

Moira Primary School

Blackfordby Lane, Moira, Swadlincote, DE12 6EX

Inspection dates 19–20 February 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
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.

- Pupils achieve well in their time at school. They make good progress in reading, writing and mathematics.
- Parents and carers appreciate the friendly, family feel at the school that helps pupils to develop self-confidence and respect for each other.
- The high quality of care and support ensures that pupils settle quickly and confidently when they start school.
- The teaching is consistently good; some is outstanding in the Early Years Foundation Stage and for the oldest pupils.
- Teachers have high expectations and, as a result, all groups of pupils make good progress.
- The pupils behave well in lessons where they are enthusiastic and keen to work hard.
- Pupils say they feel very safe in school because the teachers listen to them and help with any problems. They are well informed about risk and danger.
- Their positive attitudes are supported by the good spiritual, moral, social and cultural development.
- The effective leadership ensures that there are secure safeguarding arrangements and very good pastoral support from caring adults.
- Good links with parents and carers also help pupils to feel safe and greatly enjoy school.

It is not yet an outstanding school because

- The rate of progress in writing is not as fast as in reading and mathematics. This is because there are too few opportunities for pupils to write at length.
- Pupils do not always have enough time to act on teachers' comments.

Information about this inspection

- The inspector visited nine lessons and made a number of short visits to classrooms to observe teaching and learning.
- He listened to pupils read in Years 1 and 2 and observed the teaching of early reading skills in the school.
- The inspector also looked at examples of pupils' work, observed morning playtime and lunch breaks and also attended an assembly.
- Meetings were held with members of the school council, and other pupils were spoken to during lessons and breaktimes.
- The inspector held meetings with two governors and members of staff, and had a discussion with a representative of the local authority.
- In the course of the inspection, the inspector took account of 32 responses to the on-line questionnaire (Parent View), five staff questionnaires and a letter from a parent.
- The inspector observed the school's work and looked at a number of documents, including a summary of the school's self-evaluation, long-term plan and the school's analysis of current data.

Inspection team

Richard Blackmore, Lead inspector

Additional Inspector

Full report

Information about this school

- Moira Primary School is smaller than the average-sized primary school.
- Almost all pupils are White British.
- The proportion of pupils known to be eligible for the pupil premium (additional money to support pupils known to be eligible for free school meals) is broadly average.
- The proportion of pupils supported through school action is average, as is the proportion of pupils supported at school action plus or with a statement of special educational needs.
- The school is currently expanding to become a full primary school; the oldest pupils are currently in Year 4. As a result, the school has recently undergone an extensive building programme.
- The school does not use any alternative educational provision.

What does the school need to do to improve further?

- Strengthen the quality of teaching and learning, so that pupils make more rapid progress, especially in writing, by making sure that:
 - marking of pupils' work is consistently effective and there are opportunities for pupils to improve their work and respond to teachers' comments
 - pupils write more extended pieces of writing, practising skills they have been taught such as complex sentence construction

Inspection judgements

The achievement of pupils is good

- Pupils throughout the school make good progress from their different starting points that are typically below average. Attainment by the end of Key Stage 1 and when pupils leave the school is slightly above average and, as a result, achievement is good in reading, writing and mathematics.
- Children in the Early Years Foundation Stage make very good progress because outstanding teaching ensures that activities are exceptionally well linked and build systematically on previous lessons. Their progress is underpinned by the curriculum being planned in great detail and the excellent induction arrangements; as a result, children of all abilities are fully challenged during lessons.
- Pupils have regular, well-planned opportunities to read in groups, to adults and silently to themselves and, consequently, their skills are developing well. During the inspection, pupils in Years 1 and 2 discussed their books enthusiastically, describing what had happened and predicting what may happen next. They read confidently and expressively, breaking down words that were difficult into sounds they had learned and then building them up again to make sense.
- In writing, attainment at the end of Year 4 is in line with national expectations but is lower than that for reading and mathematics. Pupils across the school make slower progress in writing because teachers do not always plan enough opportunities for pupils to practise extended writing skills or at a high enough level.
- Disabled pupils and those with special educational needs make equally good progress as their classmates from their different starting points. This is due to the strong relationships that are developed between adults and pupils and the detailed assessments that are made to identify what small steps need to be taught next.
- Pupil-premium funding is used effectively. Skilled teaching assistants deliver specific programmes outside of the classroom to improve pupils' reading, writing and mathematics. Although the school's data show that the attainment of pupils known to be eligible for free school meals is still below that of other pupils, the support they are given is helping them to make good progress and to catch up with their classmates.
- Rigorous checking systems frequently scrutinise pupils' development to make certain all pupils do as well as they should and none fall behind in their lessons. This is because teachers change the plans for lessons depending on the most recent information about pupils' achievement. Any gaps in pupils' learning are quickly identified and promptly addressed.

