

Moat Primary School

Inspection report

Unique Reference Number	133253
Local Authority	Gloucestershire
Inspection number	341360
Inspection dates	23–24 June 2010
Reporting inspector	Ted Wheatley

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	138
Appropriate authority	The governing body
Chair	Lucy Summerhayes
Headteacher	Aubrette Browning
Date of previous school inspection	16 June 2007
School address	Juniper Avenue Gloucester GL4 6AP
Telephone number	01452 520502
Fax number	01452 504701
Email address	head@moat-pri.gloucs.sch.uk

Age group	4–11
Inspection dates	23–24 June 2010
Inspection number	341360

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 2010

Introduction

This inspection was carried out by two additional inspectors who observed seven lessons taught by seven teachers. Inspectors talked to groups of pupils, staff and governors. They observed the school's work, and looked at pupils' work, progress information and school development planning. They considered the responses in 52 questionnaires from parents and carers.

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

- the achievement of different groups of pupils to determine whether teaching is challenging enough
- pupils' progress in English and how this compares to other subjects and the reasons for slower progress in English than in other subjects
- the accuracy of self-evaluation and the speed with which the school acts to improve provision in order to raise attainment and accelerate progress.

Information about the school

This is a small school and the great majority of pupils come from White British backgrounds. A small number of pupils are in the early stages of learning English. The main languages other than English are Portuguese, Polish and Hindi. A broadly average percentage of pupils have special educational needs and/or disabilities, but numbers fluctuate considerably between years. Mainly, these pupils have either moderate learning difficulties, or speech, language and communication difficulties. The school runs a breakfast club and there is an independently managed pre-school centre on the school site which is subject to a different inspection.

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

This is a satisfactory school. Attainment is broadly average and the progress made by pupils is satisfactory. Attainment and progress are both improving after a period in which they declined. There are still pockets of underachievement and skills in writing are not as good as they are in other aspects of English. Pupils with special educational needs and/or disabilities make satisfactory progress. The small numbers of pupils who speak English as an additional language make satisfactory and sometimes good progress. In the Reception class children make good progress and reach broadly average levels of attainment by the time they enter Year 1.

Pupils enjoy school and behave well. They are kind and considerate to each other, friendly and willing to take on responsibilities. For example, older pupils act as peer mediators, helping other pupils sort out their problems, and the school council took an active part in introducing the behaviour policy. Pupils' attendance is average and improving, although a small number of pupils are persistently absent, despite the school's best efforts. Pupils know how to stay safe and act promptly to tell adults if any unsafe situations arise. They have a good understanding of what constitutes bullying or racism and say that this kind of behaviour is rare. Pupils have a good understanding of the importance of staying healthy and most eat sensibly and take part in physical activities. They have satisfactory literacy, numeracy and computer skills which help to prepare them for the next stage of their education.

Teaching is satisfactory and improving. There is some good practice which catches pupils' enthusiasm and sustains their concentration and effort for long periods. For example, in a lesson on story writing, discussion about fantasy stories and the kinds of characters you might meet fascinated pupils and engaged them in lengthy discussion using sophisticated speech and language. Their learning was good. However, in a small number of lessons observed, opportunities for pupils to speak and engage in independent learning were limited. Marking is good and pupils know their targets and what they need to do to make further progress. However, opportunities are sometimes missed to enable pupils to follow the guidance given in marking. Work is usually challenging, but occasionally does not meet the needs of the most able pupils, particularly in developing writing skills.

The quality of care, guidance and support is good. In particular the school monitors pupils' social, emotional and educational development extremely well and uses a wide range of external agencies effectively to support pupils, and, where necessary, their families too. Relationships and links with families and the community are good and promote increasing respect for the school's work. Links with home, other schools and the separately managed on-site nursery contribute well to smooth settling in to the

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

Reception class. The breakfast club is effectively managed and is leading to improvement in attendance as pupils who are often absent or late are encouraged to attend.

The headteacher provides clear direction for improvement and deals effectively with inadequate teaching. Senior leaders have an accurate understanding of the school's strengths and weaknesses. The governing body provides satisfactory support and challenge, and is rapidly developing its own knowledge and organisation so that it can improve its effectiveness. Subject leaders provide sound and improving support, but their skills to lead and drive forward improvements vary because there have been new appointments and changes in responsibility. Issues from the previous inspection are being dealt with adequately and the capacity for further improvement is satisfactory.

