



Moat Hall Primary School

Inspection Report

Unique Reference Number 124191
LEA Staffordshire
Inspection number 281655
Inspection dates 29 March 2006 to 30 March 2006
Reporting inspector Nick Pett AI

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

Type of school	Primary	School address	John's Lane
School category	Community		Walsall
Age range of pupils	3 to 11		West Midlands WS6 6BX
Gender of pupils	Mixed	Telephone number	01922 857005
Number on roll	583	Fax number	01922 857012
Appropriate authority	The governing body	Chair of governors	Mrs Barbara Sigley
Date of previous inspection	27 March 2000	Headteacher	Mrs Patrica McSorely

Age group 3 to 11	Inspection dates 29 March 2006 - 30 March 2006	Inspection number 281655
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a large primary school, which serves a mixed community that has some areas of social and economic disadvantage. The proportion of pupils eligible for free school meals is below average. When the youngest pupils start school their levels of knowledge and understanding are below those expected. The proportion of pupils with learning difficulties and disabilities is below average, although the proportion holding statements to address their specific needs is above average. Most pupils are of White British heritage. The headteacher was appointed in 2003.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school. This judgement reflects the school's own view of itself. Given their lower than average starting points, pupils' standards and achievement are satisfactory and are improving rapidly. This improvement is happening because the school is led and managed well. Rigorous monitoring and evaluation has accurately identified the areas the school needs to improve, and the very good support that has been put in place is driving up standards and achievement. The school knows that there is still more to be done to improve pupils' writing, mathematics and the use of information and communication technology (ICT) across the curriculum. It is successfully tackling these areas. Provision in the Foundation Stage (Nursery and Reception) is good and children make good progress. Their speaking, listening and social skills are particularly well developed.

Pupils' personal development is good and is very well promoted through the school's '4R' code - resilience, reciprocity, reflection and resourcefulness. Pupils understand what these words mean and they are used very effectively, both in lessons and around the school, to bring about the very good atmosphere for learning and playing. Pupils enjoy school. Although attendance is satisfactory, too many parents take their children on holiday during term time. Teaching is good. Teachers generally plan work that interests and challenges the pupils well. The curriculum is good. The care, support and guidance given to pupils are effective and include many activities to support their learning and development. Relationships between pupils and adults in the school are strong. Most parents are very positive about the work of the school and willingly involve themselves in a wide range of activities. Improvement since the last inspection has been good, and the strong leadership gives the school good capacity to improve further. The school gives good value for money.

What the school should do to improve further

Raise standards in writing by continuing to develop pupils' vocabulary and sentence structures, and in mathematics by increasing the challenge in the work set on problem solving. Use ICT more effectively to support pupils' work across the curriculum. Ensure that teachers plan work that consistently challenges the full range of ability in the class. Work with parents to improve pupils' attendance.

Achievement and standards

Grade: 3

Pupils' achievement is satisfactory, but is rapidly improving as their progress in lessons and in their work is now good. The national test results at the end of Year 6 in 2005 show an improvement over those in 2003 and 2004 and were similar to the national average. The school met its targets which were suitably challenging. This improvement reflects the good quality of teaching and the very good response from the pupils towards their learning. Children's knowledge and skills when they enter the Nursery are below average. They make good progress in the Nursery and Reception classes,

especially in their personal, social and emotional development and in their speaking and listening skills. By the end of Reception, most children reach the goals expected for their age in all areas of learning. This good progress continues in Years 1 to 6, so that standards by the end of Years 2 and 6 are broadly average. Boys and girls are performing equally well, which indicates that achievement is improving. Pupils with learning difficulties and disabilities and those identified as gifted and talented are making good progress. The school recognises that standards in mathematics and writing are not high enough and the very good approaches being implemented, including the grouping of pupils by ability, are already challenging pupils to make even better progress. The school's targets for 2006 are constantly reviewed and are challenging.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being, including their spiritual, social, moral and cultural development, are good. Most pupils behave well and work and play together harmoniously, responding positively to the school's high expectations. Pupils say that they feel safe and that any misbehaviour is quickly dealt with. They enjoy coming to school, commenting that 'people respect each other and teachers make lessons fun'. Pupils have good attitudes to their work and are keen to learn. This contributes positively to the good progress they make. Attendance is only average because too many parents take pupils on holiday during term time. Most pupils make an excellent contribution to the school community. Using the '4R' code well, they have good attitudes and are happy to take on a variety of responsibilities and show initiative. The very effective school council gives pupils a strong voice in the school's development. Pupils make a valuable contribution to the wider community, and enjoy the broad opportunities available for their cultural development. They effectively develop the skills necessary for their future economic well-being. Pupils have a good awareness of how to lead a healthy lifestyle and how to keep themselves safe.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. The school has implemented rigorous monitoring procedures, which have improved the quality of teaching and learning in the last year. This is why pupils' progress is now good and is beginning to lift their achievement. Good relationships between members of staff and their pupils ensure that lessons are calm so that pupils work hard and learn quickly. The 'distraction scale' is proudly displayed in all classrooms and encourages pupils to take part in managing their own behaviour. Teachers consistently refer to the '4R' code, and this is helping to raise pupils' achievement and their personal standards well. In the Nursery and Reception classes, thorough assessment procedures enable staff to support pupils effectively in small groups. In Years 1 to 6, teachers use a good variety of approaches to gain and

