

Moira Infant School

Inspection report

Unique Reference Number	119906
Local Authority	Leicestershire
Inspection number	339549
Inspection dates	22–23 March 2010
Reporting inspector	Paul Edwards

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

Type of school	Infant
School category	Community
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	64
Appropriate authority	The governing body
Chair	Mark Lomas
Headteacher	Mrs Allena Bird
Date of previous school inspection	12 September 2006
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Introduction

This inspection was carried out by two additional inspectors. The inspectors saw ten lessons while visiting three teaching staff. Meetings were held with a representative of the local authority, governors, senior leaders, teaching staff and a group of pupils. Inspectors observed the school's work, and looked at documentation including the school's self-evaluation, assessment and tracking information, minutes of meetings of the governing body, arrangements for safeguarding and pupils' work. Staff questionnaires were also scrutinised along with 40 completed by parents and carers.

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

- the progress and achievement of pupils across the school, especially that of the girls, and particularly in writing
- how well teachers adapt their planning to meet the needs of different groups of pupils
- the effectiveness of coordinators in monitoring their subjects
- pupils' understanding of other cultures and religions and the effectiveness with which the governing body implements the school's plan for community cohesion

Information about the school

Moira is a much smaller than average school, mainly serving the local community. Almost all pupils are from White British backgrounds. A very small number speak English as an additional language. The percentage of pupils eligible for free school meals is similar to that seen nationally. The proportion of pupils with special educational needs and/or disabilities is slightly below that seen nationally. The Early Years Foundation Stage caters for children in a single Reception class.

An acting headteacher was appointed in January 2010 to cover for the temporary absence of the substantive headteacher.

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?

2

The school's capacity for sustained improvement

2

Main findings

Moira Infants is a good school where pupils thoroughly enjoy learning, behave well and attain above average standards by the end of Year 2. Clear, decisive leadership at all levels has resulted in a determination to improve provision and significant gains have been made since the previous inspection. One parent's views are typical of many when commenting: 'Our son is thoroughly enjoying his experiences at school. He is extremely happy and wakes up every morning asking to go. He has a natural keenness to learn and he comes home full of enthusiasm.'

Children are provided with an outstanding start in the Reception class. The high-quality teaching and support they receive ensures their attainment is above average by the time they enter Year 1. Children settle well and become increasingly confident. Throughout the rest of the school, the overwhelming majority of pupils of all abilities progress well, as a result of good teaching and a wide range of stimulating activities which motivates them well. Very occasionally, a small number of pupils do not progress as well as they should, due to learning objectives not being sufficiently closely matched to their ability. The school has worked hard to address underachievement. For example strategies to improve the quality of boys' writing have been most effective, resulting in good quality writing. Although there are some differences between the attainment of boys and girls, it is due to differences in the abilities in cohorts. The school provides very high-quality care, guidance and support for the pupils. The learning environment is most welcoming; there are very effective links between the school and pre-school providers and with neighbouring schools. Very effective support for those pupils who find learning difficult and those with medical problems enables them to take a full and active part in all aspects of school life.

The headteacher has provided a very clear steer for the school. Together with staff and governors, through very effective self-evaluation, she has focused on the areas that matters most, including that of raising standards. Success in this area has been achieved through greatly improved tracking of pupils' progress, better monitoring of teaching and learning and the implementation of effective intervention strategies so that no child underachieves. Leaders demonstrate a driving ambition to sustain the improvements it has made to date and it is well placed to do this. Governors have improved their skills. They have undertaken an audit of community cohesion and rightly acknowledge the need to further develop pupils' understanding of how people from different backgrounds and cultures live their lives in this country. Governors have a clear strategic vision for the school. They were determined to ensure that the impact of the strong leadership of the substantive headteacher was not lost during her absence. Their advance planning ensured a strong and effective temporary replacement.

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What does the school need to do to improve further?

