

# **INSPECTION REPORT**

## **MOAT PRIMARY SCHOOL**

Gloucester

LEA area: Gloucestershire

Unique reference number: 133253

Headteacher: Mr Roger Higgs

Reporting inspector: John M Young  
25386

Dates of inspection: 17 - 20 February 2003

Inspection number: 249019

Full inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Juniper Avenue Matson Gloucester Gloucestershire
Postcode:	GL4 6AP
Telephone number:	01452 520502
Fax number:	01452 504701
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr John Payne

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
25386	John Young	Registered inspector	Science Music Educational inclusion English as an additional language	What sort of school is it?  How high are standards? a) The school's results and achievements  How well are pupils taught?  How well is the school led and managed?  What should the school do to improve further?
10329	Brian Sampson	Lay inspector		How high are standards?  b) Pupils' attitudes, values and personal development  How well does the school care for its pupils?  How well does the school work in partnership with parents?
30724	Delia Hiscock	Team inspector	English  Information and communication technology  Physical education	
21992	Jean Newing	Team inspector	Geography History Religious education Foundation stage Special educational needs	
15236	Morag Thorpe	Team inspector	Mathematics Art and design Design and technology	How good are the curricular and opportunities offered to pupils?



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## PART A: SUMMARY OF THE REPORT

### INFORMATION ABOUT THE SCHOOL

Moat Primary School is situated in the Matson area of Gloucester. It is a relatively new school, formed by the amalgamation of Moat Infant and Junior Schools in September 2001. Moat Primary School is an average sized primary school with 225 pupils on roll. A significant number of pupils come from disadvantaged backgrounds. The number of pupils eligible for free school meals is above the national average. Seven pupils have statements of special educational need and 58 pupils have been identified as having special educational needs. Both these figures are above the national average. Children's attainment on entry to school is well below the national average. There are no pupils for whom English is an additional language. Moat Primary School is part of the Gloucester Education Achievement Zone.

### HOW GOOD THE SCHOOL IS

This is a very good school and its strengths far outweigh its few weaknesses. Very effective leadership from the headteacher and his senior management team has created, in a very short time since the school was opened, a positive learning environment where relationships amongst the whole community are very good and the achievements of pupils are recognised and praised. The quality of teaching is often very good. This is responsible for the high standards, particularly in English, mathematics and science, which pupils achieve. The school's expenditure per pupil is lower than in most schools. Overall, the school provides good value for money.

#### What the school does well

- Leadership and management are very good and give the school a clear sense of educational direction.
- Very good quality teaching in many classes results in pupils achieving very well.
- Very good relationships exist amongst all members of the school community.
- Very good provision for pupils who have special educational needs.
- The very good provision for pupils' social and moral development leads to good behaviour and very good attitudes to work.
- The school's procedures for child protection and for ensuring pupils' welfare are very good.

#### What could be improved

- Raise standards in English and mathematics in Year 2.
- Improve the quality of pupils' handwriting in Years 1 and 2.

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

### HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

This is a new school that has not had an inspection since it was opened in its present form in September 2001. Procedures are in place to address all the areas of weakness appropriately identified by the senior staff and the governors as set out in the school improvement plan and linked to subject action plans.

### STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	All schools			Similar schools	
	2000	2001	2002	2002	
English	n/a	n/a	C	A	well above average A above average B average C below average D
Mathematics	n/a	n/a	E	D	



