

# INSPECTION REPORT

## **MOSS LANE SCHOOL**

Godalming

LEA area: Surrey

Unique reference number: 125049

Headteacher: Miss J Whittington

Reporting inspector: Ms Ruth Frith  
2490

Dates of inspection: 3 – 4 July 2000

Inspection number: 197226

Inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	4 - 7 years
Gender of pupils:	Mixed
School address:	Moss Lane Godalming Surrey
Postcode:	GU7 1EF
Telephone number:	01483 417214
Appropriate authority:	Governing Body
Name of chair of governors:	Mrs. M. Hill
Date of previous inspection:	5 – 8 November 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Moss Lane School is a community school for boys and girls of all abilities aged 4 to 7 years. There are 164 pupils on roll including 13 children aged under five. The school serves an affluent part of Surrey and there is a high incidence of owner-occupiers amongst its parents. The percentage of pupils entitled to free school meals is below the national average. Information gained from assessments undertaken by the school indicates that on entry to school, pupils have above average standards in all areas of learning. There are very few pupils from ethnic minority groups or who come from homes where English is not the first language of communication. This reflects the local population. There is a below average percentage of pupils with special educational needs and currently no pupils have a statement of special educational needs.

### **HOW GOOD THE SCHOOL IS**

Moss Lane is a good school which serves the community well. The quality of teaching is good and encourages the pupils to work hard and develop very good attitudes to learning. Pupils make good gains in their learning and reach high standards by the time they leave the school. Staff and governors have a strong commitment to maintaining these high standards whilst also offering a broad and interesting curriculum. The leadership and management of the school are also good and the headteacher, who was appointed at the start of the current academic year, has quickly gained the confidence of pupils, parents, staff and governors. The school provides good value for money.

#### **What the school does well**

- Results in national tests and assessments for pupils at the end of their last year in school are well above average in writing and mathematics and very high in reading.
- The quality of teaching is consistently good and teachers provide a broad curriculum that includes very good provision out of formal school hours.
- Pupils' attitudes to learning, personal development and relationships are very good.
- Provision for pupils' moral and social development is very good and results in pupils' good behaviour.
- Management and leadership of the school are good. The headteacher, staff and governors are strongly committed to the maintenance of high standards and to continual improvement.
- Parents have very positive views about the school and are pleased with the education it provides.

#### **What could be improved**

- Although teachers have recently improved their planning, more could be done to ensure consistency of provision within year groups and to clarify specific learning objectives in medium-term plans.
- Although teachers know their pupils well, more formal procedures are needed to assess and record pupils' progress and attainment systematically throughout the school.

*The areas for improvement will form the basis of the governors' action plan.*

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The last inspection in November 1996 found Moss Lane School to have many strengths. The standards achieved by pupils and the quality of education provided were good and the school's climate for learning was very good. The management and efficiency of the school required some improvement. Since then, the school has successfully addressed the issues identified in the inspection report. The quality of teaching has improved and standards achieved in speaking, listening, reading, writing, mathematics and science are now above those reported in the last inspection. The school has maintained the high standards achieved in National Curriculum test results and is on line to exceed the targets set in literacy and numeracy. Pupils also attain better standards in design and technology, which was seen to be a weak area of the curriculum in the last inspection. Here, staff have developed a new policy and scheme of work, purchased a better range of resources and increased their own knowledge and understanding of the subject through staff training. Curriculum balance and continuity of learning has improved overall through the development of schemes of work which are currently being reviewed to ensure that the curriculum meets the requirements of the new National Curriculum in September 2000. Whilst teachers have improved some aspects of their curriculum planning and assessment of children's progress and attainment, more still needs to be done in these two areas. Aspects of leadership and management have improved with members of the governing body and curriculum co-ordinators having more specific roles. Systems are now established for monitoring and evaluating the work of the school and the standards achieved, and staff and governors are far more involved in the school development planning process.

