

# Moat House Primary School

Deedmore Road, Coventry, West Midlands CV2 1EQ

## Inspection dates

9–10 July 2019

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Requires improvement</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- The headteacher has an ambitious vision for the school and is determined to see it succeed. Leaders, staff and pupils share his views.
- Pupils are proud to attend Moat House Primary and they enjoy welcoming visitors to their school.
- The quality of teaching is good. Teachers' subject knowledge is secure. Their effective use of questioning ensures that most pupils deepen their learning. Pupils say, 'Every day we learn new things.'
- The governing body supports and challenges the school. Governors have a clear understanding of the difficulties the school faces and they are determined in their actions to pursue improvements.
- Pupils with special educational needs and/or disabilities (SEND) are making good progress because they are well supported.
- Attainment in reading and mathematics is rising rapidly and moving securely towards that seen nationally. Pupils are making up quickly for weak teaching in the past.
- Children in early years get off to a good start. They make strong progress.
- Parents and carers are positive about all aspects of the school. They appreciate the welcoming atmosphere.
- Arrangements to keep pupils safe are effective. Robust systems and procedures are in place. Pupils are well cared for, and a proactive culture of safeguarding permeates the school.
- Phonics teaching is strong in the early years and key stage 1. Home reading books are matched correctly to pupils' reading abilities. However, across the school, too few pupils display a love of reading.
- In writing and mathematics, pupils have a wide range of opportunities to develop and apply their knowledge and skills. However, work set does not always challenge the most able pupils.
- Leaders have a clear rationale for the curriculum. It offers pupils a wide range of interesting and engaging learning experiences. However, the development of knowledge and skills in science is not taught in a carefully planned sequence.
- Despite the school's best efforts, attendance remains below the national average. This is a result of factors outside of the school's control. The school has robust systems in place to promote attendance and tackle absence.

## Full report

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

- Further improve the quality of teaching, learning and assessment across the school by:
  - ensuring that work set by teachers in writing and mathematics is consistently well matched to the abilities of the most able pupils
  - building on the recent positive initiatives to raise the profile and love of reading across the school, so that pupils make even better progress and outcomes in reading continue to rise.
- Improve leadership and management by further developing the science curriculum, so that there is progression in pupils' knowledge and skills in this subject.
- Continue to work with parents and carers so that attendance levels rise and fewer pupils are persistently absent.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- The headteacher has a clear and ambitious vision for the school. He is keen for the school to succeed. Other leaders, staff and pupils share his vision. The headteacher has worked relentlessly to tackle weaknesses across the school and has been effectively supported by the team of staff.
- Using a range of information, leaders have self-evaluated accurately and identified key areas for improvement. Subsequently, they have formulated one-page improvement plans that are clear, detailed and relevant to the needs of the school.
- Staff speak positively about the school and are proud to work there. They respect the leaders of the school and feel well supported. Staff particularly value training opportunities, which have enabled them to improve their teaching skills. In the staff survey, some members of staff expressed concern about workload and the impact this is having on their well-being. However, leaders have plans to address this from September.
- Parents are overwhelmingly positive about all aspects of school life. They say that their children are happy and cared for in a nurturing environment. Parents also comment about the effective provision for pupils with SEND.
- The school is very inclusive. The leadership of the provision for pupils with SEND is strong. Identification of pupils and their particular needs is carried out in a timely manner. There is effective collaboration between school staff, parents and external agencies. Support staff play a key role in assisting pupils with SEND. The leader for this area has a well-informed knowledge of the pupils' needs and oversees the interventions.
- Middle leaders provide the headteacher with valuable support. They have been instrumental in securing many of the recent improvements across the school. They are enthusiastic about the part they play in supporting teaching and learning and are keen to further develop their work within their areas of responsibility. They feel well supported in their roles. They have provided training and support for staff and feel that this has been useful. Middle leaders use assessment information and other evidence well to evaluate the impact of their actions.
- Leaders have identified barriers to learning for disadvantaged pupils. Additional funding is used to ensure that these pupils are fully included in all aspects of school life. Where appropriate, they are given extra help with their learning and development. Expenditure of pupil premium is managed effectively, and the impact is clearly evident in the progress made by disadvantaged pupils.
- The newly appointed leader makes good use of the primary school physical education (PE) and sport premium funding. Staff have received support and training to improve their skills when teaching PE. This has improved their confidence. Effective use of the funds enables pupils to engage in a range of sporting competitions outside of the normal school day. Initiatives have raised the profile of sport across the school.
- There are clear systems for managing pupils' behaviour. They are applied consistently across the school. Incidents are dealt with in a proportionate manner. Leaders and

staff ensure that there is appropriate support for pupils whose behaviour can be challenging.

