

Moons Moat First School

Inspection report

Unique Reference Number	116765
Local Authority	Worcestershire
Inspection number	338886
Inspection dates	14–15 December 2009
Reporting inspector	George Logan

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

Type of school	First
School category	Community
Age range of pupils	3–9
Gender of pupils	Mixed
Number of pupils on the school roll	237
Appropriate authority	The governing body
Chair	Maureen Hudson
Headteacher	Sara Fisher
Date of previous school inspection	6 May 2007
School address	Cleeve Close Church Hill Redditch
Telephone number	01527 61498
Fax number	01527 585295
Email address	office@moonsmoat.worcs.sch.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2009

Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 12 lessons and held meetings with the chair of governors, staff and pupils. They observed the school's work and looked at pupils' written work, records of their progress, lesson-planning, playtime activities and the school's self-evaluation documents, including records of teaching and the main improvement plan. Inspection questionnaires were received from staff, pupils and from 38 parents.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how well pupils make progress through the school and the standards they reach, particularly in Year 2 and Year 4, where performance was not so good in 2009
- how consistent and effective the teaching is and how well staff use assessment to plan work for pupils at the right level
- the effectiveness of school leaders - including senior leaders, middle managers and governors, and how accurately they evaluate the school
- how successfully the school is dealing with the declining attendance and with pupils arriving late to school in the morning.

Information about the school

This is an average-sized school. The pupils are predominantly White British. The number of pupils entitled to free school meals is slightly higher than in most schools. An above-average proportion of pupils have special educational needs and/or disabilities. The majority of these have moderate learning difficulties or speech and language issues. Most children join the Early Years Foundation Stage in the Nursery class, although around one quarter starts in the Reception classes. There is an outreach base for a local children's centre on the premises.

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?

3

The school's capacity for sustained improvement

3

Main findings

Moons Moat First School has a range of strengths and some areas for further development. The promotion of pupils' personal development is particularly successful. Adults provide good pastoral care and support and this is reflected in pupils' good behaviour and good attitudes to learning. Pupils enjoy school and feel safe there. They are very confident about raising any concerns with staff and know they will receive a prompt response. In spite of the school's best efforts, however, attendance has been in sharp decline and is now low. In this challenging community, increasing mobility and some underlying lack of commitment to education mean that too many pupils do not attend regularly or on time. This is having a detrimental effect on pupils' achievement and is hampering the school's efforts to raise standards. For example, more than half of the pupils in Year 2 in the last school year were absent for more than one day in every ten. The school has very limited external support to tackle this problem.

Children make good progress in the Nursery. Until recently, there have been inconsistencies in teaching and outcomes in the Reception classes. As a result, children's overall progress in the Early Years Foundation Stage has been satisfactory and standards are still well below the expected level on entry to Year 1. Currently, teaching is more consistent and progress has improved. Although pupils typically learn more rapidly in Years 1 and 2 than elsewhere, there are inconsistencies between classes and subjects. Standards at the end of Year 2 fell sharply in 2009 and were below average. This was largely down to high mobility, high levels of additional learning needs and spasmodic attendance. Progress is seldom better than satisfactory in Years 3 and 4. Although pupils tend to reach broadly average standards in Year 4 in most years, progress in mathematics is more variable than in other subjects. For some groups, such as pupils whose first language is not English and those with additional learning needs, progress is generally good.

Teaching has not always provided sufficient challenge to push learning on rapidly, particularly for able pupils. However, higher expectations of what pupils can achieve, more accurate assessment and a more consistent approach to behaviour management, are all contributing to increasingly effective learning. Good marking of pupils' work provides them with clear guidance as to what they must do to improve, and is mostly linked to pupils' individual targets.

The good curriculum is appropriately focused on the consolidation of secure basic skills. This is achieved, in part, through the very successful integration of literacy skills in a range of subjects. Shared activities with other schools has enabled a start to be made on developing opportunities for gifted or talented pupils. Pupils also take part in many enrichment activities. Some are learning to play the ukulele, while many are involved in

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

on-going Eco activities.

The headteacher provides good leadership. The monitoring and development of teaching has been effective in securing consistency of good practice among a relatively inexperienced team and there is a clear trend of improvement in teaching quality. Governance is satisfactory, although not all governors are sufficiently involved in shaping the school's future direction. Overall, however, the school has satisfactory capacity for improvement because self-evaluation is accurate and school leaders have an established track record of improvement and a clear understanding of what needs to be done to make academic outcomes better.

What does the school need to do to improve further?