## STANDARDS

The table shows the standards achieved by 7 year olds based on National Curriculum test results.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
Reading	A	A	A*	A
Writing	A	A	A	A
Mathematics	A	A	A	B

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E
very low	E*

These results show that in 1999 the performance of pupils in writing and mathematics was well above the national average. Standards in reading were very high and place the school's performance in reading in the top five per cent of schools nationally. This shows an improvement in standards from the previous year in reading and a maintenance of standards in writing and mathematics. When compared to schools with pupils of a similar background, the levels indicate well above average standards in reading and writing and above average standards in mathematics. Evidence from this inspection confirms that pupils in Year 2 are expected to maintain these high standards overall although there is a decrease in the number of pupils reaching the higher Level 3 in reading. The school is on line to exceed the targets set for pupils in the current Year 2 in English and mathematics. Pupils' writing is of a very good quality both in their literacy lessons and in other curriculum areas. Handwriting reflects the high expectations which teachers have of their pupils and the good quality of teaching.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy coming to school and are interested in what they do. They are proud of their achievements and keen to talk about their work.
Behaviour, in and out of classrooms	Good throughout the school.
Personal development and relationships	Pupils' personal development and relationships are very good. They quickly settle into school routines and develop in confidence as they progress through the school. By the time they leave school they are responsible and independent learners. The very good relationships within the school help to create a safe and stimulating learning environment.
Attendance	In line with the national average. Lessons start promptly and no time is wasted.

The pupils' good behaviour and very good relationships and personal development provide a good basis for their learning and make a positive contribution to the standards that they achieve. Staff has high expectations of their pupils who, in turn, respond well. The pupils' attitudes and values are strong features of the school.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to five years	aged 5 to 7 years
Lessons seen overall	Good	Good

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

The quality of teaching is good in 72 per cent of lessons and satisfactory in 28 per cent. This quality of teaching represents an improvement since the last inspection and is a key factor in pupils' learning and the standards they achieve. Young children are effectively introduced to the school's routines and procedures and quickly settle into school. The consistent approach demonstrated by all adults ensures that pupils clearly understand what they are expected to do. Teachers manage pupils well and have high expectations of behaviour. Children are encouraged from an early age to work as hard as they can and become independent learners. This results in the majority of pupils sustaining good levels of concentration and making good progress as no time is wasted and pupils try to do their best. Teachers use questioning well to assess the pupils' understanding and develop their thinking. When questioned, pupils are confident, keen to answer and put forward their own points of view. The comments made to pupils and the way teachers talk about their work raises pupils' self-esteem and give them a clear idea about how they can improve. Teachers help pupils to understand the relevance of what they are doing by sharing with them the learning objectives for each lesson and encouraging them to review their achievements at the end of the lesson. The teaching and support for pupils with special educational needs is good and results in them making good progress towards the targets set. Pupils who speak English as an additional language make similar progress to that of their peers due to the support and good quality teaching. Teachers have adopted the content of the National Literacy Strategy and the Numeracy Strategy to support pupils in their learning, and teaching in these lessons is usually good. Teachers are effective in the way they encourage pupils to do work at home which maintains their interest and builds on the work they have done in school.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of learning opportunities presented to pupils are good overall with provision for extra-curricular activities being very good.
Provision for pupils with special educational needs	Pupils with special educational needs receive good support and progress well towards the targets set in their individual education plans. The decision to focus resources on pupils as early as possible has had a positive impact on raising standards.
Provision for pupils with English as an additional language	Pupils make similar progress to others in the class due to effective teaching. This ensures that they have good access to the full curriculum.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	Provision for pupils' personal education through the development of social and moral responsibilities is very good and results in pupils' good behaviour. Provision for pupils' spiritual and cultural development is good.
How well the school cares for its pupils	Staff have good knowledge and understanding of their pupils and make good provision for their welfare, health and safety. There is a whole-school formal system for assessing and recording pupils' progress and attainment in reading but not in other subjects.

