

Moorside Infant School

Inspection report

Unique Reference Number	121426
Local Authority	North Yorkshire
Inspection number	339935
Inspection dates	23–24 March 2010
Reporting inspector	Bernard Jones

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	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	149
Appropriate authority	The governing body
Chair	Mrs Sandra Jowett
Headteacher	Mrs Jane Calvert
Date of previous school inspection	20 September 2006
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Introduction

This inspection was carried out by two additional inspectors. In looking at teaching and learning, inspectors visited 12 lessons, totalling some seven hours, and observed five teachers. In addition, one hour was spent scrutinising a sample of pupils' work and a further hour undertaking a case study of a pupil. The inspectors held meetings with the chair of governors, staff, groups of pupils, parents and carers and the School Improvement Partner. They observed the school's work, and looked at the data on pupils' performance, including their current progress, plans for the future and records of the school's own monitoring of its effectiveness. The responses to 39 parents' and carers' questionnaires were considered, alongside responses from staff.

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

- the impact of actions taken to raise standards in mathematics, reading and writing
- the effectiveness of teachers' use of data in planning to meet the needs of all pupils and in tracking pupils' progress
- the impact of leaders at middle-management level in helping to raise standards
- how well new technology is used throughout the Early Years Foundation Stage and Key Stage 1 to improve pupils' learning.

Information about the school

Moorside Infants School is an average sized infant school. The school provides for children in the Early Years Foundation Stage in the Nursery and Reception classes. The large majority of pupils are of White British ethnicity. There are a few pupils from different ethnic backgrounds and a very small number who are at an early stage in learning English as an additional language. The proportion of pupils with special educational needs and/or disabilities is below average. The number of pupils entitled to free school meals is broadly average.

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?

1

The school's capacity for sustained improvement

2

Main findings

This is an outstanding school that gives excellent value for money. Attainment is above average reflecting good achievement because pupils start school with standards that are broadly average. The school has rightly identified that boys' writing is weaker than other areas of their work. Achievement is also good in the Early Years Foundation Stage, which, combined with the excellent provision, leads to outstanding overall effectiveness.

The school has the wholehearted support of its parents and carers. They describe how their children enjoy coming to school and how they develop very positive attitudes to learning and towards understanding the wider society in which they live. Parents and carers value the safety and security that the school provides and the way pupils learn how to live healthily and safely. They also appreciate how well pupils get on together both in class and at play and their behaviour in and around the school. Parents and carers support the school because they see it as being at the centre of the community and see that the school and its pupils contribute a great deal to their community. This is reflected in the above average attendance, although a few families still take their children on holiday during term time, despite the best efforts of the school to promote high attendance levels.

Pupils benefit from consistently good teaching and a significant proportion that is outstanding. Teachers' use of assessment to guide and inform their teaching is excellent. They know their pupils very well and generally tailor their teaching to meet the individual needs of all. The teachers' assistants and the parents and carers and other volunteers make a valuable contribution in the classrooms and add to the outstanding care and guidance provided by the school. Vulnerable pupils are greatly helped and flourish as a result.

The school has a good capacity to improve. This is rooted in accurate and realistic self-evaluation and excellent planning, which has led to challenging targets being set and being met. The excellent lead given by the headteacher has ensured that systems and strategies are in place to secure continued improvement and she is supported very well by skilled and experienced senior and middle managers.

What does the school need to do to improve further?

- Raise writing standards among boys by:
 - extending opportunities for them to write about things that particularly inspire them across all areas of the curriculum
 - establishing more clearly the link between their reading and how it can improve

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their writing.

Outcomes for individuals and groups of pupils

1

When pupils' achievement and their level of personal development are taken together, the overall outcomes for pupils are outstanding. Standards have been maintained at levels that have varied between above average and well above average over the past three years. Pupils' good progress has been a constant feature since the time of the last inspection. Currently, pupils' standards are above average, reflecting good progress. However, boys' writing is not as well developed as girls and they do not as readily make the link between what they read and how they write. Pupils work very well together. They show great consideration for others and benefit from sharing their experiences in lessons. They have very positive attitudes and cooperate very well with teachers and other adults. Their excellent behaviour makes a very positive contribution to the quality of learning. Pupils can be trusted to take responsibility in the classroom and at play and relish the opportunities to do so. For example, in their roles as 'buddies' in and around school they help pupils they deem to be lonely and in need of friendship.

Pupils develop a good range of basic academic skills. Information and communication technology is used well by teachers to make learning more meaningful and improve pupils' enjoyment and engagement. Pupils too use the technology well and this helps to prepare them effectively for the next phase of their education. The school council plays an active role in putting forward ideas and makes a valuable contribution to the school community. Pupils have an excellent understanding of how to live healthily and safely. Pupils' spiritual, moral, social and cultural development is also excellent so that pupils have a good understanding of right and wrong and gain insight into living in the wider society beyond their immediate community. Pupils are open, welcoming and confident with visitors.

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	2
Pupils' behaviour	1

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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The extent to which pupils adopt healthy lifestyles	1
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	1

How effective is the provision?

Overall, the quality of teaching is good. There is some that is outstanding and some aspects of teaching where all staff excel. Teachers manage pupils' behaviour very effectively and enjoy great success in promoting pupils' very positive attitudes to learning. Teachers have a very good understanding of how to help pupils to develop basic skills, including information and communication technology skills. Teachers plan their lessons in detail to make them interesting and ensure that good learning is the norm. As a result pupils are keen to succeed and improve. Pupils know how well they are doing and are clear about the next steps they need to take because the marking of pupils' work is precise and informative.

