

Moorpark Junior School

Inspection report

Unique Reference Number	123985
Local Authority	Stoke-On-Trent
Inspection number	340465
Inspection dates	28–29 April 2010
Reporting inspector	Judith Straw

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 of pupils on the school roll	204
Appropriate authority	The governing body
Chair	Mr David Noden
Headteacher	Mrs Jackie Pakes
Date of previous school inspection	Not previously inspected
School address	Park Road Burslem Stoke-on-Trent ST6 1EL
Telephone number	01782 234440
Fax number	01782 234440
Email address	jpakes@sgfl.org.uk

Age group	7–11
Inspection dates	28–29 April 2010
Inspection number	340465

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

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

© Crown copyright 2010

Introduction

This inspection was carried out by three additional inspectors. 15 lessons were observed and 11 teachers seen. The inspectors attended a school assembly and held meetings with groups of pupils, the Chair of Governors and staff. They observed the school's work and looked at arrangements for safeguarding pupils' welfare, school policies and documentation, pupils' work, assessment data, monitoring records and strategic planning. They also analysed 67 questionnaires from parents and carers.

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

- the attainment and progress of pupils, especially the lower ability pupils and those with special educational needs and/or disabilities, particularly in mathematics
- the school's strategies for raising attainment and accelerating progress and whether teaching and the curriculum are sufficiently challenging and interesting to engage all pupils
- whether marking, assessment and target setting help pupils to improve
- the effectiveness of leadership and management at all levels in monitoring and evaluating the school's provision to ensure that pupils achieve their best.

Information about the school

This is a smaller than average junior school situated in Stoke-on-Trent. Most pupils are White British with only a few who speak English as an additional language. The proportion of pupils known to be eligible for free school meals is above average. The proportion of pupils with special educational needs and/or disabilities is well above average. The school achieved the Basic Skills Quality Mark in September 2009.

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?

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory school. The school motto 'learning together, working together, playing together' sums up this friendly and happy community where pupils are well cared for and enjoy their education.

Over time, standards have been low and pupils' progress and achievement have been satisfactory. The school's assessment records and the quality of work seen during the inspection show that the school is securely tackling past underachievement in mathematics and standards are rising. Pupils are making the fastest progress in English, especially in reading, and in science. Pupils with special educational needs and/or disabilities make good progress and learn well because of good support.

Pupils' personal development is good. They are confident, articulate, behave well and enjoy school. Attendance is average. Pupils have a good understanding of how to keep fit and healthy and they take plenty of exercise. They say they feel safe in school and the responses from parents and carers show that the overwhelming number of them agree that their children are safe. Pupils make a good contribution to their school and the local community through a wide range of activities.

Teaching is satisfactory. Although there are good lessons there is not enough teaching of a good quality to achieve consistently good learning and progress overall. In the satisfactory lessons the pace is slow because teachers talk for too long. In these lessons planning lacks detail and does not take enough notice of the needs of different groups of pupils and of individual pupils. The curriculum enhances pupils' enjoyment of learning but lacks a consistent emphasis on developing literacy and numeracy skills in different subjects. The school's creative partnership has resulted in vibrant displays of pupils' work which create a charming learning environment.

Leadership, management and governance are satisfactory. Self-evaluation is largely accurate. Improvements since the last inspection in pupils' behaviour, better target setting, the establishment of a creative curriculum and the quality of care, guidance and support indicate satisfactory capacity for improvement. However, not enough has been done to pinpoint exactly why standards are not higher. The monitoring of the school's work is largely carried out by senior leaders with much less involvement from subject leaders. This slows improvements in teaching and the curriculum. Governors give generously of their time to support the school.

What does the school need to do to improve further?

- Ensure that the progress of all pupils is consistently good or better by:

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

- extending the good teaching practice which already exists
- accelerating the pace of teaching and learning in lessons
- improving lesson planning so that it specifically meet the needs of all pupils.
- Make management systems more effective by:
 - rigorously monitoring the impact of teaching on learning
 - increasing the role of subject leaders in managing the performance of the school.
- About 40% of the schools whose overall effectiveness is judged to be satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

When given the opportunity, pupils are keen to learn, work well in pairs and groups and show initiative when tackling independent research tasks. They become engrossed in activities and happily contribute to whole-class discussion. When teachers talk for too long some pupils lose interest, the pace of learning is slower, and pupils are sometimes reluctant to start working independently. A detailed analysis shows that pupils make satisfactory progress. Over the last three years attainment has remained low, in line with pupils' overall standards on entering the school. The history of low attainment reflects the high numbers of pupils with special educational needs and/or disabilities and the disruption to learning for the relatively high numbers of pupils who join during the school year. Pupils who remain throughout Year 3 to Year 6 make better progress because of the continuity of their education. Current standards are rising and attainment in reading and science is close to the national average.

Pupils make an extensive contribution to their school and wider community and gain in confidence and maturity from these experiences. Prefects help the staff and support their peers well. The pupils take part annually in a 'Party in the Park' for local residents and invite members of the community to lunch in school. The school council meets weekly to contribute ideas about improving the school and help to organise charity events. The school supports a child in Burundi. The school is helping with the local park regeneration project and the eco group encourages recycling and supports wildlife charities. Music and the creative arts play an important role in pupils' lives. Many pupils have good speaking skills and use information and communication technology (ICT) well when working independently. Pupils understand the cultural and religious diversity of society and show sensitivity and creativity in their art, music and writing. Their good social and ICT skills and regular attendance equip them satisfactorily for the next stage of their education.

