Inspection report

Unique Reference Number	113838
Local Authority	Bournemouth
Inspection number	338250
Inspection dates	11–12 May 2010
Reporting inspector	Diane Wilkinson

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	415
Appropriate authority	The governing body
Chair	Steve Beckingham
Headteacher	Peter Herbert
Date of previous school inspection	17 May 2007
School address	Vicarage Road Bournemouth BH9 2SA
Telephone number	01202 527683
Fax number	01202 513877
Email address	moordownstjohnnce@bournemouth.gov.uk

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Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

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Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 22 lessons and observed 15 teachers. They held meetings with governors, staff and pupils, and a small number of parents and carers collecting their children from school were spoken to. Inspectors observed the school's work, and looked at analyses of pupils' progress, governor minutes, development planning and monitoring, a range of policies and procedures including those associated with safeguarding, curriculum planning documents and a sample of pupils' work. They scrutinised questionnaires returned by 148 parents and carers, 122 pupils and 19 staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the school's success in reversing the decline in Year 6 progress and attainment
- the extent to which the school ensures equality of opportunity for all groups of pupils, especially for pupils with special educational needs and/or disabilities, and boys and higher attainers in the older classes
- consistency in the quality of teaching.

Information about the school

This is a large primary school with two classes in each year group. The proportion of pupils with special educational needs and/or disabilities is above average. These cover moderate learning, speech, language and communication, dyslexia, behaviour and social and emotional needs, together with autistic spectrum disorder, and physical and multi-sensory disorder. A very large majority of pupils are of White British heritage and very few are at the early stages of learning English. The school has breakfast and after-school clubs which are run by a private provider. These settings were not inspected. The school holds the Healthy School award.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Moordown St John's is a good school which pupils very much enjoy coming to because of the excellent attention given to their welfare and the exciting range of learning activities. Outstanding attention is paid to ensuring that pupils are safe and free from harm at all times, with both staff and governors being constantly vigilant regarding any potential hazard that may arise. The vast majority of parents and carers are confident that their children are well looked after. Pupils themselves feel very secure and say that anything of concern, including disruptive behaviour, is swiftly and successfully dealt with. Outstanding support is provided for the most vulnerable pupils including those who have emotional and behavioural needs. Consequently, these pupils make very good progress. Reception children make a good start because of very effective planning across the areas of learning designed especially for young children. Staff are well aware that progress could be enhanced by increasing the amount of time children are actively involved in learning, especially in the greatly improved outdoor accommodation. The highly innovative curriculum links subjects together exceptionally well so that pupils recognise that learning is relevant and very interesting. Consequently, they make good progress and attainment by the end of Year 6 is above average. Excellent provision in these areas helps pupils develop outstanding social skills and makes an important contribution to school and community life. This makes the school a very happy and harmonious place to be, with older pupils constantly looking out for younger ones. Skills such as these mean pupils are well prepared for the future.

The school has forged an outstanding relationship with parents and carers. It constantly seeks their views and responds to them especially well, as is evident in the high-quality homework programme now in operation. Excellent links with other schools greatly benefit pupils' education and welfare.

The very strong senior leadership team has achieved a shared commitment to improvement amongst staff and governors. Continuous evaluation of the quality of provision and pupils' progress ensures weaker aspects are speedily and successfully addressed. This is evident in the improving quality of teaching and progress of all groups of pupils, including those with special educational needs and/or disabilities, and those for whom English is an additional language. Leaders and managers are very clear where further improvement is needed. For example, there is a clear recognition that progress could be even better if features of outstanding lessons such as a rigorous pace, constant checking of how well pupils are progressing and high expectations of presentation were consistently applied in all classes. These strengths give confidence that the school is well placed to build on its success and has good capacity to improve further.

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What does the school need to do to improve further?

- Build on and extend improvements to the quality of teaching through:
 - encouraging the best practitioners to disseminate their strengths to others
 - making sure that the pace of learning is rigorous in all lessons
 - regularly checking that pupils are very clear about how they can achieve well
 - ensuring that all staff have high expectations of the presentation of pupils' work.
- Provide greater opportunities for Reception children to be actively involved in learning activities.

