

# Inspection of Moorlands Infant School

Moorfields Road, Bath, Somerset BA2 2DQ

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Inspection dates: 16 and 17 May 2023

**Overall effectiveness** **Good**

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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Good

## **What is it like to attend this school?**

Pupils enjoy coming to school and say teachers keep them safe. They are proud of their school and treat each other as equals. Pupils say that the school values, brought together under the acronym 'LEARN', help them to be better learners. Staff and pupils enjoy positive relationships, which is visible across the school. Parents are overwhelmingly positive about the care and support their children receive.

Leaders have high expectations of pupils' behaviour. Pupils say that bullying rarely happens. However, if they have any anxieties, they can add their concerns to the class 'worry box'. Pupils trust staff to help them build strong friendships and play together sensibly.

Pupils are positive about learning and settle down to class activities well. They are considerate of each other and adults when sharing ideas. Pupils understand that some of their friends may need extra support. They go out of their way to ensure that everyone feels included and nobody is left out.

Staff nurture pupils to become resilient, independent and confident. Pupils learn to celebrate what makes everyone different and unique.

## **What does the school do well and what does it need to do better?**

Leaders are ambitious for all pupils at Moorlands Infant School. They have worked carefully to design a curriculum that suits the needs of pupils. Pupils, including those with special educational needs and/or disabilities (SEND), have regular opportunities to build on previous learning. This means they learn more knowledge and skills over time. Pupils talk about what they are learning and what they need to do to improve. For example, in the early years, children show how to make 10 using numbers and symbols. They confidently use vocabulary to describe the meaning of 'more than' and 'less than'.

Teachers ensure that learning is clear for pupils. Staff plan and teach in small steps and allow time for pupils to revisit previous learning. Teachers use questioning and assessment to inform future teaching so that all pupils learn well. Leaders have ensured that pupils receive high-quality teaching and, in some areas, have invested in specialist support. For example, pupils have learned to develop their striking and fielding skills from an expert physical education coach. As a result, they take part successfully in competitive games.

Pupils learn a broad range of subjects. Teachers ensure that pupils learn about key knowledge well in some subjects. For example, in history, pupils know about the Great Fire of London and can explain what happened and when. However, in some subjects, leaders recognise that the curriculum requires further consideration. Occasionally, pupils' learning is not well sequenced. As a result, pupils do not develop a deep enough knowledge of important concepts.

Leaders prioritise reading. Staff listen to children read often. Leaders use assessment information effectively to create reading interventions for the most disadvantaged pupils. The school has invested in phonics training for all teachers. In the early years, children can blend sounds to decode new words accurately. This helps with their spelling and writing in key stage 1. In reading sessions, pupils use vocabulary and inference skills when exploring comprehension activities. By the time pupils leave, in Year 2, they read fluently and confidently.

Pupils love using the library to read new books. They can talk confidently about the books they need to read to become better readers. Pupils enjoy taking books home to read to their parents.

Leaders identify the needs of pupils with SEND quickly. Staff provide appropriate support to ensure they can learn the same ambitious curriculum as other pupils. Leaders communicate well with parents. Consequently, parents are happy with the support their children receive. Pupils with SEND take part in all aspects of school. For instance, they enjoy their role on the school council.

Pupils feel that adults in school listen to them. They are keen to discuss topical issues, such as Black History Month, and enjoy reading books about diversity. Pupils are proud of their responsibilities in class. For example, they like being a 'special helper' to support learning in lessons. Pupils play an active role in the school. They are proud to be eco-warriors and have created allotments to grow food for the future.

Teachers speak positively of the school. They appreciate leaders' efforts to support their workload and well-being. Leaders help staff to improve their teaching and develop professionally. Leaders, including governors, are proud of the school's achievements and value staff's contributions.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders promote a safeguarding culture. They have made sure that all staff, as well as those responsible for governance, have had relevant training to keep pupils safe. Leaders have ensured that all staff follow safeguarding practices, so they can identify where pupils may be at risk of harm. Leaders and staff are proud of the relationships they have formed with the community so that the most vulnerable families receive the support they need. Pupils state that they are taught to stay safe online. They know never to share their personal information.

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

### **(Information for the school and appropriate authority)**

- In some subjects, the curriculum is underdeveloped. In these subjects, pupils do not gain such deep knowledge as they do in others. Leaders need to ensure that the curriculum is well sequenced in all subjects so that pupils learn more and remember more over time.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	142715
<b>Local authority</b>	Bath and North East Somerset Council
<b>Inspection number</b>	10256618
<b>Type of school</b>	Infant
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	5 to 7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	178
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Chris Nye
<b>Headteacher</b>	Louisa Sellars
<b>Website</b>	<a href="http://www.moorlands-school.org">www.moorlands-school.org</a>
<b>Date of previous inspection</b>	8 and 9 January 2020, under section 8 of the Education Act 2005

## Information about this school

- Moorlands Infant School converted to become an academy school in March 2017.
- The school is part of The Trust Partnership.
- The school does not use any alternative provision.
- There is a before- and after-school club managed by the governing body.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, the special educational needs coordinator and representatives from the governing body. The lead inspector also met with representatives from the trust.

- Inspectors carried out deep dives in the following subjects: reading, mathematics and physical education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, looked at samples of pupils' work and spoke to pupils about their learning.
- Inspectors sampled other areas of the curriculum, including history and geography.
- The lead inspector listened to pupils in Years 1 and 2 read to an adult.
- Inspectors considered how well the school protects pupils and keeps them safe. The lead inspector met with the designated safeguarding lead to evaluate the effectiveness of safeguarding. The lead inspector also scrutinised the school's single central record.
- Inspectors observed pupils' behaviour in lessons and around the school site. Additionally, inspectors spoke to pupils to gather their views about the school.
- Inspectors considered the responses to the online survey for parents, Ofsted Parent View. They also took into consideration the staff and pupil surveys.

### **Inspection team**

Darren Preece, lead inspector

Ofsted Inspector

Lisa Dadds

Ofsted Inspector

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