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22 September 2011

Mrs A Browning  
The Headteacher  
Moat Primary School  
Juniper Avenue  
Matson  
Gloucester  
Gloucestershire  
GL4 6AP

Dear Mrs Browning

### **Ofsted monitoring of Grade 3 schools: monitoring inspection of Moat Primary School**

Thank you for the help which you and your staff gave when I inspected your school on 21 September 2011, for the time you gave to our phone discussions and for the information which you provided before and during the inspection. Please pass on my particular thanks to the staff, pupils and members of the governing body with whom I held discussions.

Since the last inspection, there have been some significant staff changes. A new deputy headteacher took up post in September 2010. Two class teachers have left the school. Two teachers have joined the school. One teacher returned part time in September 2011 following a period of maternity leave. Four teachers have taken up new responsibilities in the subject leader teams for English and mathematics. At the time of the monitoring visit there was a long-term supply teacher in one class due to the compassionate leave of the deputy headteacher.

As a result of the inspection on 23 and 24 June 2010, the school was asked to address the most important areas for improvement which are set out in the annex to this letter.

Having considered all the evidence I am of the opinion that at this time the school has made inadequate progress in making improvements and inadequate progress in demonstrating a better capacity for sustained improvement.

There are several reasons for these judgements. There have been changes to the senior leadership and the roles and responsibilities of middle leaders. In addition, there have been a significant number of staff changes. The quality of teaching



remains broadly the same as at the previous inspection, but attainment has declined and the learning and progress of pupils are inconsistent across the school.

The standards attained by Year 6 pupils in English and mathematics in 2011 were well below the national average. Attainment in writing was particularly low. The school failed to reach its targets for the percentage of pupils attaining Level 4 in English and mathematics and standards were below floor targets. The progress made by these pupils during Key Stage 2 was also well below national expectations. Good systems are in place to check on the attainment and progress of pupils, which shows that the progress made by pupils in different year groups is inconsistent. The unevenness in pupils' progress is therefore leaving a lot of ground to be made up by the end of Key Stage 2.

Senior leaders and teachers recognise that attainment should be higher in every year group. Regular meetings between teachers and senior leaders take place to review pupils' progress, class by class, three times per year. However, at present these are not leading to better and more consistent achievement across the school. This is paramount because children leave the Reception class with attainment that is broadly in line with the national expectations for their age. The leadership team has begun to use a range of approaches to monitor and evaluate pupils' progress between the termly progress reviews. However, the skills of the newly-formed subject leadership teams are at an early stage of development. Feedback to teachers following the scrutiny of their planning and when lessons are monitored by senior leaders is limited.

The evaluation of the quality and pace of pupils' day-to-day learning, particularly for pupils of differing abilities, lacks rigour and areas for improvement are not identified and monitored carefully enough. As a result, the quality of teaching is not consistently good across the school. Evidence from the lessons that were sampled and from pupils' books confirms that teaching is variable in quality. Some good teaching was seen. In a Key Stage 2 mathematics lesson, the teacher quickly picked up on some pupils' lack of understanding of multi-step calculations and adapted the teaching to address misunderstandings through effective questioning and sharing ideas. However, teachers' planning does not identify sufficiently what pupils of differing abilities will learn in the lesson and the work in their books show that expectations are not always high enough. In some lessons, pupils were completing the same work with insufficient account taken of what the school's assessments show about their attainment and potential. Teachers do not routinely draw on a wide range of strategies to test and build pupils' understanding during the lesson.

Pupils generally have positive attitudes to learning and particularly enjoy the collaborative group work seen in some lessons. The majority know their targets, but feedback to pupils following marking remains inconsistent. It is not clear, from the samples of pupils' work seen, whether pupils have acted on advice provided to improve their work.



Attendance did not improve during the last academic year and remained well below the national average. Too many pupils arrive late for school. There are good systems in place to check on pupils' absence, such as contacting parents and carers on the first day of pupils' absence and regularly celebrating good attendance. The school also works closely with the Education Welfare Service. However, more is still to be done if pupils are to benefit from the learning opportunities the school provides.

The governing body receives regular information from senior leaders on key areas of the school's work but is not consistently benchmarking achievement and attendance against national expectations and averages. There is more to be done to challenge the school rigorously to raise attainment and rapidly improve pupils' learning and progress and to reduce the level of persistent absenteeism for the levels of attendance to rise.

The local authority provided support and challenge through regular visits by the school's improvement partner. The most recent visit from a local authority officer emphasised the need to address the underachievement in some year groups and to place a high priority on raising expectations and driving forward improvements.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Ann Henderson  
**Her Majesty's Inspector**



## **Annex**

### **The areas for improvement identified during the inspection which took place in June 2010**

- Improve attainment and progress by July 2011, especially in writing, by making sure that:
  - work is consistently challenging and matched to pupils' learning needs
  - pupils have opportunities to respond to guidance given in marking
  - there are frequent opportunities for pupils to answer questions, discuss and write about their understanding and knowledge
  - subject leaders have the skills to monitor and evaluate the quality of learning so that they can effectively contribute to improving teaching in order to raise standards.
- Improve the attendance of those pupils who are persistently absent by impressing on them and their families the importance of regular attendance.