- Accelerate the progress of pupils by ensuring learning objectives are more clearly matched to their individual needs in every lesson.
- Develop pupils' knowledge and awareness of how people from different backgrounds and cultures to their own live their lives in this country.

Outcomes for individuals and groups of pupils

2

Children enter the school with skills and abilities that are below those expected for their age. Their literacy, numeracy, personal and social skills tend to be weaker. The outstanding progress in all areas made throughout the Reception class ensures children are well prepared for working on National Curriculum subjects when they move into Year 1. There has been an improvement in pupils' attainment in national assessments over the past two years and in both 2008 and 2009 attainment was significantly above average. Observations of lessons during the inspection confirm pupils' above average attainment. In lessons, pupils really try hard to do their best and make consistently good progress. Writing skills develop particularly well and Year 2 pupils produced some well-written prose based on their favourite colours. Year 1 pupils demonstrated good addition and subtraction skills and, importantly, were confident in using and applying their understanding. Pupils with special educational needs and/or disabilities are provided with a good amount of highly effective support, which enables these pupils to make progress in line with their peers.

Pupils say they feel safe in school and are unaware of any bullying, although they know what to do and who to speak to should it occur. In lessons, most pupils behave well and the small number whose behaviour is challenging are managed effectively by the staff. Outside in the playground, behaviour is also good and pupils thoroughly enjoy making good use of the attractive and extensive facilities. Pupils have a clear understanding of healthy diets and exercise and most do try to put their knowledge into practice. Pupils contribute well to the school and local community, working as playground monitors and supporting a good range of charitable activities. They were proud to have gained a second 'Respect' award for their participation in community events. Most pupils attend school regularly and punctually although there is a very small amount of persistent absenteeism which the school is working hard to address. Pupils have a clear understanding of right and wrong and look after one another well. They have a developing understanding of other religions and cultures, although their awareness of how all groups of people live in this country is less secure.

These are the grades for pupils' outcomes

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

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

How effective is the provision?

Pupils enjoy their lessons because teachers and assistants make learning fun. Lessons are carefully planned and there is little opportunity for pupils to wander off task because the pace is generally good. Teachers provide good opportunities for pupils to discuss ideas with one another or in groups. There is a good rapport with pupils and teachers keep them engaged through effective questioning and work that is planned for different ability groups. Learning objectives are shared with pupils so they usually know what they are expected to have learned by the end of the lesson. Occasionally, however, work is not matched sufficiently closely to the ability of individuals because assessment information has not been used sufficiently well to plan the work. Teaching assistants provide a valuable contribution to pupils' learning, particularly for those with special educational needs and/or disabilities. The teaching of a structured phonics programme across the school provides all pupils with a very firm foundation for their reading, spelling and writing skills.

The curriculum provides pupils with a good range of activities; there is a clear focus on developing basic skills but this is not to the exclusion of enrichment activities. Pupils' physical, musical and artistic skills develop well and there is the opportunity for pupils to learn Spanish. Computers are an integral part of lessons and pupils become proficient users. There is a good range of visitors and visits that enhance the curriculum and older pupils are really looking forward to the overnight residential journey. Transition arrangements for pupils moving on to the next stage of their education are well established. Home visits made by the Reception teacher ensure children's start to education progresses extremely smoothly and enables them to rapidly adapt to school

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life. Pupils are very well looked after and provided with excellent pastoral support and guidance, helping them all to take a full part in school life.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher has forged the staff into a strong team, providing consistency and the desire to make the school even better. Morale is high and all staff work together very effectively to ensure no pupil is 'left behind'. All staff talk about improvement and, importantly, plans have been put into place to ensure progress is made. Staff are enthusiastic and readily accept the regular monitoring of teaching that is helping them to improve their practice. Through effective tracking of pupils' progress leaders have a clear picture of how well they should be performing. Challenging targets are set and teachers rise to the challenge to ensure their pupils do as well as they can. The acting headteacher has been effective in ensuring improvements have been maintained.

