



# Moorland Infant School

## Inspection Report

**Unique Reference Number** 110361  
**LEA** Milton Keynes LEA  
**Inspection number** 278413  
**Inspection dates** 10 May 2006 to 11 May 2006  
**Reporting inspector** Vanessa Ward AI

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

<b>Type of school</b>	Infant	<b>School address</b>	Maslin Drive
<b>School category</b>	Community		Beanhill
<b>Age range of pupils</b>	4 to 7		Milton Keynes MK6 4ND
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01908 678888
<b>Number on roll</b>	72	<b>Fax number</b>	01908 676897
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs Margaret Rist
<b>Date of previous inspection</b>	28 February 2000	<b>Headteacher</b>	Mrs Margaret Fo

<b>Age group</b> 4 to 7	<b>Inspection dates</b> 10 May 2006 - 11 May 2006	<b>Inspection number</b> 278413
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## **Introduction**

The inspection was carried out by one Additional Inspector.

## **Description of the school**

Moorland Infant school is smaller than average. It changed from a first school to an infant school in September 2005. Its pupils come from an area of significant social deprivation. The percentage of pupils who are entitled to free school meals is well above average. Approximately one fifth of the pupils come from minority ethnic groups, mainly from African backgrounds, and this proportion is increasing. A few pupils are at the early stages of learning English as an additional language. The proportion of pupils with learning difficulties is average and no pupil has a statement of special educational need. Two of the school's four teachers were appointed in September 2005.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 3

The inspection findings support the school's view that it provides a satisfactory education for its pupils. There are significant strengths in the good care, guidance and support it provides for pupils, which greatly enrich their personal development and well-being. As a result, pupils behave well and develop positive attitudes to learning. The school works very well in partnership with other agencies to support pupils. Parents appreciate all that the school provides and the school works strenuously to involve parents in school life.

Teaching, learning and the curriculum are satisfactory with some good features, and these contribute to the pupils' enjoyment of learning. The provision for children in the Foundation Stage is satisfactory and gives the children a particularly good start in their personal development. Throughout the school, standards and achievement are satisfactory. However, standards in writing are too low and there is some underachievement for higher attaining pupils. Whilst the school has recognised these issues and has begun to take action, more needs to be done.

Leadership and management are satisfactory. The headteacher has a good understanding of the school's strengths and weaknesses and of the actions that are necessary to bring about improvement. There is a determination among the staff and governors to continually work for school improvement. Issues raised at the previous inspection have been dealt with effectively and the school has good capacity to improve. The school provides satisfactory value for money.

### What the school should do to improve further

- Ensure that teaching and the curriculum provide sufficient challenge for pupils who have the potential to achieve higher levels
- Build on the current work to raise standards in writing throughout the school

## Achievement and standards

### Grade: 3

Achievement and standards are satisfactory. Children enter the Foundation Stage with skills that are less well developed than those that are found in most four-year-olds. The children make satisfactory progress in most areas of learning, but achieve higher levels in their personal development. By the end of Year 2, standards are below average in reading, writing and mathematics. Writing is the weakest area and the school is introducing strategies to bring about improvement. The staff set targets for pupils at the end of Year 2, but these are not always reached by those pupils expected to achieve the higher levels. Data showing the progress of individual pupils indicate that there is some underachievement for pupils with the potential for higher attainment. The school has begun to address this issue but more needs to be done. The school has introduced more rigorous tracking of pupils' progress with subsequent intervention to improve provision. As a result, pupils with learning difficulties and disabilities often

make good progress. Similarly, good progress is made by most of the pupils who are learning English as an additional language. Data show that boys and girls, and pupils from different backgrounds make satisfactory progress.

## **Personal development and well-being**

### **Grade: 2**

Personal development and well-being are good overall. Pupils behave well and show good levels of care for one another. They have positive attitudes to learning and enjoy being in school. Attendance is well below average, but this is caused by the poor attendance of a small minority and the school is working continuously to increase their attendance. Discussions with pupils illustrate their positive attitudes. One pupil described a visit to a butterfly farm, and the subsequent establishing of a butterfly garden in school, as 'Brilliant!' Pupils know about healthy eating and take part with enthusiasm in a wide range of sporting opportunities. They say that they feel safe and secure in school and know that the staff will help them to resolve any problems. They eagerly take on responsibilities, such as preparing for assemblies and cleaning tables after lunch. Pupils' basic skills are satisfactory, but their preparation for life beyond school is much enhanced by activities such as growing and selling vegetables, and the environmental work led by the Eco Team.