What does the school need to do to improve further?

- Improve attainment and progress by July 2011, especially in writing, by making sure that:
 - work is consistently challenging and matched to pupils' learning needs
 - pupils have opportunities to respond to guidance given in marking
 - there are frequent opportunities for pupils to answer questions, discuss and write about their understanding and knowledge
 - subject leaders have the skills to monitor and evaluate the quality of learning so that they can effectively contribute to improving teaching in order to raise standards.
- Improve the attendance of those pupils who are persistently absent by impressing on them and their families the importance of regular attendance.

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

Learning is satisfactory and for some pupils it is good. The school has successfully reversed the downward trend of recent years in pupils' progress in mathematics and reading and it is now focusing on writing. Progress is improving because there are increasing opportunities for pupils to practise their language skills, especially writing. However, this is not yet fully embedded in all lessons and progress is not consistently as good as it should be. Efforts to ensure that the progress of all pupils accelerates are starting to have a positive impact. There is some way to go with catching up on past underachievement but improving progress is working its way through the school, and attainment is rising. The progress made by pupils with special educational needs and/or disabilities is satisfactory and improving as work and support are increasingly well matched to individual pupils' learning needs. Outside support and training for staff are leading to improving the progress made by pupils who speak English as an additional language.

Pupils' enjoyment of school is evident in the way they ask questions and join in classroom activities. Pupils take any school responsibilities they have seriously. Within

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 school community they support each other and are concerned when anyone is unhappy. For example, when a pupil suggested a friendship bench should be installed in the playground so that anyone with no one to play with could sit on it, other pupils suggested how they could make sure any such pupils would be helped. Pupils understand the democratic process well through electing pupils to the school council. Pupils' involvement in the wider community is satisfactory. Their spiritual, moral, social and cultural development is satisfactory and their understanding of the values and traditions of other cultures in modern Britain is broadly satisfactory and improving.

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	3
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	3
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	3
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

Teachers aim to ensure that learning in most lessons is fun. In the best lessons pupils are enthusiastic about the activities they engage in because these are relevant to their learning needs and interests. Work is fast paced and challenging; pupils know what is expected of them and have well-explained learning targets. Work is marked carefully and indicates clearly how well pupils are doing and how to move on with their learning. However, advice on how to improve is not always followed because pupils are not

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

consistently given enough time to respond to feedback. Where learning is slower, teachers do not engage pupils enough in explaining their knowledge and understanding and questioning does not encourage discussion. Occasionally, work is not challenging enough or teachers give too much information rather than expecting pupils to learn for themselves.

The curriculum is satisfactory and improving as the school explores ways to link subjects and make them interesting and relevant. Writing tasks are evident in many subjects, and the school is working hard to ensure these are purposeful and attractive to pupils. A residential camp, trips to museums, art galleries and science fairs help pupils sustain their interest to school. Links with the local sports specialist school enhance pupils' experience of different sports and give them opportunities to work with subject specialists. French and Spanish are provided to develop pupils' skills in other languages. There is a good range of out-of-school activities that most pupils take part in at some point in their school life.

Links with families are good and are the basis of effective care, support and guidance. Vulnerable pupils are supported extremely well and work with external agencies is effective in providing back-up for school support. Relationships are good; pupils trust all adults and know that any worries will be resolved quickly and sensitively. The personal, social and health education programme is effective. It is provided through several subjects and assemblies to promote pupils' social and emotional maturity. Procedures to promote good behaviour are effective. A wide range of approaches are used to try to improve attendance and have had a considerable impact on reducing persistent absence and lateness, but have not fully resolved the issue.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher, who has been in post for about 18 months, is determined that the school will improve. She has resolved difficult staffing issues effectively, reorganised classes to use teachers' skills to best effect and raised expectations among staff. She is well supported by senior leaders. However, although subject leaders are supportive, they do not currently provide a coherent approach to monitoring and evaluating provision as their skills and experience vary considerably. This limits their impact in supporting the school's efforts to drive up standards. The governing body is working closely with the headteacher and staff to improve the quality of the information it has so