- Seek support from the local authority, as a matter of urgency, to improve the erratic attendance and lack of punctuality of pupils and the negative impact of these factors on their achievement.
- Ensure that pupils achieve more consistently across the school, particularly in mathematics, by:
 - providing greater levels of challenge, especially for more able pupils
 - building upon and further refining teachers' understanding and use of assessment
 - giving greater priority to improving the quality of pupils' handwriting and presentation of written work.
- About 40 per cent of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next Section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Across the school, pupils build satisfactorily on their previous learning and, by the time they leave, most cohorts reach broadly average standards. However, the pattern of progress has been variable. In general, progress is most rapid in Year 2, but seldom better than satisfactory in Years 3 and 4. In the last two years, progress in mathematics in Years 3 and 4 has been weaker than in reading or writing. Some groups, such as those who do not speak English as their first language and those with additional learning needs, make more rapid progress than the others over time, partly because of the good additional support they receive. This enables them to participate successfully in lessons. Standards at Year 4 were slightly below average in 2009. Teachers' assessments indicate that they are likely to be higher this year and lesson observations confirmed this. Lesson observations and sampling of work also indicate that current Year 2 pupils are reaching higher standards than in 2009. For example, in a successful Year 2 literacy lesson, pupils had an enthusiastic response to learning and showed perseverance and inventiveness when successfully combining simple sentences into more complex statements. That said, learning across the school is compromised, to some extent, by

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

untidy presentation of written work and incorrectly formed handwriting.

There is a strong sense of inclusiveness and community. Almost all pupils feel very safe, in the context of effectively-managed behaviour. There have been no recent exclusions. Pupils have confidence in adults and show consideration for others. Purposeful assemblies, which reinforce the school's positive ethos, contribute well to the underlying strength of the community. Good social skills, leadership opportunities, such as the involvement of older pupils as trained 'Play Leaders', and satisfactory academic skills indicate that pupils are adequately prepared for their future education. The school council provides a good forum for pupils' views. Currently, council members are closely involved in choosing new resources for the school library.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
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	3
Taking into account: Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The school has worked hard to reduce variability in the quality of teaching and of pupils' achievement. More experienced staff are paired with less established colleagues to facilitate collaborative planning and the sharing of good practice. Although most lessons seen were good, pupils' progress over time has, until recently, been patchy. A key

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

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

strength, now securely embedded, is the consistent use of agreed behaviour management strategies which help to generate a positive environment for learning. Teaching assistants are deployed well to support learners, particularly those with additional learning needs. The school recognises that inaccuracies in assessment in the past have contributed to low expectations and this has affected progress. As a result of effective training by senior leaders, assessment is now more rigorous and accurate. However, although lessons are planned thoroughly, teachers do not always expect enough of their pupils, especially those who are capable of attaining higher standards. A few lessons have overlong introductions and too little review time. This means that key teaching points are not always fully reinforced by the end. However, the use of individual targets and of self-evaluation by pupils is consistent and effective. As a result, most pupils are clear about what progress they have made and what they still need to do. Work is marked thoroughly, and pupils generally get specific guidance on how to improve their work. Pupils feel that this helps them to improve.

The curriculum is primarily focused on embedding basic skills in literacy and numeracy and this underpins increasingly good progress, particularly in reading and writing. The many small group interventions are precisely targeted on pupils' specific needs, for example, supporting fluency in spoken English for the few older children who arrive from other countries. Promotion of writing skills in subjects such as history is mostly effective. There is good provision for personal, social, health and citizenship education, supporting pupils' good personal development. The range of visits and visitors, including a residential visit, is good, and the extensive extra-curricular provision impacts strongly on pupils' personal development.

Staff have a very good knowledge of the children and their needs. There are good links with parents, although parental response, particularly in relation to ensuring regular attendance, does not fully reflect the school's efforts. Transition arrangements for the transfer to middle school are carefully-planned. The school does much to support pupils and families in difficulties, challenging the many barriers to learning. The school works well with outside agencies to support the health, social or behavioural needs of pupils whose circumstances make them vulnerable.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The senior leadership team has a very accurate view of the school's strengths and areas

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

for development. The school's engagement with its community, pupils' personal development and their pastoral care is at the heart of its work. There is a clearly articulated vision for driving improvement and this underpins an array of initiatives to boost achievement. However, other factors, such as increasing pupil mobility, the time-consuming commitment to supporting challenging family issues and the negative impact of significantly increased pupil absence, with very limited external support, constrain the impact of the school's efforts. Effective systems are in place to ensure that the school runs smoothly. The monitoring and improvement of teaching is good, supported by effective analysis of data and challenging targets for improvement. Middle managers are knowledgeable about their areas of responsibility and provide effective support for colleagues.

The governing body is supportive. They ensure that statutory requirements are met, including the good procedures for safeguarding pupils. These are regularly updated and are consistently applied by all staff. While some governors understand the school's strengths well, have a good knowledge of pupils' learning, provide challenge and work hard to shape its future direction, others are less directly involved. However, potential discrimination is tackled satisfactorily. Equality of opportunity is promoted satisfactorily. For example, attendance at after-school clubs by the very few children who do not speak English as a first language was successfully promoted through the employment of an additional leader with specific home language skills. The school engages satisfactorily with community cohesion issues. Provision has been audited and reviewed. However, while the school plan provides for significant involvement with local issues and also some global links, this aspect is not so strong in relation to the diverse communities and cultures within contemporary Britain.

