

Moorings Way Infant School

Inspection report

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| Unique Reference Number | 116220 |
| Local Authority | Portsmouth |
| Inspection number | 357912 |
| Inspection dates | 10–11 March 2011 |
| Reporting inspector | Edward Wheatley |

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

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|--|--|
| Type of school | Infant |
| School category | Community |
| Age range of pupils | 4–7 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 76 |
| Appropriate authority | The governing body |
| Chair | Stephen Frazer |
| Headteacher | Victoria Page |
| Date of previous school inspection | 8 July 2008 |
| School address | Moorings Way Milton Portsmouth PO4 8YJ |
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Introduction

This inspection was carried out by two additional inspectors, who visited six lessons taught by four teachers. Meetings were held with staff, members of the governing body, and pupils. Inspectors observed the school's work and looked at documentation about pupils' progress, policies, particularly those for safeguarding, as well as school development planning and evidence of self-evaluation. They considered 45 questionnaires returned by parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Is teaching good enough to ensure sustained good progress in reading, writing and mathematics?
- How effective is the governing body in carrying out its responsibilities and holding the school to account?
- How good is self-evaluation in the Reception class, and how well is it used to drive improvements?

Information about the school

Moorings Way Infant is much smaller in size than most infant schools. The largest group of pupils are of White British heritage. A small proportion do not speak English as their first language and of these a few pupils are at the early stages of learning English. Polish is the other language spoken. The proportion of pupils known to be eligible for free school meals is broadly average. An average proportion of pupils have special educational needs and/or disabilities. These pupils have mainly moderate learning difficulties or speech, language and communication difficulties. A before- and after-school club ♦ Coastguards ♦ is managed and run by the school. It takes pupils from age four to eleven years. The school has achieved the Healthy Schools Award.

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?

2

The school's capacity for sustained improvement

2

Main findings

Moorings Way Infant is a good school. It is improving and parents and carers are pleased with the quality of education it provides. One parent wrote, 'Our child's educational needs are recognised and there is always plenty of challenge.' Another wrote, 'He loves going to school, always happy to go, and always smiling when I pick him up. The school is a happy nurturing environment.' The school provides outstanding care, guidance and support and this is supported by exceptionally strong partnerships with external services.

Pupils' attainment is above average. It has risen in recent years, and continues to do so. Minor differences in performance between subjects have been dealt with well. Pupils have good literacy and numeracy skills. They speak and write fluently, spell well, and read with clarity and enthusiasm. Basic numeracy skills are good and pupils check their work to make sure it is accurate. Pupils of all abilities and from all backgrounds make good progress. Occasionally progress is excellent, and overall it is improving.

Good teaching contributes well to sustaining improving progress and attainment. Work is challenging and based on accurate assessment. Marking gives pupils a clear picture of how well they are doing, although occasionally advice on how to improve is not followed. Activities catch pupils' interests and excellent relationships ensure pupils learn well and develop confidence. Pupils have a good understanding of how well they are doing and what the next steps in learning are. While most lessons have opportunities for pupils to answer questions and discuss what they are doing, some lessons do not enable pupils to engage in discussion enough. Effective support from teaching assistants and other adults in classrooms ensures the needs of the least and most-able pupils are fully met. The curriculum provides a good range of activities, with well-planned opportunities to ensure pupils develop good literacy, numeracy and computer skills. In the Reception class the curriculum is well planned and organised, although there are too few opportunities for children to develop inquisitiveness.

Pupils are enthusiastic about school. They behave well and their attendance is above average. Pupils are supportive and considerate towards each other, especially those pupils arriving at school with little or no English language. They feel safe, say that there is very little bullying, and that it is dealt with well. Most pupils eat healthily and the great majority take part in physical activities. Pupils take on responsibilities willingly and carry them out well.

Leaders and managers are effective. The headteacher provides excellent direction for the school's improvement. The school's self-evaluation is accurate and actions taken are leading to improvements in most aspects of the school's work, especially pupils' performance. In Reception, improvements are planned, particularly to provide a soft play area and opportunities for children to write outside, but have not yet been implemented. The governing body provides an adequate level of support and challenge for the school.

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However, frequent changes in membership have resulted in too few governors with enough knowledge and expertise to support the school in the way it needs.

Communications with parents and carers are good and there is increasing support for the activities arranged by the school to promote parents' knowledge of and involvement in pupils' learning. Given steady improvements in pupils' attainment and progress, the capacity for further improvement is good.

What does the school need to do to improve further?

- Improve the quality of teaching and learning by ensuring that all pupils have opportunities to:
 - follow advice they are given in marking
 - challenge and discuss each other's ideas in question-and-answer sessions.
- Improve provision in Reception by making sure that, by July 2012, the school provides:
 - outdoor resources for children to develop writing skills, and soft play surfaces for physical activities
 - opportunities for children to engage in activities that promote their inquisitiveness.
- Improve the effectiveness of the governing body by supporting governors in gaining expertise to carry out their roles in a way that best supports and challenges the school.

