

Moat Primary School

Juniper Avenue, Matson, Gloucester, GL4 6AP

Inspection dates

24–25 April 2014

Overall effectiveness	Previous inspection:	Inadequate	4
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because:

- There has not been enough good or better teaching for all pupils to make good progress.
- The pace of learning, although improving, is not raising standards fast enough. Attainment at the end of Key Stage 1 is not high enough.
- Older pupils have gaps in their English and mathematical knowledge and many lack confidence with their writing and calculations.
- Pupils are not always engaged in their learning. They do not take the pride they should in presenting their work neatly and do not always use marking to improve their work.
- Pupils do not always use support provided in classrooms to develop a good understanding of their learning, particularly in mathematics.
- The work that teachers set is sometimes too easy for pupils. As a result, not all pupils make the progress of which they are capable.
- Attendance is below national levels. Too many pupils take time off school.
- Subject leaders are not yet ensuring that pupils do as well as they can in each year group and that subject knowledge and skills are developed sequentially.

The school has the following strengths

- Actions taken by leaders and managers to raise standards, supported by governors, are resulting in better achievement and higher standards in reading and mathematics.
- The proportion of good and better teaching is increasing. Inadequate teaching has been eliminated.
- The teaching of phonics (the sounds that letters make) has improved.
- Children in the Early Years Foundation Stage are well taught and make good progress.
- Pupils say that they feel safe in school.
- Pupils who are known to be eligible for the pupil premium make good progress because of the good quality support they receive. The many pupils who join the school after the Reception class are well supported and settle quickly.
- Changes in staffing and leadership have been well managed.

Information about this inspection

- The inspector observed eight lessons involving five teachers. Two of the lessons were observed jointly with the headteacher.
- The inspector held discussions with school leaders, staff, the Chair of the Governing Body and a representative of the local authority.
- The inspector observed the school's work and looked at documentation including improvement plans, the systems for tracking pupils' progress, the arrangements for safeguarding pupils and samples of pupils' work. He heard groups of pupils reading and spoke with others about behaviour and safety arrangements at the school.
- There were too few responses to the online questionnaire, Parent View, for analysis. However the school's own parent survey and the views expressed by those parents and carers who spoke with the inspector at the start of the school day were taken into account. The inspector also considered seven staff questionnaires.

Inspection team

Michael Bartleman, Lead inspector

Additional Inspector

Full report

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

Information about this school

- This school is smaller than the average-sized primary school.
- Most pupils come from a White British background. A small percentage come from a range of minority ethnic groups. A few pupils speak English as an additional language.
- Since last summer there have been a number of changes of teaching staff, teaching assistants and governors. Two assistant headteachers were appointed in September 2013. The school was supported by an experienced deputy headteacher during the autumn term.
- Approximately one in six pupils is supported through school action, which is above average.
- About one in eight pupils is supported at school action plus or with a statement of special educational needs, which is above average.
- Approximately half of pupils are known to be eligible for the pupil premium (additional government funding for pupils eligible for free school meals and those in local authority care) which is above average.
- A high proportion of pupils start at the school after the Early Years Foundation Stage, and they often join part-way through the school year. In 2013 only six pupils in the Year 6 class had attended the school throughout Key Stage 2.
- The Early Years Foundation Stage is made up of one Reception class. Pupils in Years 1 and 2 are taught in two single-age classes. Pupils in Years 3, 4, 5 and 6 are taught in two mixed-age classes.
- The school has a daily breakfast club provided by the governing body.
- A private pre-school shares the school site. This was not part of the inspection and is subject to separate inspection and reporting arrangements.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- When Moat Primary School was inspected in January 2013, it was judged to have serious weaknesses. Subsequently, the school was inspected on one occasion when it was judged to be making reasonable progress.

What does the school need to do to improve further?

- Make teaching consistently good by ensuring:
 - pupils make better use of the support provided in classrooms, particularly in mathematics
 - teachers use checks on pupils' skills and understanding in lessons to make sure work is challenging enough for pupils
 - teachers have high expectations and insist on high standards of presentation
 - teachers reinforce pupils' basic mathematical and literacy skills in other subjects.
- Raise attainment in reading, writing and mathematics in Years 2 to 6 by ensuring:
 - activities in lessons develop pupils' spelling, punctuation, sentence construction and basic mathematical skills, so they are able to complete more challenging tasks successfully
 - all groups of pupils are interested and involved in their lessons and develop positive attitudes to their learning

- teachers make next steps clear in marking and pupils responding to these to improve their work.
- more-able pupils are challenged in their work.
- Improve the effectiveness of leaders and managers by:
 - developing the role of subject leaders in checking school developments, pupils' progress, the quality of teaching and what is taught within their subject area.
- Work more closely with parents and carers to ensure their children attend school regularly.

