

Moat House Primary School

Inspection report

Unique Reference Number	133474
Local Authority	Coventry
Inspection number	316126
Inspection dates	3–4 October 2007
Reporting inspector	Derek Watts

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 on roll	
School	303
Appropriate authority	The governing body
Chair	Terry Bond
Headteacher	Peter James
Date of previous school inspection	1 November 2003
School address	Deedmore Road Wood End Coventry CV2 1EQ
Telephone number	02476 612073
Fax number	02476 610575

Age group	4–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Moat House is a larger than average primary school. About three quarters of the pupils come from a White British background. The remainder come from a wide range of minority ethnic groups. An increasing number of pupils speak English as an additional language and a significant proportion of these are at an early stage of learning English. The proportion of pupils with learning difficulties and/or disabilities is above average. The school serves an area of social and economic disadvantage and this is indicated by the extremely high proportion of pupils eligible for free school meals. Moat House was formed in Sept 2002 and the school moved into new accommodation in September 2004. The children's centre on site provides before and after school care.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Moat House is a good school with outstanding aspects to its work. Pupils achieve well and their personal development is outstanding. Parents hold very positive views about the school and are pleased with the care and the education provided. Typical comments include, 'The children enjoy school and make good progress', 'I can see much improvement in my children thanks to the school' and 'The school always puts the children first'.

Good leadership and management are key factors contributing to the school's success. An experienced, enthusiastic and well-respected headteacher provides outstanding leadership. As one parent wrote, 'Our headteacher expects the children to work hard and is very caring towards them' and another stated, 'The headteacher is great'. He is well supported by senior staff and subject leaders, who all make a valuable contribution to the school's performance. With his staff, the headteacher has created an extremely positive school climate for pupils and staff to learn. Teamwork among the staff is one of the school's many strengths and across the school there are high expectations and a relentless commitment to making the school even better. Raising standards and providing high quality education and care for all pupils are part of the school's culture and fabric. Rigorous self-evaluation means that the school has an accurate view of how well it is doing and it takes effective action to bring about improvements. Good assessment and tracking mean that the school has a clear overview of every child's progress.

Outstanding care, guidance and support contribute significantly to pupils' academic and personal development. In this extremely positive and harmonious school community, all pupils are valued. They thoroughly enjoy school and this is reflected by their enthusiastic participation in activities and improving attendance. High expectations by all staff and outstanding relationships lead to exemplary behaviour. Pupils show a good understanding of the importance of healthy lifestyles and how to keep safe. They readily take on additional responsibilities to help the school and the wider community. The school works well with a range of external agencies to provide well-targeted support for pupils who need extra help, particularly looked after pupils, those with learning difficulties and/or disabilities and those at an early stage of learning English.

The children make good progress in the Nursery and Reception but standards are below those typically expected when they start in Year 1 because of their very low starting points. In Years 1 to 6, pupils make good progress because of good teaching and a well-planned curriculum. Teaching is enthusiastic and the purpose of lessons is made clear. Pupils respond very positively to their teachers' clear instructions, explanations and questioning. The school has focused on raising achievement and standards through Intensive Support Programmes during the past two years. This action has been successful in improving progress for most pupils but the school is not complacent and is aware that there is still more to do because not enough pupils reach the higher levels in English and mathematics. By Year 6, standards are below average in English but average in mathematics and science. Pupils at Moat House Primary are well prepared for the next stage of their education.

Effectiveness of the Foundation Stage

Grade: 2

Children enter the Reception with standards well below those expected at this stage. A significant number have very limited language and social skills. Very good induction arrangements enable children to settle quickly. One parent wrote, 'My daughter has settled really well in the Nursery

as my son did before her. The staff are brilliant with children and give them the start they need'. Good teaching and a stimulating curriculum are provided in the Foundation Stage. As a result, children are enthusiastic and make good gains in their learning. However, because of their low starting point, very few reach the expected standards by the end of Reception. They make excellent progress in personal, social and emotional development. The school is currently improving the transition from Reception to Year 1.

What the school should do to improve further

- Increase opportunities for the more able pupils to undertake independent study and engage in problem solving activities to raise their achievement and attain above average standards in English and mathematics.

Achievement and standards

Grade: 2

Pupils' achievement is good overall. Children make good progress in the Foundation Stage. Pupils build on this good start as they move through Years 1 and 2. Standards in Year 2 are usually below average in reading, writing and mathematics. In Years 3 to 6, achievement and standards have steadily improved. As a result, pupils are now achieving well and standards are broadly average by Year 6 although they are lower in English than in mathematics and science. Across the school, too few pupils attain the higher levels in English and mathematics. Pupils with learning difficulties and/or disabilities make good progress because of the effective care and support provided. Those at an early stage of learning English are well provided for. They make good progress in English language and have full access to the curriculum. Challenging targets are set as part of the drive to raise achievement and standards.