Governors know the school well and provide a good steer, challenging but also supporting. They regularly monitor its work to ensure there is no discrimination and that all pupils achieve as well as they should. Intervention strategies are put in place wherever there is a possibility of a pupil underperforming. Good care is taken to ensure pupils are safe and secure and, at the time of the inspection, rigorous safeguarding procedures were in place. Community cohesion is developing satisfactorily, governors having undertaken a thorough audit to determine the current provision. Pupils are acquiring a satisfactory understanding of other cultures and religions and interact with their local community well. There are good links with outside agencies, including those who support pupils who find learning difficult. The Ashby Development Group provides effective support for staff and enrichment activities for the pupils. Parental links are strong and parents appreciate the information which provides them with a clear understanding of how well their children are progressing.

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

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	
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
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	2

Early Years Foundation Stage

Children's outstanding progress throughout the Reception class is the result of the calm, purposeful learning environment. Children's enjoyment of school is obvious and reflected in the many positive comments from parents such as: 'Our son runs into school because he enjoys it so much. You just have to observe the children's behaviour at this school for a few minutes to see what a positive environment it is.' Teaching is excellent and really captures the children's imagination. For example, when 'Harry the Hedgehog' came out to help them with their counting they were totally engrossed. The teacher is very well supported by a skilled assistant who adds considerably to children's learning. The outside area is used very effectively as an extension of the classroom and supports all areas of learning. Assessment is very thorough and the ongoing recording in each child's 'learning journey' provides parents with an opportunity to contribute their views and to see how well their children are progressing. Parents visit regularly, for example to observe the teaching of phonics, which they say they found most informative. The leader of the Early Years Foundation Stage provides excellent leadership. Self-evaluation is thorough and she contributes very effectively, ensuring continuous improvement.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

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

Almost all parents were totally positive about every aspect of the school. One parent had concerns about how they were helped to support their child's learning. The inspectors found that parents were provided with very good guidance and support in this respect.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Moira Infant 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 40 completed questionnaires by the end of the on-site inspection. In total, there are 64 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	38	95	2	5	0	0	0	0
The school keeps my child safe	40	100	0	0	0	0	0	0
The school informs me about my child's progress	36	90	4	10	0	0	0	0
My child is making enough progress at this school	34	85	6	15	0	0	0	0
The teaching is good at this school	34	85	6	15	0	0	0	0
The school helps me to support my child's learning	33	83	6	15	1	3	0	0
The school helps my child to have a healthy lifestyle	33	83	6	15	0	0	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)	30	75	9	23	0	0	0	0
The school meets my child's particular needs	34	85	6	15	0	0	0	0
The school deals effectively with unacceptable behaviour	31	78	9	23	0	0	0	0
The school takes account of my suggestions and concerns	32	80	8	20	0	0	0	0
The school is led and managed effectively	37	93	3	8	0	0	0	0
Overall, I am happy with my child's experience at this school	40	100	0	0	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.



24 March 2010

Dear Pupils

Inspection of Moira Infant School, Swadlincote, DE12 6EX

Thank you very much for making me so welcome and talking to me when I visited your school recently. I really enjoyed watching you work and was delighted to see you receive the 'Respect Award' for the work you have carried out in the community. You behave well and most of you attend school regularly and arrive on time. You get on well with each other and you listen carefully to your teachers.

The school is providing you with a good education. Children in the Reception class are provided with an excellent start and the rest of you make good progress as you move through the school. The staff care for you extremely well and help you if you have problems. Those in charge of the school are working hard to make it even better. I think some of you occasionally could do even better in your work and I have asked the school to make it even better by:

- making sure that when teachers plan their work for you they make it very clear what it is you are expected to be able to do by the end of the lesson, whether you usually find it hard or easy
- helping you to find out more about people from other cultures and backgrounds who live in this country.

You can help by continuing to work hard and doing your best all of the time.

Yours sincerely

Paul Edwards

Lead inspector

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