- The curriculum has been designed with a particular focus on embedding and reinforcing knowledge and skills. There is clear evidence in books and around the school of the range and quality of subjects being taught. There are opportunities to reinforce English skills in other subjects across the school. However, the development of knowledge and skills in science is not taught in a carefully planned sequence.
- The curriculum is enriched through a range of trips, including a visit to Cadbury World, which Year 4 pupils are looking forward to. A residential trip to Dol y Moch is also arranged for older pupils. A wide range of after-school clubs are offered, including art, ukulele, drama, football and netball. The school has its own apiary and produces Moat House honey that is used in the breakfast club.
- Provision for pupils' spiritual, moral, social and cultural development is effective. Pupils talk articulately about the differences between right and wrong and they understand the consequences of their actions. They enjoy working as a team and show respect for each other. Pupils have a growing understanding of British values, particularly with reference to democracy, where they can give examples of how this has been demonstrated in school. Pupils have a growing understanding of cultures and customs that exist beyond their immediate community.

## **Governance of the school**

- Governors are clear about their responsibility to keep pupils safe, and this is their highest priority. Good systems are in place for them to monitor the school's safeguarding policy and practice effectively.
- Governors have an aspirational vision for the school and its pupils. They have an understanding of pupils' starting points. Governors are aware that pupils' outcomes will only continue to improve as a result of a relentless focus on improving the quality of teaching and learning. Governors say that they want pupils 'to achieve their full potential and be provided with every opportunity to achieve their dreams'.
- Governors have a good understanding of the school's current priorities. They provide a good balance of support and challenge to school leaders. They use a range of information, including that gathered through visits to the school, to ask pertinent questions to bring about improvements.
- Governors know how the pupil premium is spent and the general impact this has. They are clear about how the sport premium is used and the benefits this is having on improving pupils' health and fitness.

## **Safeguarding**

- The arrangements for safeguarding are effective.
- A strong culture of safeguarding permeates the school. Staff are aware that safeguarding is the responsibility of everyone. They undertake regular training in relation to safeguarding and, as a result, they fully understand their roles and responsibilities. Leaders with responsibility for safeguarding have undertaken relevant

training at an appropriate level to ensure that they fulfil their roles effectively.

- Records of concern about individual pupils are maintained accurately, and leaders follow up any concerns with external agencies to ensure that action is taken when needed and support is provided.
- The school has clear systems in place if a pupil makes a disclosure or an allegation. Leaders provide the appropriate level of support and intervention to keep pupils safe.
- Procedures for the checking and recruitment of staff are thorough.

## Quality of teaching, learning and assessment

**Good**

- Teachers have a secure subject knowledge. They consistently model language linked to mathematics and English grammar, which is mirrored by the pupils. This helps pupils to explain their understanding of a concept in lessons. The development of pupils' vocabulary and improved language acquisition has been a key focus of the school.
- Throughout the school, teachers and teaching assistants use open questions effectively to encourage pupils to think, deepen their learning and correct misconceptions. As a result, pupils are confident learners who are keen to improve their ability to deal with challenging tasks. They are not afraid to make mistakes.
- Teaching staff work closely together in order to provide each other with support. They share their expertise in planning interesting learning experiences for pupils.
- The teaching of reading is consistently strong in early years and key stage 1. Teachers have a good subject knowledge and they model sounds accurately. As a result, pupils use their knowledge of phonics to decode unknown words with confidence. Reading books are well matched to the ability of individual pupils and contain the sounds they have already learned. In key stage 2, pupils continue to read with confidence and fluency. However, too few pupils displayed a real love of reading and most were unable to name their favourite book and/or author.
- Across the school there is a consistent approach to the teaching of writing. In all classes, teachers focus on presentation, and as a result pupils take a pride in their work. Teachers give spelling a high priority. Pupils apply their writing skills in a range of contexts and genres. There are also opportunities for pupils to reinforce and apply their writing skills in other subjects, such as history. However, teachers do not always plan work that is matched closely enough to the needs and abilities of the most able writers.
- In mathematics, pupils are taught a range of concepts and pupils can recall basic numeracy facts and use these in problem-solving activities. Pupils are given opportunities to reason mathematically. However, teachers do not always plan work that is matched closely enough to the needs and abilities of the most able pupils.
- Pupils with SEND are well supported across the school. Appropriate resources and effective assistance from additional adults encourage their independence. Pupils with SEND are fully included in all aspects of learning. Interventions, linked to specific needs, are used to provide extra help for these pupils and have a positive impact on pupils' progress. The interventions are delivered at times that do not restrict pupils' access to the full curriculum.
- Teachers have high expectations of behaviour and plan exciting lessons to engage