Inspection judgements

The achievement of pupils

requires improvement

- Pupils' achievement is not yet consistently good across the school. More-able pupils are not given challenging enough work.
- Many pupils lack confidence with their spelling, punctuation, grammar and basic mathematical skills. This limits their ability to complete more challenging tasks successfully. Pupils do not make sufficient use of support provided in classrooms to aid their learning.
- Children enter the school with levels of development below those expected for their age, particularly in their personal and social skills and in language and communication. They are well taught and make good progress. Children in 2013 entered Year 1 at levels expected for their age.
- Standards at the end of Key Stage 2 rose in 2013 to above national levels in reading, writing and mathematics. However, few pupils attained the higher Level 5.
- The school's information on current pupils shows that achievement is improving and previous underachievement is being addressed, although there is a small proportion of pupils in each year group who have gaps in their learning. Standards are low in Years 2 to 6. Progress varies too much between groups and across different subjects.
- The school has worked effectively to improve the teaching of phonics, and this has started to develop pupils' knowledge more securely. Following disappointing results in the phonics screening check in 2013, there is currently strong improvement because of daily, systematic teaching of phonics in small groups.
- Pupils have many opportunities to read for a variety of purposes in lessons. The improvements in guided reading were evident in the activities provided in some classes. The additional support provided for pupils who do not read with confidence, including daily reading to adults, has ensured that their progress is similar to that of their classmates. Attainment in reading was above national levels in Year 6 in 2013. Currently it is below national levels in Year 2 and Year 6, in part due to the number of pupils who have recently joined the school and, despite good progress, are working at levels below those expected for their age.
- Disabled pupils and those who have special educational needs make similar progress to their classmates due to highly focused one-to-one and group sessions. Pupils who are learning English as an additional language and the few from minority ethnic groups are making good progress to reach similar standards as their classmates.
- Pupil premium funding is used to provide additional teaching assistants and to fund visits and nurturing activities, including breakfast club. The attainment of pupils supported by the pupil premium in reading, writing and mathematics in Year 6 in 2013 was the equivalent of two terms behind their classmates. Most eligible pupils currently in the school are making better progress than their classmates.

The quality of teaching

requires improvement

- Teaching requires improvement because it is not consistently good enough to ensure that all groups of pupils make good progress from their starting points and reach the highest levels of which they are capable. Teachers do not have high enough expectations of pupils and of the presentation of their work. They do not always check on pupils' understanding and ensure work is challenging enough.
- Teachers' expectations that pupils will apply their knowledge and skills in reading and writing in all subjects are not high enough. Teachers seldom remind pupils to use the correct grammar and punctuation, and to present their work to a high standard outside their English lessons. Pupils do not use resources in classrooms enough in mathematics, particularly at Key Stage 2, to support and extend their learning.

- Teachers do not always check pupils' understanding in lessons to ensure that work is of the right level of difficulty.
- The headteacher has focused on improving teaching and has given clear direction to staff. Expectations have been raised and inadequate teaching has been eliminated. This has resulted in more pupils making faster progress and a greater percentage of good elements to teaching, although more-able pupils are not always given work that is hard enough.
- Changes in teaching staff have meant that some cohorts of pupils have had several different teachers and interruptions to their learning. Staffing is now more stable with subsequent improvements in pupils' progress and attitudes.
- Enthusiastic teachers make learning enjoyable for most pupils and use resources, for example video clips, to develop appropriate language.
- Phonics is now well taught so that most pupils are confident when reading new words. However not all older pupils enjoy their reading or read regularly outside school.
- Teaching assistants effectively promote learning and good behaviours in lesson and when supporting pupils in their work.
- Teachers' marking praises what pupils have done. However, it does not always explain what pupils need to do to improve their work. If the teacher has written a comment not all pupils respond to this advice to improve their work or to correct their misconceptions.
- Good teaching in the Reception class and Year 1 helps pupils acquire new knowledge, skills and understanding quickly. Activities are inspiring and pupils want to do their best. In the Reception class, children are motivated by the pirate topic, wanting to write questions to 'Pirate Pete'. Children cooperate well. High-quality questioning and discussions with a partner help them to think through their ideas and gain confidence before writing.

