

The John Moore Primary School

Inspection report

Unique Reference Number	131783
Local Authority	Gloucestershire
Inspection number	293845
Inspection dates	11-12 July 2007
Reporting inspector	Mary Harlow HMI

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	4-11
Gender of pupils	Mixed
Number on roll	
School	203
Appropriate authority	The local authority
Chair	Mr Paul Alcock
Headteacher	Miss Sally Elizabeth King
Date of previous school inspection	3-6 March 2003
School address	Columbine Road Walton Cardiff Tewkesbury Gloucestershire GL20 7SP
Telephone number	01684 291661
Fax number	01684 291662

Age group	4-11
Inspection date(s)	11-12 July 2007
Inspection number	293845

© Crown copyright 2007

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

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.

Introduction

The inspection was carried out by one of Her Majesty's Inspectors and one Additional Inspector.

Description of the school

The John Moore Primary School opened in September 2000 and serves a developing housing estate on the outskirts of Tewkesbury. Most pupils are of White British heritage. There are very few pupils from minority ethnic families and very few are learning English as an additional language. The percentage of children with learning difficulties and/or disabilities is below average. Attainment on entry to the Reception Year is broadly average, although a minority of children start school with language and communication difficulties. In recent years, there have been high levels of pupil mobility, particularly in Key Stage 2, due to the new school increasing its number on roll. Currently, there are several temporary teachers to cover for staff who are on maternity leave.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

A young child spontaneously said, 'Nothing could make John Moore Primary School better, it is great already!' A parent reported, '...this is a happy and caring environment... our child is thriving there'. Another commented, 'I am very impressed by the dedication and commitment of all the adults...' These remarks accurately reflect the views of most pupils and their parents and they are right! It is indeed an outstanding school where pupils flourish in an educational haven of excellence where nothing but the best will do. As a consequence, their personal development and care are outstanding.

Every child **really** matters to **every** adult working at The John Moore Primary School. Together, all try exceptionally hard to ensure the school's vision, 'providing an excellent education in an environment where everyone is valued and respected', becomes a reality in practice. And it does permeate the life of the school, so superbly.

The children get off to a cracking start in Reception where all make good progress due to high quality teaching and care. This good progress continues across Key Stages 1 and 2 and, as a result, pupils attain above average standards in all subjects, although not always consistently at the higher levels. Pupils with learning difficulties and/or disabilities make good progress across the school due to the excellent support they receive. Throughout the school, the pupils' speaking and listening skills are well developed because the school provides a wealth of opportunities for them to express their ideas.

Teaching is always good and often outstanding. Pupils who join the school at different times are integrated sensitively by the adults who care for them and they quickly adjust to their new class. A parent wrote, '...we were worried about moving our eldest child into Year 6 at such a late stage – however, we are so glad we did!' Another commented, 'My child transferred in Year 4 and has made fantastic progress both academically and socially...' These are fitting tributes to the school, which has coped well with such a high level of change in its intake of pupils.

The curriculum is impressive. Every effort is made to provide the children with practical, stimulating experiences which whet their appetite for learning. The school grounds are aesthetically pleasing with wonderful creative areas to bring learning alive, many of which have been designed by the pupils. Community links are strong and there is an excellent range of visits and clubs on offer which the pupils and their parents appreciate. 'We get loads of opportunities to learn in fun ways and there are lots of trips and clubs,' remarked the pupils, and they are so right.

Leadership and management are outstanding. The school knows itself very well and sets the right targets to make it even better. There is no room for complacency and weaknesses, including the issues identified in the last inspection, are tackled diligently. The way the school has managed the recent staffing difficulties due to unforeseen circumstances is a testament to its steely resolve to recruit the best possible staff to ensure minimum disruption to the pupils' learning. Without exception, everyone is working tirelessly to ensure new temporary staff receive an excellent induction. As a consequence, the transition has been seamless. The school

goes out of its way to consult with parents, carers and the pupils and their voice matters. The inspection team could find no evidence to support the few concerns expressed by a small proportion of parents, especially in relation to behaviour. This was exemplary throughout the inspection.