Science	n/a	n/a	B	A	well below average	E
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Very good quality teaching, and the school's emphasis on improving pupils' writing, has led to standards in English at the end of Year 6 that are above the national average. This is an improvement on 2002 test results which show standards in English to be in line with the national average for all schools and well above average for similar schools. Although the National Curriculum test results in mathematics in 2002 show standards to be well below average, inspection evidence suggests that standards will improve markedly in 2003 as most pupils in Year 6 are already working at the expected Level 4 and many are set to achieve the higher Level 5. The very high percentage of very good teaching in mathematics lessons has had a positive impact on standards. The school has worked very hard to improve pupils' investigative skills in science and this has helped pupils at the end of Year 6 to achieve standards above the national average for all schools and well above the national average for similar schools. Test results for pupils at the end of Year 2 show standards in reading, writing and mathematics to be well below the national average although writing is just below the national average in comparison to similar schools. Inspection evidence concurs with these results and inspectors found that, after a sound start to school in Reception and Year 1, pupils make insufficient progress in English and mathematics in Year 2 as a result of the teachers' lack of a thorough understanding of the national literacy and numeracy strategies. As a new school, it is not possible to identify any trend of maintaining or improving standards. The school has set challenging targets for groups and individual and inspection evidence indicates that pupils are on course to achieve these targets. Pupils with special educational needs make very good progress throughout the school. This is as a result of consistently very good teaching by the special needs teachers and the very effective support from teaching assistants during lessons. At the end of Years 2 and 6, pupils achieve standards in information and communication technology (ICT), design and technology, history, geography, art and design, music and religious education that are in line with national expectations. In physical education, standards are in line with national expectations at the end of Year 2 and above at the end of Year 6.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school are very good.
Behaviour, in and out of classrooms	Pupils' behaviour in lessons, around the school and in the playground is good. Any inappropriate behaviour in class is dealt with very effectively by teachers and teaching assistants.
Personal development and relationships	Very good. Pupils relate very well to each other and to adults.
Attendance	Unsatisfactory. Attendance is marginally below the national average.

Pupils respond very well to the very good teaching they receive in school by working hard and concentrating well. They are very proud of their work. A relatively small number of families account for the majority of the school's absences.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very Good	Satisfactory	Very 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 very good overall. Teaching is very good in the reception class. The teacher prepares a very good variety of tasks which are challenging and exciting for the children. They learn very well from these experiences. After a very good start in Reception and Year 1, pupils' progress slows in Year 2 as a result of the unsatisfactory aspects of teaching in some lessons. More able pupils are sometimes given work that is too easy for them and work does not always build on what pupils already

know and can do. Teachers plan their lessons very well although in Year 2 there is insufficient work planned for multiplication and problem solving. Teachers have been successful in developing pupils' learning by focusing on aspects of subjects such as speaking, listening and writing in English, encouraging pupils to use their knowledge of mathematics to solve new problems in mathematics and helping pupils acquire scientific knowledge by carrying out experiments and tests in science. In the majority of classes, the teaching of basic skills in English and mathematics is very good and pupils make good progress in their learning. This is a direct result of successful training in, and application of, the national strategies. The teaching of pupils who have special educational needs is very good. Teachers match pupils' work to what they already know and good use is made of their education plans by teachers and teaching assistants.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Pupils benefit from an effective, well-structured and enriching curriculum.
Provision for pupils with special educational needs	Very good. Very effective support from teachers and experienced teaching assistants, both in the classroom and in withdrawal groups, makes a positive contribution to the standards pupils achieve.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' spiritual development is sound. Pupils' cultural development is good. Provision for pupils' social and moral development is very good.
How well the school cares for its pupils	Good. Procedures for monitoring and promoting good behaviour are good and procedures for child protection and welfare are very good.

The school has a satisfactory partnership with its parents. It is anxious to establish good links with parents but only a small number of parents support the school on a regular basis. Consequently, many parents only have a minimal effect upon the success of their children's learning. The curriculum is enriched by a very wide range of visits and visitors for all pupils.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The head teacher and his senior management team lead and manage the school very well. They make sound use of lesson observations to promote high standards.
How well the governors fulfil their responsibilities	The governors meet their statutory responsibilities well. They support the headteacher very well and demonstrate good personnel skills when appointing new staff.
The school's evaluation of its performance	Very good. The headteacher, senior staff have a very good knowledge of the school's strengths and weaknesses and have done much to rectify these.
The strategic use of resources	The school makes very good use of its budget and other grants for the direct benefit of pupils in the school. The large excess carried forward from the two former schools has been used very well to keep class sizes small.