The headteacher, staff and governors are keen to ensure that pupils experience a rich and varied curriculum and develop into polite individuals and independent learners. As well as successfully meeting the requirements of the National Curriculum and other national initiatives they provide a wide range of activities which develop pupils' academic and personal skills well.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The leadership and management of the school play a key role in the promotion of high standards. The headteacher has quickly gained the confidence of pupils, parents, staff and governors and has a clear vision for the school's development.
How well the governors fulfil their responsibilities	The governors fulfil their roles well and are now fully involved in the school development planning process. They support and work with staff effectively and have a clear understanding of the school's priorities for improvement. All statutory requirements are met.
The school's evaluation of its performance	Good in analysing the strengths and weaknesses of the school and deciding what needs to be done next.
The strategic use of resources	The school manages and uses its resources well and priorities for development are appropriately financed. Correct tendering procedures are followed and staff and governors seek to obtain the best value for their spending.

The success of the school stems from its effective leadership. Whilst keen to maintain the values and traditions of the school, senior management and governors also share a clear vision for its development and improvement. Pupils come into the school with above average levels of attainment. They are well taught and this results in them having very good attitudes to learning, relationships, and personal development. They demonstrate good behaviour and achieve high academic standards by the time they are seven years old.

### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Moss Lane is a friendly, homely and happy school and an integral part of the town.</li> <li>• The induction process for young children has greatly improved.</li> <li>• Children like school and they make good progress.</li> <li>• Behaviour in the school is good; the school is helping children to become mature and responsible.</li> <li>• The teaching is good and the school expects their child to work hard and achieve his or her best.</li> <li>• The school works closely with parents and they feel comfortable about approaching staff.</li> <li>• The school is well led and managed.</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of work that the children are given to do at home. Some parents would like their children to receive more homework and others, less.</li> <li>• More information about how their child is getting on.</li> </ul>

Inspectors endorse the positive views held by parents and the regard they have for the school overall. Teaching in the school is good and results in pupils behaving well and working hard. The school is effective in transmitting strong positive values and pupils enjoy their learning. Leadership and management of the school are also good. The inspection team does not concur with the views of some parents who think that homework is unsatisfactory. The provision of regular homework supports the work done in school and helps to maintain the high standards. The inspectors understand the wish of some parents to have more information about how their child is getting on but believe that staff offer appropriate opportunities for them to make contact and talk about their children, and supply them with appropriate written information.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

**Results in national tests and assessments for pupils at the end of their last year in school are well above average in writing and mathematics and very high in reading.**

1. Compared with all schools, Moss Lane School attained well above average standards in writing and mathematics and very high standards in reading in the tests and assessments for seven-year-olds in 1999. These standards in reading place the school's performance in the top five per cent of schools nationally. When compared with similar schools, pupils attained well above average standards in reading and writing and above average standards in mathematics. Overall, this indicates an improvement in standards from the previous year in reading and maintenance of standards in writing and mathematics. Evidence gained from observing lessons, talking to pupils and looking at their work shows that pupils in the current Year 2 are in line to maintain these high standards overall although there is a decrease in the number of pupils reaching the higher levels in reading. These standards are a reflection of the consistent good quality of teaching, the pupils' very good attitudes to learning and the involvement of parents in their children's learning which supports their work both in school and at home.
2. The school closely reviewed the introduction of the literacy strategy and after discussion decided to use the content of the scheme but not formally use the structure. This has resulted in daily lessons that systematically build on what pupils know, understand and can do and cover all areas of the English National Curriculum well. Teachers have good subject knowledge and high expectations. The work presented maintains pupils' interest and develops their learning well. High standards in speaking and listening are seen throughout the school as pupils gain in confidence and are encouraged to put forward their views on a range of subjects. The youngest children quickly learn how to listen to others and put forward their views, for example, when responding to a story. They use clues from the text and previous knowledge well to answer questions and they use a good range of vocabulary. Pupils in Years 1 and 2 generally listen well to the teachers and each other and demonstrate by their answers and actions that they have clearly understood. They give others time to talk and show respect for those who are speaking.
3. Children are confident when learning to read and this results in most pupils enjoying reading. The recent introduction of a new scheme of work, which teaches phonics, is already beginning to bring about improvements. Pupils very quickly relate the letter, or group of letters, to the sound that they make and are confident to tackle unfamiliar words both in their reading and their writing. By the end of the key stage, pupils read fluently and expressively and can talk about their favourite authors and stories. In a good reception class lesson, the teacher questions the children well about the story. Children are encouraged to predict and develop understanding from looking at pictures and the text and by the end of the session are clear about the purpose and use of speech bubbles in writing. Pupils have frequent opportunities to read to their teacher and other adults and this, together with the good support given by most parents at home, are contributing factors to the good progress which pupils make. Pupils with special educational needs are also given effective additional support and this helps them to improve.

