

Moggerhanger Lower School

Blunham Road, Bedford, MK44 3RD

Inspection dates 5–6 November 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school. Select

- Children make a good start to their education during the Early Years Foundation Stage. The majority reach the level of development expected for their age by the time they enter Year 1.
- Most pupils make good progress in reading, writing and mathematics. Standards are in line with expectations by the time they leave Year 4.
- Pupils who are eligible for pupil premium funding are making good progress and the gaps in attainment between them and other pupils are closing rapidly.
- Pupils love coming to school and say that they feel safe and secure. Their attendance is above average and improving.
- Governors know the school well. They make regular visits to school, observe lessons and provide effective challenge to school leaders.
- The new headteacher has a clear vision for the school. She has a good understanding of the current strengths and areas for development.
- Pupils behave well and are keen to help each other to perfect skills both in class and at play.
- All teachers and adults in school set high expectations to ensure that everyone is included in making good progress.
- Pupils' spiritual, moral, social and cultural development is good. This helps to prepare pupils for life in modern Britain.

It is not yet an outstanding school because

- The most able make good progress overall, but sometimes in mathematics, their work is not well-presented and some tasks are too easy for them.
- Although the curriculum is generally broad and balanced, the activities set in some subjects are not always inspiring or imaginative enough to hold pupils' attention and make them really think.

Information about this inspection

- The inspector observed learning in six lessons, three of which were jointly observed with the headteacher. In addition she made a number of short visits to other lessons.
- The inspector scrutinised the 12 responses to the on-line questionnaire (Parent View) and spoke with parents at the start of the school day.
- Inspection questionnaires completed by eight members of staff were analysed.
- Meetings took place with staff, pupils, governors and the inspector spoke by telephone to a representative of the local authority.
- The inspector listened to pupils of different ages read and also looked at the work in pupils' books.
- The inspector looked at a number of documents including records of pupils' progress, the school's checks on teaching and learning and its development plan, records of behaviour and attendance, safeguarding documents and minutes of the governing body meetings.

Inspection team

Emma Merva, Lead inspector

Additional Inspector

Full report

Information about this school

- Moggerhanger lower school is a much smaller than the average-sized primary school.
- The proportion of pupils from minority ethnic backgrounds is well below average.
- Currently there are no pupils who speak English as an additional language.
- At 13%, the proportion of pupils supported through the pupil premium (additional government funding for pupils known to be eligible for free school meals and looked after children) is well below average.
- At 5%, the proportion of disabled pupils and those who have special educational needs, supported through school action plus or with a statement of special educational needs, is below average. Currently there are no pupils supported through school action.
- Children in the Early Years Foundation Stage attend full time.
- The school runs a breakfast club and an after-school club.
- The headteacher took up her post in September 2014.

What does the school need to do to improve further?

- Raise standards in mathematics further, especially for the more able by:
 - giving pupils work that challenges and stretches them
 - ensuring that pupils' work in mathematics is always well-presented.
- Further strengthen the curriculum in all subjects to ensure that all groups of pupils are fully engaged by the topics they are studying and suitably challenged and achieve their full potential at all times.