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	3
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

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

Early Years Foundation Stage

Children enter Nursery, and others enter Reception directly, with skills and knowledge which are, generally, well below the levels expected for their age. In addition, a small, but increasing, number of pupils have limited experience of spoken English when they first join the school. Most children settle rapidly because of the good induction arrangements and the good adult support. Children are very well cared for and have good relationships with staff. They play together confidently, feel safe and secure and behave very well. The effective Nursery makes a significant contribution to the development of children's social and speech and language skills in particular, preparing them very well for entry to the Reception classes. This was a strong feature of the outdoor provision where an assistant was successfully engaging several children in discussion about the properties of large ice cubes.

Although outcomes in Reception in 2009 were well below the national average, indicating satisfactory progress for most children, standards were significantly higher, and progress greater, in one Reception class than in the other. The school responded decisively, so that the teaching is, at present, much more consistent, and largely good, in both Reception classes. As a result, children are currently making more rapid and sustained progress, including those with additional learning needs. Typically, progress is best in children's knowledge of sounds and letters, in aspects of mathematical development and in physical development. In a small group session, children showed great concentration as they practised pencil control and developed their writing skills. They also worked well, showing impressive physical control and an imaginative response in a particularly good class dance lesson. Though the indoor space in Reception is somewhat cramped, the shared outdoor area is well-resourced and effectively integrated into the daily provision. Leadership and management have strengths, but staffing issues and the time needed to embed more consistent practice around assessment have slowed progress in improving provision. The monitoring and recording of children's progress is thorough and information collected is now used well to guide the planning of activities. The school is working to implement a more accessible system to enable staff to demonstrate the extent of the good progress made by children in Nursery.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

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

Only a very small minority of parents and carers responded to the questionnaire but of those, almost all are very pleased with the school. Most written comments were positive. As one said, 'Fantastic school - my daughter has come on so much - brilliant teachers and classroom assistants.' Typically, parents appreciate the care their children receive, particularly those with additional learning needs. The few less affirmative comments related to the healthy eating policy, information about the curriculum in one year group, the desirability of foreign language learning for six year olds and staff response to relationship issues between two children. While some matters raised are individual concerns, the team considered all points carefully. The school recognises that there are some areas in which communication might be improved. There are no plans at present to extend foreign language learning to younger pupils on a regular basis. Overall, the consensus suggests that this is an extremely caring school where pupils' personal development is well supported. Inspection findings endorse parents' and carers' positive views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Moons Moat First 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 38 completed questionnaires by the end of the on-site inspection. In total, there are 253 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	29	76	9	24	0	0	0	0
The school keeps my child safe	30	79	8	21	0	0	0	0
The school informs me about my child's progress	23	61	15	39	0	0	0	0
My child is making enough progress at this school	29	76	9	24	0	0	0	0
The teaching is good at this school	29	76	9	24	0	0	0	0
The school helps me to support my child's learning	25	66	12	32	1	3	0	0
The school helps my child to have a healthy lifestyle	25	66	12	32	1	3	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)	21	55	13	34	0	0	0	0
The school meets my child's particular needs	22	58	14	37	0	0	0	0
The school deals effectively with unacceptable behaviour	20	53	14	37	1	3	0	0
The school takes account of my suggestions and concerns	24	63	11	29	2	5	0	0
The school is led and managed effectively	29	76	9	24	0	0	0	0
Overall, I am happy with my child's experience at this school	31	82	7	18	0	0	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 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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

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 pupil's 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.



16 December 2009

Dear Pupils

Inspection of Moons Moat First School, Redditch B98 9HR

Thank you for making us welcome when we visited your school. We enjoyed meeting you and spending time in your lessons. We found that while yours is a satisfactory school, it has some good aspects.

Our main findings were these:

You behave well and work hard.

Most of you make steady progress and reach the levels expected for your age.

Teachers work hard and support you satisfactorily in your learning.

Changes in the Nursery and Reception are helping the children to make good progress.

The school makes sure that you are cared for well.

You conduct yourselves very safely and have a good understanding of how important it is to eat healthily.

The curriculum is good; you go on a wide range of visits and have interesting visitors to school.

Those of you who find learning difficult are well provided for with extra help.

Those who lead the school work hard and set high standards.

We are asking the school to make the following changes so that you do even better.

Encourage you all to come to school every day - and on time - unless there is a very good reason not to.

Ensure that the teaching helps you to make more rapid progress in your learning, particularly in mathematics.

You can help by continuing to work hard and do your best. Try to come to school on time! We hope that you will have every success in the future.

Yours sincerely

George Logan

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.