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

that it can effectively support and challenge the school. Communication between school and families is good and increasingly contributes to pupils' learning. Partnerships with external agencies, schools and other organisations are good and effectively promote pupils' well-being and improving progress. The school deals with discrimination of all kinds well and efforts to promote achievement by all pupils are satisfactory. Efforts to promote community cohesion are satisfactory and the school has a good grasp of the areas it needs to improve, especially pupils' grasp of the traditions and cultures of different groups of people in modern Britain. At the time of the inspection safeguarding requirements were fully met and procedures for safeguarding were found to be good.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
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	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	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

Early Years Foundation Stage

Children make good progress in developing literacy and numeracy skills and in their personal, social and emotional development. Many start from a very low point and make rapid progress. Children enjoy being at school and enter into the spirit of activities with gusto. They talk readily and develop good speaking skills. They play and work with each other willingly, widening their vocabulary, developing counting skills and learning to cooperate and share resources. They listen to each other and show consideration for each other's feelings. Adults establish good working relationships with children and encourage them all to speak and to make choices in the activities they do. They provide a varied and stimulating environment, changing displays and resources frequently to successfully capture children's interests and enthusiasm. The indoor and outdoor areas are well organised, enabling children to make free choices about what they do, but with

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

activities organised to challenge children and stimulate them to want to learn. Children are well cared for and links with homes, the on-site Nursery and other pre-school providers are good. The outside area is not fully suited to its purpose because it is uneven and on two levels. However, procedures to ensure children's safety outside are very thorough, and children respond extremely well to them. Plans for improvement through reorganisation of the Reception class within the school site are advanced. Leadership and management are good, and staff have an accurate view of how to sustain the quality of provision and to improve further.

These are the grades for the Early Years Foundation Stage

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

Views of parents and carers

The great majority of parents and carers who responded to the questionnaire were positive in their views of the school. A small number of parents and/or carers were concerned about how well unacceptable behaviour is managed, but inspectors found this to be good. A few questionnaires suggested that communications between school and homes were not strong. Inspectors found communications to be good, with the school having many strategies to keep parents informed and to respond to their concerns.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Moat Primary 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 52 completed questionnaires by the end of the on-site inspection. In total, there are 138 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	31	60	21	40	0	0	0	0
The school keeps my child safe	36	69	13	25	3	6	0	0
The school informs me about my child's progress	26	50	23	44	3	6	0	0
My child is making enough progress at this school	25	48	27	52	0	0	0	0
The teaching is good at this school	28	54	24	46	0	0	0	0
The school helps me to support my child's learning	23	44	27	52	2	4	0	0
The school helps my child to have a healthy lifestyle	21	40	31	60	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)	24	46	20	38	2	4	0	0
The school meets my child's particular needs	22	42	29	56	1	2	0	0
The school deals effectively with unacceptable behaviour	26	50	22	42	4	8	0	0
The school takes account of my suggestions and concerns	23	44	27	52	2	4	0	0
The school is led and managed effectively	24	46	24	46	0	0	0	0
Overall, I am happy with my child's experience at this school	32	62	19	37	1	2	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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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.



25 June 2010

Dear Pupils

Inspection of Moat Primary School, Gloucester, GL4 6AP

Thank you for making us so welcome when we inspected your school. You told us a lot about your school and what you think of it. We think it is a satisfactory and improving school. Here are some of the things we found during our visit:

- You make satisfactory progress as you move through the school. Children in Reception make good progress.
- Some teaching is good and in lessons where it is, you find learning fun, you work hard and talk about what you do really well. There are lots of trips, visitors and activities that make learning interesting.
- You know how well you are doing and most of you know how to do even better.
- You behave well, and are considerate about how other people think and feel.
- The headteacher, staff and governors work hard to help the school improve.
- You know about healthy lifestyles. Most of you eat sensibly and take exercise.
- Many of you have important responsibilities in the school and carry them out really well.
- The school takes good care of you and makes sure you are safe.

In order for the school to be even better we are asking the staff to do the following things:

- Make sure you do even better, especially in writing, by always giving you work matched to your learning needs. We have also suggested that you are given opportunities to act on your teachers' advice about how to improve your work, and to talk and write about your work. We have asked the school's leaders to keep a close watch on everything so that they can be sure things continue to improve.
- Make sure that those of you who are away too often realise how important it is to be at school and to improve your attendance.

You can help by telling teachers if you think the work is too easy and by working hard at your writing. Try not to be absent, because you fall behind with learning. We wish you well for the future.

Yours sincerely

Ted Wheatley

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.