Outcomes for individuals and groups of pupils

2

Pupils are extremely mature and thoughtful young people. They work exceptionally well together and are very supportive of others who find it difficult to learn or behave well. Behaviour is mainly good and often exemplary, although a small minority of pupils do not always behave as well as the school expects. Assemblies encourage very good opportunities for reflection and the school's Christian ethos is used exceptionally well to promote pupils' understanding of their responsibilities. All pupils are unfailingly friendly, polite and helpful, both to their peers and visitors to the school. They spoke very enthusiastically about the excellent range of activities the school provides, very much enjoying those where they participate with other schools, for example in the 'Bournemouth 2010 Project'. This is one example of their excellent contribution to the local area. Pupils play an outstanding part in school life. From a very early age, they are enthusiastic monitors and gradually take on greater responsibilities, such as peer mediation and helping other children to sort out their problems. Pupils have an excellent awareness of how to look out for themselves and help others to keep safe, and are very aware of the importance of leading a healthy lifestyle. A wealth of art, dance, music and drama activities help pupils develop a very good awareness of Western European and global cultures, although they are less aware of some aspects of the diversity of culture in the United Kingdom.

Academic progress for both boys and girls is equally good. Reception children make good gains in important skills, for example in the quality of oral language being used in the role play areas, which provide an effective platform for future learning. As a result, attainment in Years 1 and 2 is rising steadily and is above average. For example, the majority of Year 2 pupils write interesting stories, with well formed handwriting and accurate spelling. This was seen to add to the quality of their topic work about the Isle of Struay. It is difficult to make comparisons across year groups due to variation in the proportion of pupils with special educational needs and/or disabilities. However, the school's tracking information confirms progress is good in all phases. Attainment by the end of Year 6, which had declined, has risen well over the last 18 months. It is now above average in English, mathematics and science, with the more able doing well and

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an increasing number of pupils reaching higher levels. Of particular note is the way in which pupils use their calculation skills to solve complicated mathematical problems. This was evident when Year 6 pupils swiftly and accurately tackled the range of questions posed to them. The quantity and quality of their written work is impressive, for example in the way pupils argue a point or try to persuade the reader to take a particular view.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

This is an exceptionally inclusive school where high priority is given to ensuring that the needs of each pupil are met. The excellent analysis of individual pupils' progress, refined over the past 18 months, helps staff respond swiftly when this slows or accelerates and is a major reason why progress is improving and pupils with significant needs do really well. Several parents and carers of children with specific needs wrote in praise of the way in which their children and families are supported by the school.

The school is at the very forefront of current educational thinking. It provides a curriculum which meets pupils' needs and talents exceptionally well and gives breadth

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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and richness. It is especially good at weaving different subjects together in topic activities so pupils acquire a range of different skills and knowledge at the same time. For example, in an excellent lesson, younger pupils drew and wrote instructions for how to make a paper plane fly. This resulted in some very good writing and an excellent understanding of the forces of push and pull. Pupils have considerable opportunities to develop art, music, and drama skills and very much enjoy the many public performances they give which enhance their self esteem. The considerable range of visits, visitors, clubs and special events support learning especially well across many subjects. For example, during the inspection, Year 6 pupils were using computer graphics to design surf boards as part of the 'Bournemouth 2010 Project'. Planning is excellent, ensuring that pupils of different abilities and needs do equally well and classroom assistants support learning exceptionally well for those who have significant difficulties. Strengths such as these ensure that the majority of teaching is at least good. However, some staff are more skilled than others at moving learning on at a good pace and constantly checking that pupils know what is expected of them and how they can do even better. Pupils themselves are keen to do well, but the presentation of their work varies because staff do not always expect accuracy and neatness in the final draft.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher is a very skilled leader who is exceptionally good at getting the best out of his staff. Together with the deputy headteacher and inclusion manager, they form a very strong leadership team which has shown an excellent capacity for empowering staff and governors to play an important role in monitoring and development work. Alongside this, they have instituted a wide range of monitoring and evaluation procedures which provide a comprehensive and accurate picture of the school's effectiveness. This continues to increase the capacity of subject leaders and governors in promoting development which is clearly evident in the improved quality of teaching and rising attainment. A strong culture of reflection is now in place, with a willingness of all staff to question the effectiveness of their practice and to continually enhance it. They recognise what still needs to be done and are working effectively together to address school priorities. The school is well placed to improve further.