4. The introduction of the numeracy strategy is stimulating pupils' interest, particularly in mental calculations, and pupils are quickly gaining in confidence and competence. Teachers generally have high expectations and plan lessons with activities that build on pupils' prior knowledge and understanding. Activities also maintain the children's interest as in the reception classes when the teachers' good understanding of how young children learn is used imaginatively to develop their knowledge of shape and pattern. By the end of the sessions, the children have extended their vocabulary in mathematics and their understanding of number sequencing. In a Year 1 lesson, pupils enjoy the mental mathematics sessions and manipulate numbers well to 20. The teacher's effective questioning resulted in pupils explaining how they undertook the calculation and consequently developed their mathematical thinking. In Year 2, pupils develop their skills further when calculating problems by using their knowledge of the multiples of 2, 5 and 10. Learning is well developed and calculations made quicker by the good pace of learning set by the teacher and the use of a game which stimulates the pupils' interest well. Overall, the good use of mathematical language, the structured programme of activities and pupils' very good attitudes to learning, result in pupils making good gains in their learning.
5. Pupils make good progress as a result of the high expectations of staff, the provision of a broad curriculum and the pupils' good behaviour and very good attitudes to learning. Although lesson observations were not possible on each area of the curriculum, it was clear from talking with pupils and looking at their work that high standards in literacy and numeracy help them with their learning in other areas of the curriculum. Also, the high expectations of teachers in some areas such as art in Year 2 results in standards of work which are above those expected for pupils of the same age nationally. From their study of the work of Van Gogh, pupils develop their own style and produce pleasing self-portraits and paintings of interiors and exteriors. Pupils regularly use the computers and are confident with a range of programs and activities.

**The quality of teaching is consistently good and teachers provide a broad curriculum that includes very good provision out of formal school hours.**

6. Teachers are conscientious and hardworking. They have addressed the key issues identified in the last report, and improvements in teaching, particularly in design and technology, have resulted in a better experience for pupils. Pupils experience a range of activities that cover the areas of designing and making, textiles and cooking. The work in these areas is enhanced by the additional support given by staff and voluntary helpers which results in pupils being able to work in small groups with more focused adult attention. Consequently, skills are more quickly developed. Pupils in Year 2 make placemats using a good range of stitches and produce work of a high quality. Pupils in this year group also develop their skills in making shortbread whilst also extending their mathematical skills by weighing the ingredients. Pupils have regular opportunities to use construction kits and respond well to the challenges set. Examples include the need to make a pier a metre long, which would hold a given weight. In most cases, pupils are encouraged to produce a design and the use of these results in some good finished products such as in Year 1 when pupils produce a model car. Pupils also use their knowledge of circuits gained in science lessons to enhance this work.