The John Moore Primary School has excellent capacity for continued improvement.

What the school should do to improve further

- There are no issues for improvement. The school, quite rightly, is carefully supporting the new temporary staff and monitoring the pupils' progress assiduously in these classes. It is also rigorously checking the progress made by boys and girls across the school to ensure they attain equally well and it has robust systems in place to ensure more pupils achieve at the higher levels.

Achievement and standards

Grade: 2

Standards and achievement across the school are good. In the Reception class, children get off to a flying start and make good progress, particularly in communication, language and literacy. This successful beginning means that most pupils enter Year 1 with at least the expected level of attainment in all areas of learning. Over the course of Key Stages 1 and 2, the pupils' progress continues to be good and standards reached by the end of Year 2 and Year 6 are above the national average. A significant proportion of pupils achieve the higher levels in science in Year 6.

The school is, quite rightly, challenging more pupils to achieve the higher levels in writing and mathematics and it has established thoughtful and rigorous systems to do so. Initial results for 2007 national assessments show an increase in the proportion of pupils achieving the higher levels in mathematics in Year 2. Pupils' work across the school indicates that standards in writing are also improving. The school is also working exceptionally hard to ensure that boys and girls attain equally well in writing, particularly at the upper end of Key Stage 2 where a significant proportion of pupils joined the school in these years.

Pupils with learning difficulties and/or disabilities make good progress due to the excellent support they receive.

Personal development and well-being

Grade: 1

Pupils' personal development and well-being, including their spiritual, moral, social and cultural development, are outstanding. All aspects are making a significant contribution to their success as learners. Pupils have a remarkable sense of self-worth and feel they can achieve. And they do so splendidly. This is because the school places a high importance on developing their self-esteem and individuality. They love school and talk with pride about why it is such a special place to be.

Several commented about the friendly welcome they receive at the start of the school day and how much they appreciate being part of this distinctive family. Exceptional assemblies do much to cultivate this belonging.

From an early age, pupils are encouraged to take on increasing degrees of responsibility and develop very positive attitudes to school. The way the older pupils participated in the planning and organisation of sports day was impressive. It was a joyous event and,, as one parent aptly said, '...not to be missed!' Pupils' behaviour and care for each other are exemplary both in classes and around the school. Their attendance is good.

Pupils have an excellent understanding of the importance of adopting a healthy lifestyle and appreciate the lovely lunches on offer. They know how to keep safe and feel the adults look after them very well. Older pupils learn how to be proficient cyclists while younger ones discover how to be safe pedestrians.

Pupils' contribution to the community is impressive. They display an acute understanding of fundraising and purchasing resources wisely. Their preparation for later life, academically and socially, is excellent.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good and often outstanding. Planning and preparation are excellent and lively teaching is rewarded by children's attentiveness, enthusiasm and hard work. High expectations for both behaviour and work ethic are in evidence across the school and the staff are totally committed to ensuring their pupils aspire to these. Invariably, most activities are closely matched to pupils' abilities, providing good levels of challenge. This motivates and excites pupils to learn and allows them to progress at a swift pace. Skilful and talented teaching assistants give very purposeful support to pupils with learning difficulties and/or disabilities because they know them very well indeed. In the Foundation Stage, teaching and learning are good. As a result, the children demonstrate confident attitudes and concentrate well for sustained periods of time.

Monitoring of teaching and learning by senior staff and subject leaders is rigorous and accurate. Quite rightly, in classes taught by temporary staff, leaders are checking the progress of pupils regularly and assiduously. All adults in the school strive to improve in an open climate where high quality professional dialogue is nurtured.

Curriculum and other activities

Grade: 1

The quality of the curriculum and enrichment activities is outstanding. A parent wrote, 'The school offers a wide range of opportunities for its pupils,' and this is true. All pupils learn French and the range of artistic and sporting activities on offer is

excellent. Planning is meticulous and this ensures good progression in learning throughout the school. Meaningful links are made across subject areas where relevant and the integration of information and communication technology is developing well. The curriculum in the Foundation Stage offers vibrant and stimulating learning opportunities both inside and outside of the classroom. The provision for children with learning difficulties and/or disabilities is of a high quality.