The behaviour and safety of pupils

require improvement

- The behaviour of pupils requires improvement. Although behaviour has improved with new nurturing activities, rewards and sanctions, it is still not good enough. A minority of older pupils do not have positive attitudes to learning or pride in their work. Previous underachievement, gaps in their learning and a lack of self-confidence hinder progress. A few pupils are slow to settle at the start of lessons as teachers' expectations are not high enough.
- Although attendance has improved since the previous inspection it is still below average. Leaders are not working closely enough with parents and carers to show the value of children attending school regularly. Recent improvements reflect leaders' robust procedures and the support of the learning mentor.
- Around the school and in the playground, pupils from different backgrounds relate well to one another, taking good care of younger pupils. They learn to appreciate difference and diversity. The school promotes equality of opportunity, fosters good relations and tackles discrimination well. There are no recorded incidents of harassment.
- Teachers encourage pupils to discuss their work and work together, which develops their social skills well.
- Pupils take some responsibility, for example, as monitors, playground buddies and councillors which develops personal skills well. Pupils spoken to expressed a wish for further opportunities to take responsibility.
- School records confirm that pupils' conduct has improved over time, although it is not yet good. Pupils who find it difficult to manage their own behaviour are increasingly well supported by the learning mentor.
- The school's work to keep pupils safe and secure is good. Pupils spoken to say that they feel safe in school. They learn how to keep safe; for example, when using the internet. They have a good knowledge of all forms of bullying. Pupils say bullying does happen but school leaders are quick to respond to sort it out. School records confirm their view is accurate. Strong links with health and social care professionals, together with staff who know their pupils well, help to give sensitive support for pupils whose home circumstances may make them

potentially vulnerable.

The leadership and management

require improvement

- school is emerging from a period of transition. Although there were improvements in teaching and pupils' achievement last year, leaders have not yet consistently managed to ensure all pupils' reach good levels of attainment and attendance, so leadership and management require improvement. Subject leaders are at an early stage of development and not all have had sufficient opportunities to check on the quality of teaching and learning in their subject areas or to ensure that knowledge and skills are taught sequentially.
- The headteacher has successfully changed the climate of the school to one where more pupils want to succeed. Changes to the staffing structure have enabled leadership roles to start to be developed. Staff are positive about the changes and praise the headteacher for her support and drive in improving pupils' and teachers' expectations.
- The school reviews all aspects of its work regularly and has developed good systems to track and monitor pupils' progress termly. Targets for teachers are robust and are well linked to the progress of pupils.
- The headteacher has an accurate view of the school's strengths and areas for development. The information is used to write clear plans for improvement. Plans to raise standards are directly linked to checking the quality of teaching and pupils' progress. Plans are frequently checked and are helping improve achievement. The improvements made since the previous inspection show that the school has capacity for further improvement.
- The teaching of writing is less secure across the school. Currently a minority of pupils are not making sufficient progress in writing in Years 2 to 6. Although there is a specific focus on writing, this is not being followed through effectively in all classes.
- Parents and carers are positive about the recent changes at the school, after a period of turbulence, and of the improved communication between them and class teachers. They feel that they are welcomed more often into the school, for example at the morning stay and share sessions in the Reception class and the read together library sessions.
- The curriculum provides a good range of activities which the pupils find enjoyable and which promote spiritual, moral, social and cultural development well. However at times the thematic approach does not allow the development of subject skills and understanding effectively.
- The additional government sports funding is well used to extend participation in after-school clubs and to increase opportunities for inter-school competitions. The headteacher has plans to closely monitor the impact of the funding.
- The local authority has provided effective support for the school and has helped the headteacher to raise standards and to make sure that her view of the school's effectiveness is accurate.
- **The governance of the school:**
 - The governing body acknowledges that the school offers an important educational experience for its families. Governors have been active in considering options for the future, which they admit has caused some turbulence in leadership. Governors know the school's strengths and what the school needs to do to keep improving. They have an understanding of the data on the school and how well the school is doing compared with others. Governors are supportive and visit the school regularly. They are increasingly well informed about the quality of teaching and pupils' achievement. They discuss whether the extra pupil premium and the new sports funding have been spent effectively. Governors are now better informed about the management of teachers' performance and the national Teachers' Standards and how these affect pay rises and promotion. They are also aware of what support has been provided to improve teaching and to tackle underperformance. Governors monitor spending carefully, and ensure that they fulfil statutory duties for safeguarding and child protection 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	133253
Local authority	Gloucestershire
Inspection number	441920

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	137
Appropriate authority	The governing body
Chair	Judith Sales
Headteacher	Kirsti Ashman
Date of previous school inspection	12–13 February 2013
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