Inspection judgements

The leadership and management are good

- The new headteacher is passionate about the need to raise achievement and directs the work of the school very effectively. Her drive and ambition are shared by staff and governors alike. She has quickly developed a sense of community and ownership and created a highly positive ethos in which achievement and good behaviour flourish. Staff say that they feel her vision for the school is communicated effectively.
- All leaders have an accurate understanding of the school's current strengths and areas for development.
- Leaders at all levels track and monitor all pupils' progress well through regular pupil progress meetings. Arrangements for the management of teachers' performance are rigorous. This ensures that there is a close link between pupil achievement and teachers pay.
- Teachers' assessments are checked by school leaders and the school works in partnership with the local authority to ensure consistency. The school is currently using point scores to assess pupils' progress, following the recent removal of levels from the National Curriculum.
- The curriculum is broad and balanced and includes a wide range of subjects, such as design and technology. Trips and visits are used well to enhance pupil's wider experiences. The new curriculum has been implemented and includes an appropriate emphasis on the teaching of British values. However, activities set in some subjects do not always provide sufficient challenge for all groups of pupils including, on occasion, for the more able in mathematics, so that they can make rapid progress. The breakfast and after school clubs support pupil's learning well.
- Pupils' spiritual, moral, social and cultural development is strong. They are well-prepared for life in modern British society. Leaders ensure that pupils learn to respect British values arrange many trips and visits to help pupils understand the multi-cultural society they live in. Teaching about democracy is given a high profile by the school and pupil's views are heard through the school council. The school is committed to ensuring that all groups of pupils enjoy the same good opportunities to succeed. Pupils have good manners and values, which are promoted extremely well through the whole school assembly themes and topics.
- The small amount of pupil premium funding which the school receives is utilised well to provide group and individual support to pupils who are eligible, so that they can make the same progress as their classmates.
- The primary school sports funding is used well to provide extra equipment, sports clubs and activities. Pupils appreciate the play equipment provided at break times, which allows them to become more active.
- The local authority is providing effective support. For example, the new headteacher is engaging in an induction programme for new headteachers and regular whole school reviews are provided.
- Links with parents are effective and improving. For example, parents who expressed an opinion think communication is improving. Parents are well-supported by the school. For example, during the inspection the inspector observed a support session entitled 'Introducing Your Child to Reading' which was well attended by parents.
- Safeguarding arrangements meet statutory requirements.
- **The governance of the school:**
 - The governing body has an accurate view of the school. Governors have a good understanding of how well the school is ensuring pupils' achieve the best they can. They have high expectations and set challenging targets. Governors have made effective use of training opportunities, and use the criteria in the Ofsted framework very well to check the efficiency of the school's use of its finances and its arrangements for safeguarding.

- Governors have a good understanding of the quality of teaching. They make regular visits to classrooms to observe teaching and hold annual governor days to learn about the workings of the school. This allows them to fully appreciate the strengths and areas for development.
- Governors understand about pupil's progress and ensure that salary increases are linked to teachers' impact on the progress made by the pupils.
- Governors know about the sports and pupil premium funding and how this is used in school to ensure it has a positive effect on pupil's achievement.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Pupils have very positive attitudes to learning. They are excited by the fun activities that are planned for them, such as, the cinema visit to explore topics on friendship and anti-bullying. They support each other well and are quick to get on with activities planned for them. Occasionally, when the work in lessons does not provide full challenge for all pupils, especially those who are more able, pupils sometimes lose focus and are not fully engaged at all times.
- Pupils say that behaviour is good and that bullying is extremely rare; this is confirmed by the records kept in the school's behaviour logs.
- Behaviour around the school is good. Pupils are keen to show off their school and often open doors for each other and visitors. They wear their uniform with pride and take responsibility for their own learning. Pupils' relationships with each other and adults are effective.
- Pupils' social, moral, cultural and spiritual development is supported very well through assembly topics and wider trips and visits. They have respect for each other and show a pride for their school. They are developing a good understanding of life in modern Britain.
- Attendance is above average. Pupils are keen to come to school and punctuality is good. The rate of exclusions is extremely low and the school's systems for behaviour management are applied consistently and effectively in all classrooms.

Safety

- The school's work to keep pupils safe and secure is good. The school has good procedures for checking the identity of visitors. Parents who expressed an opinion said that their children are safe in school. Staff keep themselves up to date with safeguarding training to ensure that pupils are always safe.
- Pupils are aware of how to keep themselves safe and know about the different forms of bullying, such as, cyber-bullying through the internet or name calling. They say that if any bullying did occur that there are adults in school who they would go to for help.
- Outdoor play at break and lunchtimes is safe and secure, because pupils are well supervised. There is good provision for games and activities.

The quality of teaching is good

- The quality of teaching across the school is good overall and some is outstanding. Records of pupils' work and leaders' checks on teaching confirm that teaching is good. Most parents who expressed an opinion believe that their children are well taught.
- Pupils enjoy learning and, in the main, lessons are well-planned to meet their needs. Most teachers plan effectively for all groups. However, occasionally work and activities are too easy or too hard, especially for the more able, and activities in subjects other than English and mathematics are not always interesting enough to hold pupils' attention.