These are the grades for pupils' outcomes

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

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

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	4
The quality of pupils' learning and their progress	3
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	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching is satisfactory overall. In the better lessons pupils are working individually from the outset, clear about what they are learning and interested in their work. Well-planned activities provide variety and timed activities add pace and a sense of purpose and lead to good learning and progress. In satisfactory lessons introductions are too long, questioning is not challenging and pupils can sometimes lose interest. Some lesson planning does not take sufficient account of the individual needs of pupils and is not sufficiently detailed. Marking and assessment are satisfactory and sometimes good. Teachers give plenty of advice on how pupils can improve their work and praise and encouragement adds motivation and enjoyment. Pupils are often involved in assessing their own work which helps them to become aware of what is expected. Pupils with special educational needs and/or disabilities benefit from a special nurture group every morning where they have literacy and mathematics lessons. Teaching assistants are skilled and adept at providing whole-class or individual support.

There are curriculum strengths in the creative partnership which brings artists and musicians into school to enthuse and inspire, in the development of ICT skills, and in the programme of visits and visitors which broaden pupils' horizons and develop their social skills and cultural awareness. The popular after-school clubs are well attended. There are some cross-curricular links but there are not enough opportunities to promote the key skills of numeracy and literacy across the curriculum. There is scope for extending opportunities to inspire pupils to apply their thinking skills even more. Good support for pupils' personal, social, health and emotional development plays an important part in fostering good attitudes to health and well-being.

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

Care, guidance and support are good and are strengths of the school. Pupils whose circumstances are challenging or may make them vulnerable receive effective personalised support and intervention, for example in the Nurture Group. All pupils have a sense of belonging and are proud of their school. Good use is made of external agencies and transition from infant school and to secondary school is well managed.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher provides clear leadership, is well respected by pupils, parents and carers and is the driving force in the school. She and her deputy and the Chair of Governors make a good team in shaping the direction of the school and monitoring its work. The staff are fully committed to working to improve the outcomes for all pupils. Subject leaders organise their own areas well but are not sufficiently involved in monitoring teaching and learning across the school and ensuring that all actions taken have a good impact on raising attainment. Systems to evaluate the impact of the school's work are not sufficiently rigorous to identify precisely what will increase the rate of school improvement. Governors are aware of the school's strengths and weaknesses and support the headteacher in addressing weaknesses to accelerate progress.

Links with parents and carers are good because they have many opportunities to come into school and see how well their children are doing. Strong partnerships with other agencies provide good support for pupils' differing needs and links with other schools, including a school in Cumbria with a very different pupil body, enrich the curriculum and broaden the experiences available to pupils. A link with the local high school allows pupils to have expert lessons in design technology. Safeguarding procedures go beyond what is expected in some areas and are good. The school's contribution to community cohesion is satisfactory overall and good within the local community. There are some international links.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3

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	
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
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	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Views of parents and carers

About one third of all parents and carers responded to the inspection questionnaire and the very large majority of parents and carers support the school and appreciate the education their children receive. There is praise for the teaching staff and most parents and carers agree that their children are safe, happy and enjoy school. Inspectors agree with the positive views expressed. A small minority raised individual concerns which inspectors investigated. Inspectors found these issues were being effectively addressed and managed by the school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Moorpark Junior 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 67 completed questionnaires by the end of the on-site inspection. In total, there are 204 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	32	48	30	45	4	6	1	1
The school keeps my child safe	32	48	34	51	0	0	1	1
The school informs me about my child's progress	24	36	37	55	6	9	0	0
My child is making enough progress at this school	25	37	35	52	5	7	1	1
The teaching is good at this school	28	42	35	52	3	4	0	0
The school helps me to support my child's learning	25	37	35	52	6	9	0	0
The school helps my child to have a healthy lifestyle	28	42	38	57	1	1	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)	24	36	39	58	3	4	0	0
The school meets my child's particular needs	24	36	35	52	8	12	0	0
The school deals effectively with unacceptable behaviour	19	28	37	55	7	10	4	6
The school takes account of my suggestions and concerns	18	27	40	60	6	9	2	3
The school is led and managed effectively	26	39	35	52	4	6	1	1
Overall, I am happy with my child's experience at this school	25	37	33	49	5	7	3	4

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.



29 April 2010

Dear Pupils

Inspection of Moorpark Junior School, Stoke-on-Trent, ST6 1EL

Thank you for the warm welcome we received when we visited you in school this week and for making our visit so enjoyable. It was good to see you growing in confidence and we really enjoyed your singing in assembly.

We found your school to be providing you with a satisfactory education. Standards are slowly rising, you are all making satisfactory progress and some of you are making good progress.

We were pleased to see you behaving well in lessons and at playtime. You told us that you feel very safe and trust your teachers. We were impressed by your knowledge of healthy living and pleased to see you put good advice into practice. The fruit cups at break looked really appealing.

Your teachers, the headteacher and the Chair of Governors all work hard to help you. You are good at expressing your ideas and at using the computers. We thought some of your art work was brilliant.

We have discussed with your teachers some of the ways to help your school get better. These are to make sure you spend less time listening to the teachers introduce lessons and more time working on your own right from the start, to plan lots of different activities in lessons and to check very carefully to make sure everything the school does helps you to achieve well.

You have many opportunities to enjoy your time at Moorpark. We hope you do well in the future.

Yours sincerely

Mrs Judith Straw

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.