pupils fully in their learning. In most cases, pupils stay focused, concentrate well, take responsibility for their learning and make good progress.

## Personal development, behaviour and welfare

Good

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils embody the school's value of 'working together'. They are proud to attend Moat House Primary and speak fondly of their school.
- Pupils say that they feel safe and they attribute this to the caring nature of the staff and the support they receive from their friends. Pupils have positive relationships with staff, which were evident throughout the inspection. Relationships across the school are underpinned by mutual respect. Pupils say that their teachers are 'kind, generous and always helpful'.
- Pupils work independently when required. Pupils also work well as a team because staff support them to develop their skills of collaboration.
- Pupils speak articulately about how to keep themselves safe online. From the outset, pupils have an understanding of how to keep healthy. They talk confidently about eating a balanced diet and engaging in regular exercise.
- The breakfast club provides a calm and nurturing start to the school day. Pupils enjoy a healthy breakfast and time to sit and chat with their friends. Staff know the pupils and are alert to their needs.

### Behaviour

- The behaviour of pupils is good.
- Pupils are very positive and they respond to praise. They are polite, courteous and welcoming to visitors. Pupils say good morning, hold doors open and they are keen to shake hands with visitors. They value friendship and are always happy to help each other around the school.
- The vast majority of pupils know how to conduct themselves. They are calm and walk around the school sensibly. They cooperate well with each other during lessons and at breaktimes. On the whole, pupils respond promptly to adult instructions.
- Pupils who struggle to make appropriate choices about their behaviour are provided with support that is matched to their individual needs. Clear sanctions and restorative conversations are used effectively to support these pupils. There have been no fixed-term or permanent exclusions this year.
- Pupils have a clear understanding of the different types of bullying, including cyber bullying. An older pupil defined bullying to a younger pupil in front of the lead inspector with great clarity.
- Pupils say that when negative behaviour does occur, staff deal with it swiftly and effectively. This view is also held by parents, who feel that staff deal with behaviour issues promptly.
- The school has clear systems in place to promote good attendance across the school.

Key members of staff have well-defined roles in relation to following up absence. School leaders are determined to see attendance improve. Despite these efforts, attendance remains below the national average, and the number of pupils who are regularly absent is greater than that seen nationally. However, a large number of absences are outside of the school's control. When these absences are taken into account, levels of attendance and persistent absence are very close to national figures.

## Outcomes for pupils

## Requires improvement

- In the past, pupils have not made the progress that they should have done by the end of key stage 2. However, this is rapidly changing. Stronger teaching that is better matched to pupils' needs and abilities is helping pupils to catch up and achieve their potential.
- The school's assessment information and evidence in pupils' books show that pupils are making better progress in reading and mathematics across the school. Attainment in these subjects is rising and moving securely towards the national average.
- In 2017 and 2018, pupils built well on their prior attainment in writing. The school's assessments and work in pupils' books show that this is continuing.
- Pupils' books show that their literacy skills are being reinforced in other areas of the curriculum, such as history. This is consistent across all year groups and is having a positive impact on standards, particularly in writing.
- The school's assessment information and work in books indicate that current pupils with SEND are making good progress. These pupils benefit from the support they receive in class, in small groups and on a one-to-one basis to promote their learning and independence.
- Across the school, disadvantaged pupils are making much-improved progress in reading, writing and mathematics. The school has successfully diminished the difference between disadvantaged pupils and other pupils in the school.
- The proportion of pupils who reached the expected standard in the Year 1 phonics screening check has been in line with national figures for the last two years. There is a consistent approach to the teaching of phonics across the school.
- The most able pupils do not always achieve as well as they could in writing and mathematics by the end of key stage 2. This is because they are not always sufficiently challenged in these curriculum areas.