Outcomes for individuals and groups of pupils

2

Pupils start school with broadly average levels of attainment, which rise to above average by the end of Year 2. Pupils write in a range of styles, use their imagination well, and accurately spell and punctuate in their writing. For example, a group of Year 2 pupils wrote their own poems, starting with Wordsworth's Daffodils as an example, using a wide vocabulary, similes and alliteration well and taking care to write accurately. The quality of work was good for pupils of all abilities. Pupils have good calculation skills, and present information well in tables and simple graphs. Small differences between subjects arise occasionally, but are dealt with well by the school. Pupils with special educational needs and/or disabilities make good progress because teachers and other adults use sensitive, challenging approaches that encourage these pupils to gain confidence in their own abilities. Boys and girls, and the more-able pupils, make good progress. Occasionally progress is excellent where work is especially challenging or exciting. Those pupils joining the school with little or no English language do well, as a result of rapid identification of specific needs and implementation of actions to help these pupils learn.

Pupils enjoy learning and approach all activities with great enthusiasm. They make good contributions to the school and wider community. For example, the school council contributes to assemblies; pupils deliver Christmas cards to local residents, collect money for charities (some of this work being praised in the local papers), compost leftovers from lunches and promote recycling activities. Their understanding of the importance of healthy lifestyles is good, and is reflected in the Healthy School status the school has been awarded. Pupils' spiritual, moral social and cultural development is good. Pupils have a

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mature understanding of the values and traditions of other cultures around the world. They take part in assemblies readily and reflect on how they should treat each other well.

These are the grades for pupils' outcomes

| | |
|---|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 2 |
| Taking into account: | 2 |
| Pupils' attainment ¹ | 2 |
| The quality of pupils' learning and their progress | 2 |
| 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 | 2 |
| Taking into account: | 2 |
| Pupils' attendance ¹ | 2 |
| The extent of pupils' spiritual, moral, social and cultural development | 2 |

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

How effective is the provision?

Learning is good and lessons are challenging and interesting. Work is well matched to pupils' learning needs. For example, in a lesson on feelings, challenging questioning and activities encouraged the more-able pupils to write about how their feelings change, while the less-able identified changes through drawings and identifying key words associated with feelings. The learning of all pupils was good. Teachers' questioning is generally effective, making pupils think about their answers and give detailed explanations. However, sometimes pupil answers are not always used well enough to expand their understanding through discussion with each other. Pupils have a good understanding of how well they are doing in relation to each other and use this information well to identify their own targets. However, they do not always have opportunities to improve the quality of what they do.

The curriculum is well organised. The range of visits and visitors to motivate pupils and to see the relevance of what they learn is wide and improving. For example, in a topic on water, pupils were encouraged to follow their own lines of enquiry and then present or display their work in the way they found most useful. The range of out-of-school activities is good and well supported, with dance, different sports and musical activities. Inclusion of

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speaking, writing, reading, collecting data, and computer activities is effective in driving pupils' improving progress.

'Coastguards' is extremely well organised, with good support from adults to look after varying numbers of children from day-to-day. Pupils who attend enjoy a very wide range of practical, artistic and other activities. The school provides excellent care and support for pupils and families whose challenging circumstances make them vulnerable. Links with local authority and other services are used extremely effectively to underpin this work. Procedures to promote good attendance and to deal with unacceptable behaviour are excellent, and recognised as such by pupils. Arrangements for transition from Reception into Year 1 and to junior schools are excellent, with many opportunities for pupils to meet staff and visit classes in the next stage of their education. Staff and governors work well together to ensure pupils are safe and the site is secure. Support for pupils with special educational needs and/or disabilities and for those with English as an additional language are very effective and based on extremely good relationships with families and support services.

These are the grades for the quality of provision

| | |
|--|----------|
| The quality of teaching | 2 |
| Taking into account: The use of assessment to support learning | 2 |
| The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships | 2 |
| The effectiveness of care, guidance and support | 1 |

How effective are leadership and management?

The headteacher is ambitious for the school's improvement. Staff are supportive and equally ambitious, and those who are relatively new to their responsibilities are quickly gaining the necessary skills to drive improvements. Efforts to improve teaching are good, and teachers are supported well by extra staff with teaching and assessment expertise. Excellent partnerships with other schools provide expertise to improve teaching, and in return the school provides professional support for others. Planning for improvement is good and takes into account parents', carers and pupils' views. Attendance at parent consultations is very high and aided by the school's flexible approach to enabling parents to meet staff. The governing body has some vacancies, and finds it hard to fill them. Those joining the governing body do not always have the expertise to support the school and sometimes move on before gaining the skills they need. However, the school has plans to ensure that there are regular opportunities for members of the governing body to gain information about the school, and this is an appropriate approach to improving governors' knowledge. The school promotes community cohesion well. It has good links with schools in different circumstances and with local organisations, and developing international links to support pupils' growing understanding of other cultures than their own.

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The school has good procedures for safeguarding and risk assessment. These meet all government guidelines and include a carefully planned approach to child protection and managing the safety of pupils, which contributes to their mature understanding of how to keep themselves safe. Equal opportunities are promoted well, and the school is effective in minimising differences in progress between different groups of pupils. Procedures to eliminate all forms of discrimination are effective and well established in the school's day-to-day life.

