

# Moordown St John's Church of England Primary School

Vicarage Road, Moordown, Bournemouth, BH9 2SA

**Inspection dates** 15–16 July 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- From their starting points, pupils make good progress. Standards have risen and are now above average by the end of Key Stage 2.
- Pupils produce neat work and are proud of their books.
- Children make a very good start to their school life in the Reception classes.
- The needs of pupils who are disabled or have special educational needs are speedily identified and addressed. The progress they are making is often better than that of other pupils.
- Teachers and leaders make sure that the work pupils do is exciting and relevant to their needs and interests.
- The behaviour of pupils is good. They are keen to work hard and enjoy their learning.
- Around the school pupils are very polite and they get along with each other very well. Pupils feel safe because they say the school does a lot to keep them safe.
- The strong leadership of the headteacher and senior leaders has ensured that teaching has improved and is now good.
- The senior leaders have worked hard to develop the leadership skills of subject leaders. They take an increasing role in the school's development.
- The governors make a very effective contribution to the school. They have ensured that good standards of teaching and achievement have been maintained across the school.
- The school uses its grounds, specialist staff and the local community well to promote an active and healthy lifestyle for its pupils.

### It is not yet an outstanding school because:

- There is not enough outstanding teaching to enable all pupils to make the maximum amount of progress of which they are capable.
- All teaching needs to be as good as the best through continuing to share the outstanding qualities more effectively.

## Information about this inspection

- The inspectors observed 20 lessons and a number of smaller teaching groups. All teachers were observed teaching. Some lessons were observed with the headteacher or senior leaders.
- Discussions were held with different groups of pupils, members of the governing body, the headteacher and staff members.
- The inspectors took account of the 60 responses to the online questionnaire, Parent View, in planning the inspection and talked to a number of parents and carers during the inspection.
- The inspectors also took account of the 16 staff questionnaire returns.
- The lead inspector held a discussion with a representative of the local authority.
- The inspectors looked at pupils' work and heard pupils from different year groups read.
- The inspectors observed the school's work and looked at a range of documentation, including information about pupils' performance and progress, the school improvement plan, procedures for safeguarding pupils, minutes of governing body meetings, school policies and curriculum planning documents.

## Inspection team

David Marshall, Lead inspector

Additional Inspector

Laura Dickson

Additional Inspector

Elizabeth Strange

Additional Inspector

## Full report

### Information about this school

- This is a larger-than-average-size primary school.
- The very large majority of pupils are of White British heritage.
- The proportion of pupils eligible for pupil premium support (additional money allocated to schools by the government for pupils known to be eligible for free school meals and other groups) is around the national average.
- An above average proportion of pupils are supported through school action.
- The number of pupils supported through school action plus or with a statement of special educational needs is around the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.

### What does the school need to do to improve further?

- Increase the proportion of outstanding teaching by developing further methods of sharing best practice throughout the school.
- Ensure that more pupils make the fastest progress possible.

## Inspection judgements

### The achievement of pupils

is good

- Children join the school with skills and abilities that vary considerably but which are generally in line with those expected for their age. Children in the Reception classes make especially good progress as they settle in quickly and enjoy all their learning. They make particularly good progress in developing the core reading skills.
- This good progress has continued in Years 1 and 2. In the most recent national phonics check, which tests pupils' ability to blend and read difficult or unfamiliar words, a higher proportion achieved the required standard than nationally.
- Pupils' books show that they make good progress over time and that they produce substantial quantities of work. As a result, their good progress is sustained throughout Years 3 to 6.
- All pupils in Year 6 are now achieving standards that are at least average overall. School evidence shows that all pupils have made the level of progress expected for their age. However, as the school has recognised, the proportion who make their best possible progress could be higher.
- More-able pupils make good progress. They are given additional challenges and this year a number have achieved the highest Level 6 in mathematics.
- The school places the promotion of equality of opportunity at the heart of all its work. There is no discrimination. All teachers and support staff are held responsible for pupils' achievement and pupils' progress is checked at the regular meetings. If any pupil is seen to be underperforming, extra help is quickly arranged to help them catch up.
- Disabled pupils and those who have special educational needs make very good progress because they receive effective support and work is set at the right level for them. Their attainment compares well with similar pupils in other schools. There are a number of pupils who come to the school with significant special educational needs having failed to make progress in their other schools. These pupils make particularly rapid progress.
- Pupils supported by the additional funding achieve well. The school uses this funding to provide intensive support either individually or in small groups, both in and out of the main classroom. There are no gaps in the learning between the achievement of those in receipt of additional funding and those who are not.