Interesting initiatives such as the innovative development of the outside environment do much to make learning come alive. The attractive courtyard, the impressive wild-life area and the 'dragon herb garden' are wonderful illustrations of this. Excellent use is made of visits and visitors to inspire the pupils to learn. Moreover, these are carefully planned to integrate sensibly with classroom work.

Displays throughout the school are of a high quality and contribute greatly to deepening the children's appreciation of other cultures. The range of display following the recent successful arts week is impressive. The beautiful multimedia rain forest and the habitat clay tiles are stunning examples of excellent art work.

Care, guidance and support

Grade: 1

Relationships and care, both in and out of the classroom, are outstanding. This is due to the excellent rapport between all adults and children in the school who go the extra mile to ensure the needs of every pupil are met. Pupils' progress is tracked assiduously across the school and they are aware of their targets for improvement due to careful marking and assessment. The school is successful in providing high quality support for pupils with learning difficulties and/or disabilities, including the few with behavioural needs, and adults are skilled and adept at addressing these. Pupils who are gifted and talented are equally encouraged, as exemplified in the 'Success and Our Skills and Talents' boards where their abilities are celebrated. Child protection procedures are in place and are well established. Risk assessment is robust and every care is taken to ensure the safety of the pupils and staff. Procedures for safe access to the site at the start and the end of the school day are excellent.

Leadership and management

Grade: 1

Outstanding, caring and sensitive leadership by the headteacher, ably supported by a dynamic deputy headteacher and a reflective senior staff team, ensures that the school is not complacent. The needs of the children are at the heart of all decision making and this is always collegiate. All members of the school community are valued equally and encouraged to be leaders at all levels. As a result, there is an impressive team spirit and an infectious enthusiasm pulsating throughout the school. The administration and support staff are excellent and they make a significant contribution to the pupils' learning needs. Communication with parents is strong; the school listens to their views and acts upon them.

The school's systems for checking on its improvements are rigorous and leaders, including governors, are focused relentlessly on raising standards. All have an accurate picture of the school's strengths and aspects for improvement and strive, with a steely determination, to raise the bar even further. Evaluation is honest, although a little modest, and the improvement plan is a comprehensive tool to make the school even better. The chair of governors provides energetic leadership and is supported by a dedicated team of governors. They challenge and support extremely well and in a sensitive manner.

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.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate.	School Overall
---	-----------------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness and efficiency of boarding provision	
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

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 behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	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

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.

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
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 performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
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

Annex B

18 July 2007

Dear Children

Inspection of The John Moore Primary School, Tewkesbury GL20 7SP

I am writing to say thank you very much for giving the inspectors such a warm welcome. We were impressed with the way you greeted us so confidently and courteously with friendly smiles. We enjoyed talking with you about your work and hearing about the exciting things you do. What superb children you are!

Your school is outstanding in many ways. Here are some of the special things that it does very well indeed:

- ☺ Your school looks after you well and the adults want to do their best for you.
- ☺ Your behaviour is excellent and everyone in the school cares for each other. It was a joy to observe you at playtime and at sports day.
- ☺ In Reception, you get off to a flying start in all aspects of your learning. By the end of Year 2, you make good progress, as you do throughout Key Stage 2, where you achieve good standards.
- ☺ Your teachers plan exciting, lively, imaginative activities for you which help you to enjoy school. Your art work is impressive and the school grounds provide a wonderful environment for you to learn outside. The trim trail is brilliant!
- ☺ There are lots of clubs and visits which you enjoy.
- ☺ Your headteacher and other adults are always looking for ways to make your school an even better place to be! They value your views and those of your parents and carers in helping them to do this.

You are lucky to have such a wonderful headteacher, fantastic adults and great governors at the school.

It was a real pleasure to visit The John Moore Primary School. Keep up the excellent work and most importantly, continue to enjoy your learning!
Best wishes and thank you all again.

Mrs Harlow HMI
Lead Inspector