7. Teachers' subject knowledge is good in English and mathematics and they use this well to plan lessons which build on pupils' prior knowledge, skills and understanding and provide activities which capture the interest of the pupils and extend their learning. In a good lesson in Year 1, the teacher developed the story of a seaside outing by the use of drama. Her enthusiasm for the subject and her full involvement as 'trip leader' encouraged pupils to become fully involved. All were very confident and unselfconscious when acting out their roles. Their use of specific vocabulary was extended and speaking and listening skills well developed. Teachers are aware of the individual needs of their pupils and good support is given to pupils with special educational needs, particularly when working directly with teachers or classroom assistants. Pupils benefit from the personal attention they receive; this stimulates their learning and they make good progress towards the targets set. Little additional support is currently needed for pupils who come from homes where English is not the first language. They respond well to the activities provided and make similar progress to that of their peers. A good development since the last inspection is the way in which teachers identify learning objectives for the lesson and share these with the pupils. Consequently, pupils are clear about what they will learn and, in most cases, have the opportunity at the end of the lesson to think about the progress they have made. This is a key feature in the best lessons.
8. As well as recognising the need to provide pupils with a good grounding in literacy and numeracy, the school is keen to ensure that pupils experience a broad and rich curriculum, which stimulates their interests and encourages a desire for learning. Good cross-curricular links are made and learning in one subject is often consolidated or developed in another, for example the use of literacy and art when recording pupils' observations following a visit. Teachers also use the local area well. A history lesson which developed pupils' knowledge and understanding of the influence of local people throughout history, focused on the story of the Titanic and led to a walk to the local memorial of a wireless operator who was on board the ship. This lesson fully engaged the interest of the pupils as the teacher related the story and the part played by the local man. She enhanced learning by the use of newspapers, which retold the story and added 'authenticity' to the session.
9. Staff enjoy working in the school and are encouraged to be involved in its development. An example of this can be seen in the recent writing of the school development plan when staff and governors worked together to review the school's mission statement and identify priorities for improvement. Support staff are seen as valued members of the teaching team and make a significant contribution to the work of the school and pupils' progress. These factors result in a staff, which is keen to do its best for pupils and colleagues. All teachers and many support staff are involved in providing the good range of extra-curricular activities, which is further evidence of their commitment to the pupils' all round education. Teachers and support staff take pride in the pupils' achievements through the display of their work. It is of a good standard and contributes positively to the raising of pupils' self-esteem and confidence. Communication within the school is good and adults act as good role models to pupils who emulate their behaviour and attitudes.

**Pupils' attitudes to learning, personal development and relationships are very good.**

10. Pupils are well motivated and respond positively to the teachers and the activities provided. Their attitudes to learning are very good and a reflection of the high expectations of staff and the support and encouragement of parents. Pupils are eager to improve their work and have pride in their achievements. Pupils were keen to talk about the boats they had made with their parents, which was an activity that had been set as homework. Pupils listen well to each other and to the teachers and generally settle quickly to tasks when asked to do so. They work together well, for example, when making a pier and share resources and equipment sensibly. Pupils become increasingly independent as they get older. By the time they leave school, they are clear about what they should learn, work well on their own and have the confidence to ask for help when they need it. They show respect for the school, the people within it and resources. Pupils indicate that they have a clear understanding of the importance of their own learning and most know how they can improve their work. This is supported by the way teachers explain the next steps to be taken in learning and through the marking of pupils' work. The pupils' very good attitudes to learning, personal development and relationships are key features in ensuring that pupils settle quickly in school and make good progress.

**Provision for pupils' moral and social development is very good and results in pupils' good behaviour.**

11. The school is a caring community with a good ethos based on the values of respect and co-operation. It is enhanced by the very good relationships evident throughout. Provision for pupils' moral and social education is very good and helps to support the working atmosphere evident throughout the school day. It is developed through formal lessons where pupils are asked to respond to issues through, for example, the reading of stories, and through the daily interactions between staff and pupils. Parents believe the school transmits strong moral values and say that more formal rules and sanctions have recently been introduced. Pupils learn a good sense of personal and community responsibility through participating in a variety of activities and are aware of children in need elsewhere. On entering school, pupils quickly become familiar with the school's policies and procedures and respond well to the high expectations placed upon them. A key feature of the success of the school is the consistent approach adopted by all who work there. This results in pupils who feel safe and well cared for, and have a strong sense of belonging. Consequently, they behave well and have a clear sense of right and wrong. Throughout the school, respect and tolerance for others are displayed by pupils in the way they work and play together.