maintain pupils' interest and concentration. Older pupils are taught in ability sets for English and mathematics and this has accelerated their progress. Questioning is used well to encourage pupils to think for themselves and develop their understanding. Praise is used well in all classes, giving pupils' confidence to answer questions confidently and to ask their own questions. The good assessment procedures show pupils how to improve their work. Occasionally, the pace of learning drops when question and answer sessions take too long. The challenge in the work is often good but occasionally it does not meet the learning needs of all pupils in the class. Teaching assistants provide good specific support, particularly for pupils with learning difficulties and disabilities.

Curriculum and other activities

Grade: 2

The good curriculum, which meets requirements, provides pupils with a wide range of interesting and relevant activities which supports and motivates them well. In the Nursery and Reception classes, role play is used particularly well to help develop pupils' speaking, listening and social skills. Opportunities for pupils to work outside are satisfactory but restricted because of the difficulties in gaining access to the area directly from the classrooms. In Years 1 to 6, links between subjects are good with some topics taught over several days to build pupils' skills and knowledge effectively. This 'Building Learning Power' programme is supporting pupils' progress very well. Pupils enjoy a good range of visits, visitors and clubs which contribute well to their creative, personal and academic achievement. Various cultural activities are promoted well, and older pupils collected facts about other countries to include in their interesting board games. Good use is made of international exchanges for staff in this work. The development of basic skills in literacy and numeracy is good. The provision for ICT has improved well since the time of the last inspection and is now satisfactory. However, the school has identified the need to develop the use of ICT across the curriculum further.

Care, guidance and support

Grade: 2

The care, guidance and support given to pupils are good, and have some outstanding qualities. The procedures for ensuring pupils' well-being, child protection and health and safety are very thorough. Pupils say 'they feel really safe in school'. They also say that if they have any worries they know they can talk to any member of staff, be listened to and helped. All pupils are greatly valued, and staff are firmly committed to their best interests. Pupils are given very good guidance on how to adopt a healthy lifestyle and make decisions through the personal and social education provision, which includes very effective elements of citizenship. The tracking of pupils' academic development is good and improving. The information gathered shows pupils how to improve their work well. Pupils are increasingly involved in evaluating how well they are doing, particularly in English and mathematics. There are good induction procedures when children start school so they quickly settle into everyday routines. They are also

prepared very well for their transfer to secondary school. Liaison with parents and outside agencies to support pupils with learning difficulties and disabilities are very good.

Leadership and management

Grade: 2

Leadership and management are good, and the school evaluates its strengths and weaknesses accurately. The headteacher gives clear educational direction to the school's work which is supported well by the senior leadership team and subject coordinators. All staff share this clear vision and feel fully involved in the leadership and management of the school. This strong commitment and good practice is driving up pupils' achievement and standards well. It also ensures that there is a very orderly atmosphere, which encourages the pupils to be responsible and sensible. All pupils are given equal opportunities to succeed. The monitoring of teaching and learning and other areas of the school's work is regular, rigorous and shared, and used exceptionally well to identify where additional support is needed. The very strong links with parents and other schools add to the pupils' learning opportunities. The governors have a very clear understanding of the school's strengths and weaknesses and fulfil their responsibilities well. The school improvement plan is well structured and regularly evaluated to drive up standards and pupils' achievement successfully. Resources are used exceptionally well. Under the current leadership team, the school has strong capacity to improve further.

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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>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	1	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

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	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	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

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

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
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
The extent to which providers ensure that learners stay safe	
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
The extent to which learners make a positive contribution	
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
The extent to which schools enable learners to achieve economic well-being	
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

Thank you for welcoming us when we came to inspect your school. We enjoyed the opportunities to talk to you and your teachers, and to watch some of your lessons. Your school is a good school.

What we most liked about your school

? Most of you are now making good progress in your work.? You enjoy school and are well taught.? You have a good understanding of the '4R' code and the distraction charts which help you to work hard and behave well. ? The work of your school council in making changes. ? The good way that your teachers and other adults care for you, and are helping you to improve your work.? The good leadership and management of your school.

Your teachers and governors know what they need to do to make your school even better and we want them to carry on with the developments that they have already planned.

What we have asked your school to do now

? Help you to do even better in your writing and mathematics.? Make sure that ICT is used even more in all subjects to help your learning.? Ensure that the work you are given makes you work harder so that you make even better progress. ? Work with you and your parents to improve your attendance

Thank you for being courteous and very helpful to us during our visit. We hope that you will all continue to do your best in making Moat Hall an even better school.