The pupils' spiritual, moral, social and cultural development is good. They are friendly, confident and polite. They develop good social skills and a strong sense of right and wrong. Through the curriculum, the celebration of festivals and the use of visitors, pupils begin to develop an understanding of different cultures and traditions.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Throughout the school, teaching and learning are satisfactory and account for the sound progress that pupils make as they move through the school. In some lessons, there are good features that increase the pupils' learning. For example, the sight of a witch's hat, broomstick and cauldron captured the pupils' imaginations and stimulated them to describe the characteristics of a witch. Teachers share the purpose of the lesson with their pupils, so that they know what they are expected to learn. Support staff work well with small groups of pupils, often helping those with learning difficulties and disabilities very effectively. Sometimes, teachers provide insufficient challenge and this slows the pupils' learning. This is particularly the case for those pupils with the potential to attain higher levels. In some lessons, too little emphasis is given to writing and this reduces the pupils' progress. In the Reception class, the positive relationships and strong focus on personal, social and emotional development encourage the children to feel positive about learning. The Reception classroom has recently been reorganised to promote writing more and this is an area that requires continued attention in order to improve achievement. Teachers know their pupils well

and are using assessment information with increasing effectiveness to help them keep track of how well each of them is doing.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is satisfactory overall but is well balanced and interesting. It is enriched through a good range of educational visits, clubs and visitors to the school. Pupils speak enthusiastically about visits to see sculptures, the gardening club and about Eco Fridays, when they carry out a range of activities, relating to health issues or the environment. The curriculum in the Foundation Stage provides broad coverage of all areas of learning and helps develop positive attitudes to learning. Pupils of all abilities are enabled to enjoy a full curriculum. There is a strong focus on keeping pupils safe and healthy. Although the teachers focus on the basic skills of literacy, numeracy and information and communication technology, there are too few opportunities for pupils to write both in English lessons and in other subjects. The school is currently reviewing the additional experiences it provides for its higher attaining pupils to improve the challenge for them.

## **Care, guidance and support**

### **Grade: 2**

The care, guidance and support that the school provides are good and are better than the school's own judgement. They establish an environment in which the pupils feel valued and develop positive attitudes to learning. Parents appreciate all that the school does. All aspects of health and safety are successfully promoted and monitored. Child protection procedures and risk assessments are well established. The school's promotion of considerate behaviour among pupils is effective. Liaison with outside agencies is very successful in supporting the well-being and development of all the pupils. The support for pupils with learning difficulties and disabilities raises their self-esteem and confidence as learners. The teachers involve pupils well in understanding their learning targets and in monitoring their progress towards them. Whilst the pupils' personal development is good, the school recognises that it has no formal system to track this progress beyond the Reception year. Support for pupils when they join the school and when they prepare to move to the next stage is very comprehensive.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory overall, with some significant strengths. The school is currently facing a period of significant change, due to local reorganisation, plans to develop a Children's Centre, and staffing changes, including the appointment of a new headteacher from September. It is to the credit of the headteacher that she is continuing to keep the school's focus on improving standards and achievement. A recent, successful initiative is the detailed tracking of the progress of each pupil, combined with well structured intervention. This has helped the school to identify

that standards in writing and the achievement of higher attaining pupils are not good enough. The school's self-evaluation is well-founded and accurate and the headteacher successfully involves the staff and governors, and takes account of parental opinion.

The governing body is supportive of the school. Many governors are new, but there is a strong commitment on their part to learn about their new roles. However, the governing body does not have formalised procedures for monitoring and evaluation.

The professional development of all of the staff is given appropriate focus and they speak positively about its impact. New staff are supported effectively. The monitoring of teaching is used well to identify those areas where support is needed. The longer established teachers lead and manage their subjects well. The contribution of the new members of staff is insufficiently developed at present. The school has tackled the issues raised at the previous inspection and has the capacity to build on its success.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

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

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

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

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

### **Pupils**

I enjoyed visiting your school and I would like to thank you for making me feel so welcome and for talking to me about your school. All of the grown ups look after you and care for you very well and this helps you to enjoy your time in school.

Your parents and carers like your school and are pleased that you are happy there. A few of you need to attend more often so that you can learn better. You told us that you enjoy being in your school. There are lots of interesting things to do and you especially like the clubs and visits to interesting places. You told me that you feel safe in school and know that the grown ups will always help you if you are upset or worried. The teachers give you targets on your blue cards and these help you to understand what you are trying to learn. I know that some of you could achieve more and have asked your teachers to help you to do this. Your teachers will also be helping all of you to do better in writing.

Your behaviour is good and you carry out your jobs around school very well, such as tidying away at lunchtimes. The work you do with your Eco Team really helps you to understand how to care for your school and the local area. You know how to keep healthy and stay safe and many of you eat healthy food at lunchtime. I hope you will carry on enjoying your school, working hard and helping your teachers as much as you can.

Yours sincerely

Mrs Vanessa Ward

Lead Inspector