## Early years provision

## Good

- Children enter the early years with skills and abilities below those typical for their age. The proportion of children leaving Reception having achieved a good level of development is in line with the national average. Children in early years make strong progress and are well prepared for Year 1.
- Key staff who are responsible for leadership are enthusiastic, skilled and knowledgeable. All staff use assessment information effectively to tailor planning and teaching to the learning needs of different groups of children.
- When children begin their learning journey in the Nursery and Reception years, they

are happy and ready to learn. This is a result of an effective transition process that enables them to transfer smoothly into school from home and other settings.

- Children are happy, confident and keen to share their ideas with others. A positive ethos exists within the setting. Strong relationships are evident and pastoral care is highly effective. Children are happy to talk to visitors and they were keen to shake the hand of the lead inspector.
- Children are busy learners and engaged in purposeful learning activities. Teaching is exciting, and activities build on previous learning. Children are developing well into independent learners. Adults use open questions skilfully to encourage children to think, guide learning, develop language skills and maximise progress.
- The indoor learning environment is welcoming, colourful and supports different areas of learning. The outdoor learning environment is well-resourced, spacious and provides children with a wide range of learning opportunities. Children thrive in the early years setting and delight in the range of activities.
- The teaching of early reading is effective and is underpinned by regular phonics sessions. Staff model how to use sounds and letters to read and write simple words effectively. Children then complete related activities. Children glow with pride when they achieve success.
- The school has established strong links with families that have a positive impact on children's learning. Parents are fully encouraged and supported to play a part in their child's development.
- Safeguarding arrangements in the early years are effective. Children feel safe and secure. Relevant staff hold paediatric first-aid certificates and they follow safeguarding procedures with the same rigour as the rest of the school. All welfare requirements in early years are met.



## School details

Unique reference number	133474
Local authority	Coventry
Inspection number	10088490

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	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	423
Appropriate authority	The governing body
Chair	Sandra Horton
Headteacher	Alasdair Black
Telephone number	02476 612073
Website	<a href="http://www.moathouse.coventry.sch.uk/">www.moathouse.coventry.sch.uk/</a>
Email address	<a href="mailto:office@moathouse.coventry.sch.uk">office@moathouse.coventry.sch.uk</a>
Date of previous inspection	29–30 March 2017

## Information about this school

- Moat House Primary is a larger than average-sized primary school.
- The school has a Nursery, providing part-time morning and afternoon places.
- Pupils come from a range of different ethnic backgrounds.
- The proportion of disadvantaged pupils is above average.
- The proportion of pupils who speak English as an additional language is above the national average.
- The proportion of pupils with SEND is above the national average. The proportion of pupils who have an education, health and care plan is above the national average.
- The school has a breakfast club. This provision is managed by the governing body.

## Information about this inspection

- The inspectors held meetings with the headteacher and other key leaders. The lead inspector spoke with five members of the governing body, including the chair. The lead inspector discussed the school with a representative from the local authority.
- The inspectors made visits to classrooms on both days of the inspection. Some of these visits were with the headteacher and deputy headteacher.
- The inspectors scrutinised a wide selection of pupils' books from different subjects. This was carried out during visits to classrooms and through formal scrutinies of pupils' books, carried out alongside school leaders.
- The inspectors spoke to pupils formally and informally. Two groups of pupils met with inspectors to discuss a range of issues. Another two groups of pupils accompanied inspectors on walks around the school. A number of pupils read to inspectors. The inspectors observed behaviour in classrooms, in corridors, in the hall at lunchtime and outside on the playground.
- One inspector visited the breakfast club.
- Two inspectors talked to parents before school. The lead inspector also considered the 10 responses to Ofsted's online questionnaire, Parent View, and the nine free-text responses received during the inspection.
- The lead inspector considered the 27 responses to Ofsted's staff survey.
- Various school documents were scrutinised, including the school's self-evaluation, a range of one-page improvement plans, records of monitoring and minutes of governing body meetings. Information about pupils' progress, behaviour, attendance and safety was also analysed and discussed with a number of leaders.
- Documents relating to safeguarding were checked, and the lead inspector looked at published information on the school's website.

## Inspection team

Wayne Simner, lead inspector	Her Majesty's Inspector
Graeme Rudland	Ofsted Inspector
Anne Potter	Ofsted Inspector

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