Personal development and well-being

Grade: 1

Spiritual, moral, social and cultural development is outstanding. Pupils are extremely enthusiastic and show very positive attitudes to learning. They celebrate and embrace the different cultures and faiths within the school. Attendance has steadily improved to average levels because of the school's action. Behaviour is outstanding because of consistently high expectations by staff, excellent relationships and effective reward systems. Pupils adopt healthy lifestyles and possess a good understanding of the importance of healthy diets and taking regular exercise. Pupils thrive on additional responsibilities. Those on the school council take their responsibilities seriously and have made valuable contributions to improving playground facilities, the lunchtime menu and having fresh water readily available. The raising of funds for a variety of charities such as Red Nose Day and Children in Need contributes to the wider community. At Moat House, pupils are well prepared for the future because they have extremely well developed personal and social skills. In addition to these, they make good progress in acquiring and using literacy and numeracy skills.

Quality of provision

Teaching and learning

Grade: 2

Teachers have established high expectations of learning and behaviour and pupils respond extremely well to these. Teachers effectively share the purpose of the lesson, so that pupils

know what they are expected to learn. Instructions, demonstrations and explanations by teachers are clear and informative. Pupils are attentive and respond extremely well to their teachers. As pupils remarked, 'Teachers make lessons exciting'. Good opportunities are provided for pupils to discuss their work, particularly in pairs, and this contributes well to their speaking and listening skills. Teachers use assessment information effectively to match tasks to pupils' ability and needs. As a result, pupils' interest is maintained and they make good gains in their learning. Pupils are generally challenged well but the development of advanced skills such as planning, independent study and problem solving are underused to stretch the more able. Teaching assistants provide effective support for pupils who need it. Just occasionally, introductions can be too long and the pace of learning slows. The marking of pupils' work is positive and constructive. Good work is praised and there are comments to help them to improve.

Curriculum and other activities

Grade: 2

The curriculum enables pupils to make good progress and makes an outstanding contribution to their personal development. Provision for English and mathematics is effective and accounts for pupils' good progress in literacy and numeracy. Good opportunities for practical investigations in science have contributed to the year-on-year improvements in science. There are good links between subjects which add enjoyment, interest and relevance to pupils' learning. For example, there are impressive drawings and patterns reflecting different religions. A good range of clubs, including athletics, basketball, football, guitars, recorders and tennis, contribute to pupils' enjoyment and interests. Health and safety education are promoted well through a well-planned personal, social and health education (PSHE) programme and other activities.

Care, guidance and support

Grade: 1

Excellent pastoral care and support contribute extremely well to pupils' personal development. Procedures to ensure pupils' protection and safety are highly effective so pupils are safe and secure at school. Staff know the pupils extremely well and have established excellent relationships with them and their parents. As parents wrote, 'The teaching staff are very positive and caring. They take on board everyone's views'. The school, in partnership with external agencies, provides excellent care and support for pupils with learning difficulties and/or disabilities and looked after pupils. As a result, these pupils thrive and make good progress. Systems for assessing and tracking pupils' attainment and progress are good. Assessment information is used well to plan teaching and to set challenging individual learning targets in English and mathematics, although targets for the more able could be even more challenging.

Leadership and management

Grade: 2

Leadership and management successfully promote effective educational provision and care and this results in positive outcomes for pupils.

The headteacher has provided outstanding direction in this relatively new school. Other responsibilities are effectively shared among the teaching force which makes a good contribution to the leadership of the school. The school has an extremely positive culture where all staff are

focused on raising standards and ensuring that all pupils receive high quality care and education regardless of their background.

Good self-evaluation means that the school knows what it does well and takes effective action to bring about improvements. Leaders are aware that there is more to do to raise achievement and standards for the more able. Good use is made of the local authority in school improvement issues. Improved achievement and standards, better attendance and pupils' outstanding personal development demonstrate the school's good capacity to improve.

The governors have a good understanding of the school's challenging circumstances and its performance. The chair of governors is particularly experienced and knowledgeable. Like the staff, governors are committed to school improvement and raising standards. Governors provide strong support and constructive challenge.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

5 October 2007

Dear Pupils

Inspection of Moat House Primary School, Coventry, CV2 1EQ

Thank you so much for welcoming us into your school and showing us your work. We enjoyed our visit and would like to tell you what we found out. Moat House is a good school with some outstanding features and one you can be very proud of.

These things are strengths of the school.

- You clearly enjoy school and take part in activities with great enthusiasm.
- The school has a very positive and pleasant atmosphere.
- Children in Nursery and Reception get off to a good start.
- Teaching is good which is why you are making good progress.
- You are friendly and polite and get on extremely well with other pupils and adults.
- A good range of additional activities and clubs is provided.
- Your behaviour is outstanding in lessons and around the school.
- Your headteacher leads the school exceptionally well and is well supported by other senior staff.
- Staff know you very well; they take very good care of you and give you excellent support.
- Your parents are very pleased with the care and education provided.

There is one thing the school has been asked to improve.

- Some of you could undertake harder activities so that you make even more progress in English and mathematics.

Finally, thank you once again for all your help. We wish you all the best for the future.

With kind regards

Derek Watts Lead inspector

5 October 2007



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Derek Watts
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