The quality of teaching is good

- Teaching is good and sometimes outstanding. In the Early Years Foundation Stage, thorough checking of children's development enables staff to provide an excellent range of opportunities to learn very quickly. Children speedily develop the confidence to explore and find things out for themselves. Highly effective teaching of letter and sound relationships develops early reading at a fast pace.
- Teachers usually use additional adults in class well to provide small-group work, so there is always someone close at hand to check what pupils are learning, to help them when they get

stuck and to challenge them when they need it. Teaching assistants are well briefed and form a strong team with teachers to provide support in class for all pupils, including disabled pupils or those who have special educational needs, in a sensitive and unobtrusive way.

- Pupils are usually asked challenging questions during lessons that make them think hard, and teachers explain new ideas clearly. Teachers combine this approach with an effective use of imaginative resources that pupils enjoy using to help them learn independently as well as with the support from adults. One pupil said, 'Teachers make it fun, they don't just tell you, they explain it more thoroughly.'
- Teaching makes good use of information on pupils' abilities and progress to match activities to their needs. In an outstanding literacy lesson in Year 4, activities planned at different levels of difficulty presented an excellent degree of challenge for all pupils. They worked happily in groups and enjoyed studying 'In the Bleak Midwinter' for its use of similes. The teacher and teaching assistant robustly checked pupils' progress and understanding very regularly and were quick to help pupils who were struggling.
- Marking is good and some is exceptional. It praises pupils but not all teachers give pupils enough time to act on the guidance provided to make improvements to their work. In some lessons, pupils do not have enough opportunity to check their writing to see how well they are doing against the teachers' suggestions and make the changes required to improve the standard of their work.

The behaviour and safety of pupils are good

- Pupils have positive attitudes to learning and enjoy coming to school. One parent said, 'My daughter adores school and this has come from the ethos fostered by the school team.' This is seen in their above-average attendance levels. However, when teaching occasionally fails to capture pupils' interest fully, their interest wanes and some lack of focused attention and good listening is evident.
- Pupils say they feel very safe and have a good understanding of how to keep safe. They know about the different types of bullying, including cyber-bullying, and say instances of bullying of any type are rare. They place great trust in the adults to take very good care of them. Parents, too, think that the school nurtures and cares for their children extremely well.
- In lessons, there is little disruption to the flow of learning because pupils are set clear boundaries for their conduct. Consequently, classrooms are happy and friendly places to work. Around school, pupils are polite, friendly, helpful and considerate. They feel extremely safe in school, not just because adults take very effective care of them, but also because they take great care of one another.
- Pupils are caring and courteous, and treat others, whether friends or adults, as they themselves would wish to be treated. This warm atmosphere of cooperation allows pupils to focus fully on their learning and make at least good progress. Pupils' spiritual, moral, social and cultural development is effective in enabling pupils to get on with each other and care about those who are from a different background.

The leadership and management are good

- The very effective headteacher leads the school with relentless drive. She receives unreserved support from staff and governors. The checking of the school's performance is thoughtful and

self-critical. Teachers' performance is regularly checked against how much progress the pupils they teach make and how well they carry out their different roles in the school.

- School leaders have a very clear picture of the performance of all pupils, and groups of pupils in the school. They take careful note of the achievement of pupils who are new to the school, as well as those who have attended the school since joining the Reception class to ensure that any gaps in the performance of pupils are closed as quickly as possible.
- The staff sustain close links with parents and carers and the local community to include all pupils equally, to involve parents in their children's education and to enable all pupils to achieve well. Assembly themes, such as looking after the environment, also show that pupils' spiritual, moral, social and cultural development is fully promoted.
- Discrimination of any kind is not tolerated and, as a result, there is no significant variation in the achievement of different groups of pupils. This demonstrates the school's commitment to promoting equal opportunities. The school's arrangements for safeguarding pupils meet statutory requirements and much best practice is reflected in the high quality of care provided.
- The local authority has given effective advice to the school, particularly as the school expands to include pupils in Key Stage 2. It provides light-touch support and remains ready to respond to its future needs.
- The good curriculum is targeted effectively on improving skills and motivates pupils well. Pupils have good opportunities to learn across a full range of subjects. These are well planned to respond quickly to pupils' interests. Staff make good use of visits and the school grounds to extend pupils' learning experiences.
- The leadership of the school manages finances efficiently. Additional funds to assist disabled pupils and those with special educational needs are used well to enable them to learn well across the full range of learning activities.
- **The governance of the school:**
 - The governing body is effective. It has a good grasp of the strengths and weaknesses of the school, including comparisons with other schools nationally and how well different groups of pupils within the school are doing. The governing body knows how well the pupil premium funding is spent, which includes one-to-one teaching support, and checks its impact on closing the gap in the performance of these pupils with that of other groups. It is aware of the good teaching in school and how teachers' performance is managed and rewarded. Governors provide good support and challenge for the school and are determined that the school continues to improve. They regularly attend training events to improve their knowledge and expertise, such as regarding safeguarding children. Consequently, regular checks ensure that safeguarding procedures meet the current 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

Unique reference number	119906
Local authority	Leicestershire
Inspection number	400204

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 of pupils on the school roll	122
Appropriate authority	The governing body
Chair	Mark Lomas
Headteacher	Allena Bird
Date of previous school inspection	22 March 2010
Telephone number	01283 217450
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