### The quality of teaching

is good

- Teaching is good and improving, including in English and mathematics. Teachers set work at the right level for pupils. They adapt it to take into account their specific needs. Pupils work in attractive classrooms with stimulating and informative displays around them. This aids their learning. Relationships are very positive in class and pupils are keen to learn.
- Teachers are skilled at assessing how well pupils are doing and modify their teaching, if necessary, in response to pupils' reactions. They clearly explain the purpose of the lesson so that pupils know exactly what to do.
- More-able pupils are usually given a good level of challenge. For example, in Year 3, a group of more-able pupils in art were given an additional challenge of collecting materials outside to make their own pictures, which they all enjoyed.
- Teachers use a range of approaches to check pupils' work, often asking probing questions to find out how much pupils understand and to extend their thinking. They encourage pupils to reflect on their learning and that of their classmates, so that they are involved in considering how well they are doing.
- Children in the Reception classes learn well because the teaching engages them and gives them opportunities to develop their basic skills of literacy and numeracy. They are also given opportunities to enjoy their learning. It was a delight for all involved when the reception children released their butterflies in the outdoor classroom.

- Teachers mark pupils' work carefully. The staff are in the process of implementing a new, very well-thought-out approach to marking which is starting to have an even greater impact on pupils' progress.
- Pupils say how much they appreciate the teachers making learning fun. The older pupils particularly enjoyed writing stories and songs around their 'Doctor Who' project. The younger pupils still talk excitedly about all the new words they learned from sharing these outcomes.
- Teaching assistants are skilled and well trained and make a valuable contribution to the learning of individuals and groups of pupils.

### **The behaviour and safety of pupils** are good

- The behaviour of pupils is good. They behave well in lessons and around the large school and extensive play areas. The school is effective in fostering positive relations.
- Pupils say behaviour is good. They say that they all understand the behaviour system and enjoy getting their rewards. They are sure that all their teachers stick to the system and are fair.
- Pupils enjoy their learning and talk enthusiastically about all their clubs, including the choir and chess club which they say 'wins every time against other schools'.
- Pupils have positive attitudes to learning, take care with the presentation of their work and are proud of their school uniform. Behaviour is not outstanding because occasionally a very small minority of pupils have difficulties in concentrating on their learning and waste time.
- The wide variety of practical opportunities and experiences provided by the school, particularly through the use of the new school sports fund, also helps to contribute effectively to pupils' spiritual, moral, social and cultural education. This is also helped by the calm, early start to the day when many pupils enjoy having breakfast together.
- Children in the Reception classes learn quickly to help each other and soon settle to routines in taking turns and following instructions carefully. Their behaviour in and outside their classrooms during the inspection was frequently excellent.
- The school's work to keep pupils safe and secure is good. Typically one pupil commented, 'Teachers would notice if anyone was unhappy', showing their belief that they can trust the adults in the school to look after them.
- Pupils have a good understanding of all types of bullying, including through social media and the internet. They also fully understand that the school will not tolerate homophobic or racist name calling, and deals strongly with any pupils who resort to it.
- Attendance is above average as pupils really enjoy coming to school.
- Parents and carers indicate that behaviour is good, enabling their children to learn in a calm and enjoyable environment.

### **The leadership and management** are good

- The headteacher, with the deputy and assistant headteachers, has led the school consistently well since the last inspection. They are very well supported by the very effective governing body.
- Leaders and managers together have developed high expectations of staff and pupils, which have consistently improved the outcomes for all pupils. As a result, achievement, attendance and behaviour have all improved. As one parent or carer observed, 'They know the children so well and nothing is too much trouble.'
- Teachers are set high targets which are linked to teaching standards. Staff speak highly of the effective induction programme. A combination of good external support and careful mentoring by senior leaders has enabled teachers to improve quickly.
- Middle leaders, who are subject or phase leaders, are well supported by senior leaders and are becoming increasingly confident in their roles. Their role in coaching other teachers and using filming to focus on improvements has helped to improve teaching.
- The subjects that are taught are described by pupils as 'really fun'. This wide range of subjects and activities contributes very strongly to pupils' spiritual, moral, social and cultural development. Lessons are enriched well through a range of after-school activities and by

opportunities for pupils to learn a foreign language, to play instruments and to sing. Visits, including residential visits, and opportunities to develop sporting and artistic skills add further enhancement.

- The school is making good use of the primary school sports funding. The school is using specialist teachers to provide additional activities while supporting the training of staff. This is increasing participation in sport and well-being.
- The school develops very effective relationships with parents and carers. As one parent or carer said, 'They have given my son their "can do" attitude, and I am so grateful.' Many parents and carers speak about how approachable staff are.
- The local authority has provided very effective support to the school. Their regular visits have supported the school well in improving the quality of teaching and analysing data.
- **The governance of the school:**
  - Governors challenge and support the school well as a result of effective training and their own broad experience. They regularly visit the school and monitor its work. They have a good knowledge of how well pupils are progressing and the data about pupils' outcomes. They know the school's strengths and areas for development. They are aware of how the pupil premium funding is spent and the impact it has on progress, including on attendance.
  - They know about the quality of teaching and ensure that teachers are set high targets and reward staff when this is appropriate. Any staff underperformance is tackled decisively. Safeguarding arrangements are rigorously applied and meet all statutory requirements.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	113838
<b>Local authority</b>	Bournemouth
<b>Inspection number</b>	444131

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	406
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Simon Cull
<b>Headteacher</b>	Peter Herbert
<b>Date of previous school inspection</b>	12 May 2010
<b>Telephone number</b>	01202 527683
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