- In most lessons teachers set high expectations for pupils' learning, behaviour and attitudes. They make learning fun and engaging so that pupils want to join in. Pupils' work is generally well presented. However, sometimes in mathematics teachers do not have high enough expectations about the quality of presentation and accept pupils' work when it is not presented clearly or neatly.
- Literacy is taught consistently well. For example, pupils in a mixed Year 3/4 mathematics lesson were using their literacy skills very well when working out a word based mathematics question. The teaching of phonics (sounds and letters) and reading is effective. Pupils develop good reading skills and are encouraged to read often from a good range of reading books. Reading logs reflect the regularity in which pupils are expected to read.
- Teachers use questioning skilfully, which allows them to effectively check pupils' understanding and progress during lessons.
- The quality of marking and feedback is good. Teachers mark work regularly and give clear feedback and guidance on how the work can be improved. Pupils respond well to the guidance given and teachers give pupils reflection time to allow them to do corrections or improve their work.
- The learning environment is clean and tidy. Displays and learning walls are colourful and vivid and contain useful prompts and other guidance to help support pupils' learning.
- Teaching assistants make a powerful and effective contribution to pupils' learning both in the classroom and in small withdrawal groups. They provide good support and ensure that pupils can access the work through different resources. In this way pupils who are disadvantaged, and those who are disabled or who have special educational needs, make good progress.

The achievement of pupils

is good

- Pupils make good progress through the school. Children achieve well in the Early Years Foundation Stage. By the end of Year 2 standards are broadly average in reading, writing and mathematics. However, some of the more able pupils do not always make the progress that they are capable of, especially in numeracy.
- In the 2014 national phonics check the proportion of pupils achieving the expected standard was above average. Pupils enjoy phonics lessons and use phonic skills well to help them to read new or unfamiliar words. Pupils have developed a passion for reading across the school and regularly take home reading books. The well stocked library is frequently used.
- In Years 3 and 4 most pupils make good progress in reading, writing and mathematics. However, sometimes in mathematics pupils could present work more clearly and the more able do not always make the rapid progress expected of them.
- The small numbers of disabled pupils and those who have special educational needs are extremely well supported in lessons. They make good progress, because of the well thought out resources and activities teachers prepare for them.
- In 2014 there were no disadvantaged pupils (children entitled to free schools meals or in local authority care who were eligible for the pupil premium) in the school to compare against national figures. However, from the analysis of evidence during the inspection those disadvantaged pupils currently in the school make good progress.
- The school ensures equal opportunities through carefully tracking and monitoring of the progress made by pupils from all groups, including the very small numbers of pupils from ethnic minorities. The school also has regular pupil progress meetings to ensure that all pupils are making good progress. If anyone is struggling to not make similar progress to their peers support is put into place for these pupils.

- Although the most-able pupils make good progress overall, evidence from their books and lessons during the inspection demonstrate that sometimes work is not well matched to their needs, including in mathematics. Sometimes not enough pupils at the end of Year 2 reach the higher levels.
- Most parents who gave an opinion believe that their children make good progress in the school.

The early years provision is good

- Children start school with skills and abilities which are at a lower level than those typically found for their age. They are well-prepared for their start in Year 1. The proportion who move on with a good level of development is close to that found nationally.
- Teaching is good and some is outstanding. All activities are very inclusive and well planned. The adults use sign language when questioning pupils or introducing a new topic to meet each individual pupil's needs. There is a clear focus on children developing their skills in literacy, numeracy and personal and social development. They behave well and get on with each other respectfully. Teaching assistants are very well utilised to ensure all groups of children make rapid progress.
- The school promotes children's social development very well. The circle time activities are especially designed to help young children understand about each other, how to have empathy and be a good friend.
- Lunchtimes for Nursery children are well-supervised and play activities are well-planned, so that there is a good balance between time for children to explore activities for themselves and adult-led activities.
- Leadership and management are good. A new system has recently been introduced to track and record children's achievements in the Nursery and this is already having a positive impact on leaders knowledge about how well children are achieving.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	109473
Local authority	Central Bedfordshire
Inspection number	448394

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

Type of school	First
School category	Foundation
Age range of pupils	3–9
Gender of pupils	Mixed
Number of pupils on the school roll	62
Appropriate authority	The governing body
Chair	Mr Max Hill
Headteacher	Debbie Randall
Date of previous school inspection	May 2010
Telephone number	01767 640270
Email address	office@moggerhangerlower.co.uk

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