

# Moat Hall Primary School

## Inspection report

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<b>Unique Reference Number</b>	124191
<b>Local Authority</b>	Staffordshire
<b>Inspection number</b>	328074
<b>Inspection dates</b>	13–14 May 2009
<b>Reporting inspector</b>	Usha Devi HMI

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	530
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Anthea Staples
<b>Headteacher</b>	Patricia McSoreley
<b>Date of previous school inspection</b>	29 March 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	John's Lane Great Wyrley Walsall WS6 6BX
<b>Telephone number</b>	01922 857005
<b>Fax number</b>	01922 857012

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors.

## Description of the school

Moat Hall Primary School is larger than most primary schools. It is situated in a residential area to the south of Stafford. The majority of pupils are White British. The proportion of pupils with learning difficulties and/or disabilities is above the national average. The proportion of pupils eligible for free school meals is below the national average. Early Years Foundation Stage provision is provided for children in the Nursery and Reception classes. There is privately run out-of-school care provision on the school site. This facility was inspected at the same time as this inspection, and is reported on separately. The school has achieved Healthy School Status, Investors in People, Dyslexia Friendly Full Status, the Inclusion Quality Mark and the Eco Bronze Award.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

This is a satisfactory school. It has some good features. Parents are appreciative of the school and the good level of care and support staff provide. 'Staff are helpful, polite and understanding,' wrote one parent, summing up the views of many. Children enter the Nursery class with levels of attainment that are broadly similar to those expected for their age. They make satisfactory progress in the Early Years Foundation Stage and begin Year 1 with performance levels that are broadly similar to those expected. By the time pupils leave the school, they reach broadly average standards. This represents satisfactory progress in Key Stages 1 and 2. The school's assessment information shows that although some pupils are now making good progress, differences remain between subjects and groups of pupils. For instance, girls perform better than boys in reading and writing and the more able pupils do not always make the progress of which they are capable.

Pupils are polite and welcoming to visitors. They describe the school as a place where 'there are friends and fun activities'. The school council is a real strength, being actively involved in developments both in the school and the local community. For instance, they are currently involved in collating ideas for the new Parish Council plan.

Teaching is satisfactory overall and some lessons are good. The overall progress that pupils make is satisfactory rather than good because in too many lessons, staff do not make effective use of assessment information to set tasks that provide pupils with a suitable level of challenge. This is particularly the case for the more able pupils. Academic guidance is satisfactory because not all teachers provide pupils with the individual guidance they need to improve. There are currently not enough opportunities for pupils to review their progress towards their targets. The satisfactory curriculum is well enriched through a programme of visits, visitors and themed days. Year 4 pupils, for example, spoke positively about the problem-solving skills they learnt during the recent visit by a magician. Teachers are beginning to develop links across subject areas in order to develop a more creative curriculum.

The leadership and management of the school are satisfactory. The headteacher ensures pupils are well cared for, and the school works effectively with others to effectively promote pupils' well-being. Senior staff have a reasonably accurate view of the school's strengths and weaknesses. The strategies they have introduced are beginning to bring about improvements in some classes, for example in reading and writing. School leaders have not yet ensured that initiatives are having a beneficial impact throughout the school because their systems for monitoring and evaluation lead them to make judgements that are somewhat too high. The key reason for this is because they place too much emphasis on what teachers do and not enough on what pupils learn and the progress they make. The school's capacity to improve further is satisfactory.

## Effectiveness of the Early Years Foundation Stage

### Grade: 3

Good links with parents enable children to settle quickly. Children behave well and develop good attitudes to learning. Adults promote the welfare of children satisfactorily. They provide sensitive support as needed and create a welcoming environment. The use of the 'key person' system is not yet fully embedded in the Nursery. Children enter the Nursery with a range of skills and knowledge that are broadly typical of children of a similar age. Their progress through

the Early Years Foundation Stage is satisfactory so that they start Year 1 with broadly average levels of attainment. Satisfactory teaching enables children to make the expected rate of progress in most areas. The recent introduction of a daily phonics lesson has enabled more rapid progress to be made in children's ability to link sounds and letters. Slower progress is made in children's knowledge and understanding of the world. This is because there are not enough planned opportunities for children to explore and investigate, particularly in the outdoor environment, which is underdeveloped. Children's personal development is a strength because personal, social and emotional skills are promoted well by all staff. Children cooperate well, for example when making bead pictures in pairs or when putting on a puppet show. They show increasing independence and learn how to make sensible choices. Leadership and management are satisfactory. While sound planning is in place for most adult-led tasks, the planning for child-initiated activities does not place sufficient emphasis on learning. The school recognises that the current assessments on entry do not give a clear picture of a child's strengths and areas to develop and that staff do not always identify the next steps in learning when assessing children's progress.

### **What the school should do to improve further**

- Raise standards further by ensuring a good rate of progress for all groups of pupils, especially boys in reading and writing.
- Ensure that teachers make better use of assessment information to match learning more precisely to the needs of all pupils, particularly the more able.
- Make sure pupils know what they need to do to achieve their targets by giving them better individual guidance about what they need to do to improve.
- Improve leadership and management at all levels by ensuring monitoring and evaluation clearly focus on raising the achievement of pupils.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

The school's assessment information and inspection evidence shows that standards are broadly average in reading, writing, mathematics and science by the time pupils leave the school. Pupils make satisfactory progress from entry into the Nursery through to Year 6. Pupils with learning difficulties and/or disabilities achieve as well as their peers and sometimes better. Following an analysis of national test results and teacher assessments, staff rightly recognised that boys did not perform as well as girls in reading and writing. In response to this, the school introduced a more structured approach to writing, placed a greater emphasis on phonics and introduced initiatives to help pupils learn in their preferred learning style. These strategies are beginning to make an impact. Some pupils in some classes are now making good progress in these subjects. Throughout the school, the more able pupils are not always reaching the high standards of which they are capable.