The school is exceptionally good at working with parents and carers and other schools and agencies to enhance the quality of its provision. For example, liaison with local

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schools has helped Moordown St John's introduce the excellent curriculum which pupils so much enjoy. High quality arrangements for staff vetting, child protection and an excellent range of other policies and procedures result in the safeguarding of pupils being outstanding. The role of inclusion manager helps ensure that that no pupil is discriminated against and that their equality of opportunity is good, especially so if they have significant needs. Governors are very well organised and supportive, taking their statutory responsibilities very seriously and fulfilling these well. For example, a very good action plan has been put in place to help promote community cohesion, with much being done already and current priorities focusing on helping pupils learn more about the diversity of British society.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Attainment on entry is slightly above the expected levels, although assessment indicates a minority of children increasingly need extra support for their personal, social and emotional development. These children are very well supported. Good transition arrangements help children to settle well and enjoy learning, enthusiastically engaging in a range of activities. However, the pace of learning slows sometimes when children spend too long sitting on the carpet listening to staff. Activities are well planned, with resources encouraging children to discover new things for themselves. For example, children enjoyed finding out about different sea creatures so they could make a model of one or carefully building a vehicle track from construction equipment. The basic skills of literacy and numeracy are promoted effectively, often incorporating story telling or drama, for example to help children learn reading and writing skills. Children have many

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opportunities to talk to one another about their ideas. They articulate these well and engage effectively in conversations with adults. These strengths ensure that children make good progress, with the majority exceeding the levels expected by the time they leave Reception. There has been a recent change in leadership, but the new leader is very perceptive and reflective and effective plans are in place to capitalise on the enhanced outdoor accommodation.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The responses from parents and carers, including written responses and the comments of those spoken to, indicate a very large majority are satisfied with the school. In particular, parents and carers rightly praise the excellent safeguarding arrangements and agree with inspectors that their children are well taught and that the school promotes a healthy lifestyle. A small number wrote or made positive comments, especially that they know their children are happy in school, with parents and carers whose children have special educational needs and/or disabilities agreeing that the level of support for them is outstanding. Only a few negative comments were made about different areas. What was of most concern was the behaviour of a small minority of pupils who have difficulties in this aspect. However, when spoken to, pupils themselves were confident that this was not a regular occurrence and always dealt with swiftly and appropriately. Inspection evidence confirms their view. A very few parents raised concerns that some groups of pupils were not being challenged appropriately. The school accepts that this has happened on occasions in the past, but there is a considerable amount of evidence supporting the school's view that this is not the case now. The inspection team found that average pupils, together with the more able and those who have learning difficulties, are provided with activities which help them make good progress.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Moordown St John's Church of England Primary School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 148 completed questionnaires by the end of the on-site inspection. In total, there are 415 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	82	55	57	39	6	4	1	1
The school keeps my child safe	94	64	50	34	3	2	0	0
The school informs me about my child's progress	62	42	79	53	6	4	1	1
My child is making enough progress at this school	47	32	86	58	12	8	1	1
The teaching is good at this school	61	41	78	53	5	3	0	0
The school helps me to support my child's learning	60	41	76	51	8	5	2	1
The school helps my child to have a healthy lifestyle	64	41	76	51	8	5	2	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	49	33	72	49	11	7	1	1
The school meets my child's particular needs	49	33	79	53	14	9	1	1
The school deals effectively with unacceptable behaviour	31	21	93	63	12	8	6	4
The school takes account of my suggestions and concerns	36	24	96	65	10	7	2	1
The school is led and managed effectively	52	35	77	52	12	8	2	1
Overall, I am happy with my child's experience at this school	73	49	65	44	5	3	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



13 May 2010

Dear Pupils

Inspection of Moordown Church of England Primary School, Bournemouth BH9 2SA

Thank you for welcoming us to your school. We very much enjoyed our time talking to you and seeing all the things you do. I particularly want to thank the pupils who gave up their lunchtime to talk to us. We think your school is good and are very pleased that you and your parents agree.

Here are some of the things we found out were especially good about the school.

- Staff and governors take excellent care of you. You feel very safe and secure in school and have an especially good understanding of how to keep safe.
- The activities staff plan for you are excellent and you have lots of visits, visitors and special events.
- You love coming to school and work hard. Your progress is good and attainment is above average.
- You all get on very well together and are developing into mature and thoughtful young people. We are very impressed by all the things you do to help your school and to take part in events, such as 'Bournemouth 2010'.
- Staff and governors work extremely well with your parents and other schools and organisations to help your education.
- Your headteacher, deputy headteacher and inclusion manager have worked especially hard to help your school improve and staff and governors support them well.

Here are some of the things we have asked the school to improve:

- help you to make even better progress by making sure all teachers use the strategies we saw in the very best lessons
- make sure that Reception children have more time to get on with activities that keep them really active and involved.

Thank you again and good luck in the future.

Yours sincerely

Diane Wilkinson

Lead inspector

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