**Management and leadership of the school are good. The headteacher, staff and governors are strongly committed to the maintenance of high standards and to continual improvement.**

12. The headteacher has a clear vision for the school and central to this is the provision of high quality teaching to ensure good standards. She has a good understanding of how young children learn and this is reflected in the school's practice and recent developments such as the improved induction programme for children under five and the introduction of a new phonics scheme in the reception classes. She has quickly gained the confidence of pupils, parents, staff and governors since her appointment at the beginning of the year and has already made improvements in the structure of management. These include the more formal involvement of staff and governors in the school development planning process and the extension of the curriculum co-ordinator roles. The headteacher is outward looking, keen to take on new initiatives and, after evaluating their effectiveness, does so enthusiastically, for example, the new handwriting policy. She is keen to sustain the traditional values and good practice of the school whilst also encouraging her colleagues to become more fully involved in school improvement. She has developed the school's monitoring and evaluation

process through the analysis of national test results and has a clear understanding of how to focus on key areas in order to raise standards.

13. Governors contribute well to the effectiveness of the school. They have a good level of knowledge and a range of expertise, which helps them to be fully involved in discussions and developments. They have trust in the headteacher and staff, make regular visits to the school and use the information gained from these visits to inform their decision-making. Personnel on the governing body has recently changed and members are aware of the need for all to become familiar with their duties and have a more formal structure to their roles of monitoring and evaluation. They also see the need for regular training. They have good control over the budget and have spent a considerable amount of time looking at ways to reduce spending and achieve good value for money.

**Parents have very positive views about the school and are pleased with the education it provides.**

14. Parents, through responses in the questionnaires and comments at the parents' meeting, expressed a high level of satisfaction. Their perception is that Moss Lane is a friendly, homely and happy school and an integral part of the town. They believe that standards are high, teachers know their pupils well and support them in order to achieve good results. The quality of teaching is seen to be good as is the support given to pupils with special educational needs. The vast majority of parents think that their children like school and are making good progress. Parents like the values of the school and the way in which individual achievement and good behaviour are promoted and recognised.
15. Good links are made with parents and they are kept well informed. For example, a display in the entrance to the school gives a clear indication of the school's new handwriting policy and includes samples of pupils' work. The Parent Teacher Association raises substantial funds to support projects and staff and parents work well together on annual events such as the Summer Fayre. Parents also support teachers well by accompanying pupils and staff on school visits. A significant number of parents regularly support learning in school through activities such as reading and cooking. Parents are interested in the school and encourage their children to work at home. The contribution that parents make to their children's learning and the support that they give to the school are significant factors in the progress which pupils make and the standards that they achieve.

**WHAT COULD BE IMPROVED**

**Although teachers have recently improved their planning, more could be done to ensure consistency of provision within year groups and to clarify specific learning objectives in medium-term plans.**

16. Although teachers have recently developed the system for curriculum planning and there is now a more consistent whole-school approach, improvements are needed in this area. Since the last inspection, the forms for medium-term plans have been rewritten to include learning outcomes and the weekly plans now require learning objectives to be specified. However, the way in which teachers complete these planning documents varies and in some cases teachers are unclear about the specific learning objectives and write more about what pupils will do rather than what they will learn. Also in some year groups, teachers do not plan together. This results in some duplication of effort and some inconsistency of provision within the year group.