These are the grades for leadership and management

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| Taking into account: The leadership and management of teaching and learning | 2 |
| 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 | 1 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 2 |
| The effectiveness of safeguarding procedures | 2 |
| The effectiveness with which the school promotes community cohesion | 2 |
| The effectiveness with which the school deploys resources to achieve value for money | 2 |

Early Years Foundation Stage

By the time children leave Reception, they achieve above-average skills in all areas of their learning. They make good progress from their starting points, including those who start school with very little English language. Children speak well and have a large vocabulary. Many write with recognisable words and sentences. Numeracy skills are good. Most know numbers and can count, and some can carry out simple calculations. Children play and work together well, both inside and outside. While children chose activities with some confidence, not many show inquisitiveness in what they see and do. Adults work well with pupils, modelling speech and writing well, and assessing children's needs accurately. Children are well cared for; links with homes and the feeder nursery establishments are good, ensuring children settle into Reception well. Transition into Year 1 is well managed. Leaders are effective in identifying, through self-evaluation, where there is need for improvement, planning improvements, and dealing with temporary gaps in the outside play area and outdoor resources to support developing children's writing.

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Please turn to the glossary for a description of the grades and inspection terms

These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation Stage | 2 |
| Taking into account: | |
| Outcomes for children in the Early Years Foundation Stage | 2 |
| The quality of provision in the Early Years Foundation Stage | 2 |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 2 |

Views of parents and carers

About half of parents and carers returned questionnaires. Overall their responses are positive and the majority are happy with their children's experience at school. A small proportion of parents and carers do not think the school keeps them well enough informed about their children's progress. However, inspectors found that the school has good procedures to inform parents about progress, and that most parents take advantage of the arrangements that the school makes. A few parents and carers feel that the school does not manage unacceptable behaviour well. Inspectors saw only good behaviour and pupils say that unacceptable behaviour is dealt with well and rarely interferes with their learning.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Moorings Way Infant 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 45 completed questionnaires by the end of the on-site inspection. In total, there are 76 pupils registered at the school.

| Statements | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|---|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 29 | 64 | 15 | 33 | 1 | 2 | 0 | 0 |
| The school keeps my child safe | 28 | 62 | 17 | 38 | 0 | 0 | 0 | 0 |
| My school informs me about my child's progress | 22 | 49 | 18 | 40 | 4 | 9 | 0 | 0 |
| My child is making enough progress at this school | 23 | 51 | 19 | 42 | 2 | 4 | 0 | 0 |
| The teaching is good at this school | 25 | 56 | 17 | 38 | 1 | 2 | 0 | 0 |
| The school helps me to support my child's learning | 26 | 58 | 19 | 42 | 0 | 0 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 29 | 64 | 16 | 36 | 0 | 0 | 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) | 15 | 33 | 21 | 47 | 0 | 0 | 0 | 0 |
| The school meets my child's particular needs | 23 | 51 | 18 | 40 | 2 | 4 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 18 | 40 | 23 | 51 | 4 | 9 | 0 | 0 |
| The school takes account of my suggestions and concerns | 16 | 36 | 25 | 56 | 2 | 4 | 0 | 0 |
| The school is led and managed effectively | 21 | 47 | 19 | 42 | 2 | 4 | 0 | 0 |
| Overall, I am happy with my child's experience at this school | 29 | 64 | 14 | 31 | 2 | 4 | 0 | 0 |

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 all 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 | 59 | 35 | 3 | 3 |
| Primary schools | 9 | 44 | 39 | 7 |
| Secondary schools | 13 | 36 | 41 | 11 |
| Sixth forms | 15 | 39 | 43 | 3 |
| Special schools | 35 | 43 | 17 | 5 |
| Pupil referral units | 21 | 42 | 29 | 9 |
| All schools | 13 | 43 | 37 | 8 |

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



14 March 2011

Dear Pupils

Inspection of Moorings Way Infant School, Southsea PO4 8YJ

Thank you for making us so welcome when we visited you. You gave us a lot of useful information to help us decide that your school is good. Teaching and your progress are good and improving, and the following things are particular strengths of the school:

- The work teachers give you is challenging. They provide lots of activities which make learning interesting and fun.
- The headteacher, staff and governors work hard to make sure the school continues to improve.
- The school is safe and you are looked after well. The school works very closely with lots of outside organisations to provide the best care it can for you.
- Your behaviour is good, you are kind and help each other, and you are very polite to adults.
- You carry out any responsibilities you have well.
- You know how to stay healthy and almost all of you take part in physical activities and eat healthily.

In order for the school to be even better, we have asked your teachers to:

- Make sure you always follow advice on how to improve your work, and have opportunities in lessons to talk about your work.
- In Reception, give you opportunities to find out things for yourselves, and to improve the outside area with a soft play surface and places for you to practise and improve your writing.
- Help governors gain all the skills they need to help the school improve even more.

You can help by making sure you follow any advice given to you about how to improve your work.

Yours sincerely

Ted Wheatley
Lead inspector

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