All teachers and their assistants establish excellent relationships with pupils and engender very positive attitudes between pupils. This ensures that pupils enjoy lessons and work very effectively in pairs and groups. The curriculum is excellent and is very effective in helping all pupils to enjoy their learning and gain very well from a broad and balanced experience. There is a good range of additional activities which, along with the visits to places of interest and visitors to the school, make a very good contribution to enriching the curriculum. The good quality teaching also ensures that pupils receive excellent care, guidance and support. As a result all pupils, including pupils who speak English as an additional language and those with special educational needs and/or disabilities feel secure and make good progress. There are effective links between the school and outside specialists to complement the high level of care including outstanding support for the most vulnerable pupils.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	1
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?

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

The headteacher makes an excellent contribution to the success of the school. This is based on her very clear vision and drive for improvement. This is complemented by meticulous planning to ensure effective systems and strategies are in place to effect improvement. The vision is shared and supported very well by staff at all levels and the governing body. The result is an ambitious school where there is a common purpose and morale is high. Self-evaluation is rigorous and accurate. There is a comprehensive range of policies in place and due priority is given to ensuring safeguarding procedures are up-to-date and effective. They meet requirements and are instrumental in pupils feeling safe and secure. This is a school that knows well its strengths and where it needs to improve further.

Good partnerships with other schools ensure a flow of expertise into and from the school. Governors support the school very well and challenge effectively. Their contribution is outstanding. There are good procedures to ensure pupils experience equal opportunities in all aspects of their school life and the school is assiduous in tackling any form of discrimination. The good provision for community cohesion is evident in the way pupils from different backgrounds interact positively. This ensures a harmonious and caring atmosphere in and around the school as well as helping pupils to understand and contribute to the wider community.

These are the grades for leadership and management

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

Early Years Foundation Stage

The new framework for teaching young children has been implemented and gives a very clear structure to learning. Procedures for assessing the progress children make are very

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effective and ensure that each child's development is checked and charted rigorously. The leadership and management of this age group are excellent and staff work together very effectively. On entry children's skill levels are broadly average but widely variable. Many children make excellent progress and most exceed the expectations for their age by the end of the Reception Year. Progress is best in children's personal development and in their acquiring communication and language skills.

Links with parents and carers as well as the excellent care and support given to children help them to settle quickly and happily when they begin in the Nursery or transfer to other classes. Children feel safe. Additional adults provide very good support to children with special educational needs and/or disabilities, and the few who enter Nursery at an early stage in learning English as an additional language. Teaching is good overall and much is outstanding. Planning is of a high standard and is rooted in the experienced teachers' deep knowledge and understanding of how young children learn and what experiences they enjoy. Children learn well with the help of new technology, which is used very effectively to support and extend their knowledge, skills and understanding. Teachers ensure that there are plenty of opportunities for children to make choices, and that daily activities include both adult and child initiated activities as well as indoor and outside play-based activities. This complements the focused teaching across all areas, for example, in phonics work in the Reception class where pupils practised blending words and sang the alphabet with gusto.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

The inspection confirmed that the school works hard to engage parents and carers and has good systems in place for them to meet with staff. Parents and carers who replied to the questionnaire and those who met the inspector were overwhelmingly supportive of the school. No common concerns were expressed. Parents and carers find teachers to be very approachable and say they are helped to support their children's learning at home. Parents and carers are aware of their children's progress and their targets and are satisfied with their children's achievement. Parents and carers praise the school and its staff for the ways they help children enjoy school and learn how to respect other people and other cultures, as one parent wrote, 'I feel privileged to be a part of this school family.'

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Moorside Infant 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 inspector received 39 completed questionnaires by the end of the on-site inspection. In total, there are 149 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	30	77	9	23	0	0	0	0
The school keeps my child safe	30	77	9	23	0	0	0	0
The school informs me about my child's progress	22	56	16	41	1	3	0	0
My child is making enough progress at this school	22	56	16	41	0	0	0	0
The teaching is good at this school	25	64	12	31	1	3	0	0
The school helps me to support my child's learning	26	67	11	28	1	3	0	0
The school helps my child to have a healthy lifestyle	31	79	8	21	0	0	0	0
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)	26	67	13	33	0	0	0	0
The school meets my child's particular needs	24	62	14	36	1	3	0	0
The school deals effectively with unacceptable behaviour	19	49	19	49	0	0	0	0
The school takes account of my suggestions and concerns	17	44	20	51	1	3	0	0
The school is led and managed effectively	29	74	10	26	0	0	0	0
Overall, I am happy with my child's experience at this school	27	69	12	31	0	0	0	0

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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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.



25 March 2010

Dear Pupils

Inspection of Moorside Infant School, Ripon, HG4 1SU

Thank you for being so welcoming and friendly when I inspected your school recently. Please thank your parents and carers for all their letters and for talking to me. I was particularly impressed by your enthusiastic singing in assembly and I enjoyed watching and listening to you in your lessons, reading your work and talking to you.

You obviously enjoy your school. I was impressed by how well you all get on together in the classrooms and out in the playgrounds. I like the way you take responsibility and have a pride in your school. Your hard work helps to make your classrooms interesting places to be in and your behaviour is excellent. The care and support you receive is outstanding and I know your parents and carers appreciate the way your teachers ensure that you are safe and that you know how to live safely and healthily.

I found that your school gives you an outstanding education because teaching is so good and the curriculum is excellent. This helps you to make good progress throughout your time at Moorside. To make things even better, I have asked your headteacher and teachers to ensure that boys in particular continue to improve in writing. You can help by continuing to work hard.

I hope you continue to enjoy school and I wish you well for the future.

Yours sincerely

Mr Bernard Jones

Lead inspector

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