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

### **Grade: 2**

Pupils show real pride in their school and greatly enjoy their education. Behaviour is good and pupils respect their classmates and the adults they work with. Pupils are articulate and able to

put their views across in a confident manner. They are clear about how to stay safe and whom to turn to if they have any concerns. Pupils show a good understanding of healthy lifestyles, as shown by the high uptake of the wide range of sporting opportunities. Pupils' spiritual, moral, social and cultural development is good and effectively developed through the curriculum and a range of visits. Attendance is similar to the national average. Pupils make a good contribution to the community by participating in fund-raising and recycling activities and through involvement in projects such as the Young Enterprise Programme. Satisfactory progress in literacy and numeracy prepares pupils adequately for the future.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The quality of teaching and learning is satisfactory. It is good in some classes. Examples of good practice include teachers asking questions that challenge pupils' thinking, opportunities for pupils to talk to each other about their work and teachers ensuring that they clearly explain tasks to pupils. However, this successful practice is not widespread across the school. In too many lessons, pupils of different abilities, and particularly the more able, are not offered tasks that sufficiently meet their needs. This is because staff do not always make effective use of assessment information when planning activities. Teaching assistants make a good contribution to pupils' learning during individual and group activities. Nevertheless, they are not always well deployed during the introductions and ends of lessons.

### **Curriculum and other activities**

#### **Grade: 3**

The curriculum provides adequate provision for numeracy and literacy. As a result, pupils make satisfactory progress in these subjects. Teachers' planning is not always sufficiently adapted to meet the individual needs of pupils, particularly the more able. The opportunities pupils have to write are at times limited because of an over-reliance on the use of worksheets during some lessons. Provision for information and communication technology is good and it is used effectively by staff to support learning. A well-structured personal, social, health and citizenship curriculum contributes positively to pupils' good personal development. Outside agencies, such as 'Natural High', are used effectively to raise pupils' awareness of personal safety and well-being. The school's partnership with local high schools has effectively enhanced the provision for sport, music and French. A good range of clubs outside lessons are well attended, and give opportunities for older pupils to lead activities for younger pupils.

### **Care, guidance and support**

#### **Grade: 3**

The care and support given to pupils, including those with learning difficulties and/or disabilities, is good. This underpins their good personal development. Pupils report that they feel safe, able to talk to any adult about their concerns and fully supported by all adults. Procedures for safeguarding pupils are secure and reviewed regularly. Health and safety systems are carefully monitored. The school works well with parents, who feel well informed and increasingly involved in developments within the school. Links with other agencies are good, with the school making good use of the support and advice given. Any pupils that are at risk are identified early and given appropriate support. Academic guidance is satisfactory, as there are inconsistencies across

the school. Pupils have a range of targets; however, they are not always personalised to individual learning needs. The targets for the more able pupils are not always challenging enough. Teachers' marking acknowledges pupils' achievements but does not always give pupils the support and guidance they need to improve their work.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory. The headteacher has created a common sense of purpose amongst the staff. They all share her determination to ensure pupils value themselves and work together well. The headteacher and senior teachers meet regularly with staff to review pupils' progress towards their targets. Although this is helping to raise staff's expectations of pupils' capabilities, teachers are not yet making best use of the assessment information they have in order to accelerate the progress of all pupils. The school's self-evaluation of its own performance is satisfactory, although sometimes a little too high. This is because monitoring is not sufficiently rigorous. For example, senior leaders and subject leaders do not always take enough account of pupils' progress when providing staff feedback on the quality of teaching and learning. Governors provide a satisfactory level of support. They are gradually increasing their involvement in monitoring and evaluating the work of the school. As a result of effective links with parents, members of the local community and a number of overseas schools, the school's contribution to community cohesion is good. Parents particularly appreciate the guidance and support they receive during the workshops which focus on strategies for supporting children's learning at home.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	3

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	3
How effectively is provision in the EYFS led and managed?	3

### Achievement and standards

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

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

## Personal development and well-being

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

## The quality of provision

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

**Annex B****Text from letter to pupils explaining the findings of the inspection**

15 May 2009

Dear Pupils

Inspection of Moat Hall Primary School, Walsall, WS6 6BX

Thank you for the warm welcome you gave us when we visited your school. We very much enjoyed talking to you about Moat Hall, visiting your lessons and looking at your work. Please thank your parents for completing the questionnaires about their views of the school. We would like to say a special thank you to the children in the school council who came to talk to us about their work. It was good to hear about all the projects you have been involved in and about your ideas for the new Parish Council plan.

We decided that Moat Hall Primary School is a satisfactory school. It also has some good features. Here is what we found.

- You are well mannered, enthusiastic and have good attitudes to learning.
- Mrs McSorley, the teachers and the adults who work with you take good care of you and help you to feel safe.
- You make satisfactory progress in reading, writing and mathematics. Some of you are now making good progress.
- In lessons, you like it when teachers give you the opportunity to talk to each other about your work and ask you questions that are challenging.
- You understand the importance of eating healthily and keeping fit.

At the end of the inspection, we asked Mrs McSorley, the staff and governors to help you reach higher standards, especially in reading and writing. We have asked the teachers to give you activities that will help you make even faster progress. We have also asked the teachers to look at the ways they can give you the support you need to meet your learning targets. Finally, we have asked the school's leaders to keep a close check on how well you are doing so that they can make sure everything is always as good as it can be. You can help by continuing to work hard and by always doing your best.

Thank you once again for being so friendly and for making our two days with you so enjoyable. We wish you the very best for the future.

Yours faithfully

Usha Devi

Her Majesty's Inspector