**Although teachers know their pupils well, more formal procedures are needed to assess and record pupils' progress and attainment systematically throughout the school.**

17. Teachers have good knowledge and understanding of their pupils and generally use this effectively to set appropriate work. Teachers have developed their own systems for assessing English, mathematics and science and in most cases the good quality teaching partly compensates for the lack of a whole-school assessment system. However, this inconsistent approach makes it more difficult to analyse performance and adopt appropriate strategies for improvement. It also makes it more difficult for any new member of staff to get a quick, clear view of the standards of pupils in their class. Evidence over the last two years indicates significant differences between the teachers' assessment of pupils' work in writing and mathematics and the results of the end of Year 2 national tests in relation to those reaching the higher Level 3. This indicates a lack of knowledge and formal moderation. The headteacher has begun to address this issue and unconfirmed results of pupils in the current Year 2 indicate that there has already been some improvement in this area. She has also introduced a requirement for teachers to evaluate pupils' learning in their weekly plans and use this information to plan the next week's lessons.

#### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

- Further develop curriculum planning by:
  - \* encouraging teachers to plan together in year groups to ensure that there is consistency of provision in relation to the content of lessons and areas covered;
  - \* ensuring that learning objectives are specific and clearly identified in the medium-term plans. (Paragraph 16)
- Improve the system for assessing and recording pupils' attainment and progress by:
  - \* developing a whole-school policy which clearly identifies the requirements for assessment in each year, particularly in English, mathematics, science, information and communication technology and religious education;
  - \* continuing to work together as a staff to moderate pupils' work and identify National Curriculum assessment levels. (Paragraph 17)

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed

18

Number of discussions with staff, governors, other adults and pupils

12

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	0	72	28	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR- Y2
Number of pupils on the school's roll (FTE for part-time pupils)		164
Number of full-time pupils eligible for free school meals		7

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR –Y2
Number of pupils with statements of special educational needs		0
Number of pupils on the school's special educational needs register		19

#### English as an additional language

	No. of pupils
Number of pupils with English as an additional language	1

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	7

## Attendance

### Authorised absence

	%
School data	5.1
National comparative data	5.4

### Unauthorised absence

	%
School data	0.1
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

## Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	25	27	52

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	22	25	25
	Girls	27	27	26
	Total	49	52	51
Percentage of pupils at NC level 2 or above	School	94 (81)	100 (90)	98 (90)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	25	25	25
	Girls	26	27	27
	Total	51	52	52
Percentage of pupils at NC level 2 or above	School	98 (88)	100 (96)	100 (99)
	National	82 (81)	86 (85)	87 (86)

Percentages in brackets refer to the year before the latest reporting year.

### Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	103
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

### Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

### Teachers and classes

#### Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	6.9
Number of pupils per qualified teacher	24
Average class size	27

#### Education support staff: Y R – Y 2

Total number of education support staff	4
Total aggregate hours worked per week	71

FTE means full-time equivalent.

### Financial information

Financial year	1999/00
	£
Total income	322,859
Total expenditure	316,188
Expenditure per pupil	1,940
Balance brought forward from previous year	-3,389
Balance carried forward to next year	3,687

## **Results of the survey of parents and carers**

### **Questionnaire return rate**

Number of questionnaires sent out	164
Number of questionnaires returned	100

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	36	1	1	0
My child is making good progress in school.	53	42	3	0	2
Behaviour in the school is good.	48	51	0	1	0
My child gets the right amount of work to do at home.	28	58	12	0	2
The teaching is good.	62	37	0	0	1
I am kept well informed about how my child is getting on.	26	58	12	3	1
I would feel comfortable about approaching the school with questions or a problem.	67	31	2	0	0
The school expects my child to work hard and achieve his or her best.	48	49	2	0	1
The school works closely with parents.	38	55	4	2	1
The school is well led and managed.	47	46	2	1	4
The school is helping my child become mature and responsible.	49	45	2	0	4
The school provides an interesting range of activities outside lessons.	49	37	5	2	7

### **Other issues raised by parents**

There had been improvements in communication and parental involvement and the induction process for young children had greatly improved.