The school has been very effective in matching the number of teachers to meet the demands of the curriculum. Teaching assistants provide very valuable support for all pupils including those who have special educational needs. Weaknesses have been identified in order to improve standards in English and mathematics in Year 2. The school has a good range of learning resources and its recently refurbished accommodation is of a very high standard. The use of best value principles is good.



## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>• The teaching in the school is good.</li><li>• Their children like school and the school expects children to work hard and achieve their best.</li><li>• Parents would feel comfortable approaching the school if they had a problem to be solved or had any questions to ask.</li><li>• Parents are generally happy with the amount of work children are expected to do at home.</li></ul>	<ul style="list-style-type: none"><li>• How closely the school works with its parents.</li><li>• The behaviour of some children.</li><li>• A more interesting range of activities outside lessons.</li><li>• How parents' are informed of their children's progress.</li></ul>

Parents' favourable views of the school far outweigh their concerns. Inspectors broadly agree with parents' positive views but do not entirely agree with what parents would like to see improved. Although a small number of children do have behavioural problems, these are dealt with very well by the teachers and their assistants. Many opportunities have been arranged for parents to become involved in their school and a new room for parents is being created. Unfortunately, not all parents take advantage of the schools initiatives. The school has a good range of extra-curricular activities including a lunchtime choir, dance group and football and rugby practices.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. Initial school assessment confirms that children's attainment on entry to school is well below the standards expected nationally.
2. When pupils leave to attend their secondary school they achieve standards above the national average in English, mathematics and science and above national expectations in physical education. In all other subjects, they achieve standards in line with national expectations. However, history and geography are taught in termly blocks in Years 5 and 6. Consequently the intervals between each topic are too long and this detracts from the continuity and development of skills and knowledge. As this is a new school, it is not possible to compare standards over any appreciable period of time.
3. Children in the Foundation Stage make good progress in their learning and are on target to reach the early learning goals by the end of the reception year. This is achieved through very good teaching where exciting and stimulating activities are planned for the children. The very good management of children and the teachers' excellent knowledge of how young children learn ensure they progress well through the "stepping stones" towards the early learning goals.
4. Results in the 2002 national tests at the end of Year 2 show standards in reading, writing and mathematics to be well below the national average for all schools. Standards in reading and mathematics remain well below the national average in comparison with similar schools although writing standards improve to just below the national average when compared to similar schools. Inspection evidence concurs with these results. Although there are sound teaching plans in Year 2, pupils fail to make sufficient progress in English. They do not always build on the literacy skills learned in Reception and Year 1 and have not made sufficient progress in spelling in order to be able to write independently. In mathematics lessons in Year 2, work is set at the correct level for the majority of pupils but activities are insufficiently challenging for the more able pupils as they tend to cover the same level of work as other pupils in the class.
5. The quality of work seen during the inspection show standards achieved by pupils in Year 6 in English, mathematics and science to be above the national average. The school has worked very hard to improve the teaching of writing. Pupils now experience a variety of exciting and stimulating writing tasks in literacy sessions. This has resulted in a rapid improvement of standards in writing as pupils progress through the school. The continued successful implementation of the National Literacy Strategy has also helped raise standards. The very good quality of teaching in most literacy sessions, together with the very effective planning of the literacy hour has resulted in more pupils achieving higher levels than those expected nationally in Year 6. The school has been successful in increasing the amount of time available for the teaching of basic literacy skills by removing guided reading from the literacy hour. This has had a positive impact on reading standards, particularly in Years 3 to 6. The standard of pupils' work in mathematics observed during the inspection show a great improvement on the Year 6 2002 national tests. Many pupils in Year 6 have already achieved the nationally expected level and many are set to achieve the higher level, Level 5. The setting arrangements for pupils in Years 3 to 6 have a very positive impact on standards in mathematics. These have helped raise standards dramatically in the past year. Most pupils throughout the school achieve well in the investigative and experimental elements of the science curriculum. The school has identified this aspect of science for development and has been very successful in raising standards in the subject.
6. The school has set very challenging targets for its Year 6 pupils. The targets for pupils expected to achieve Level 4 or above in English and mathematics for 2003 are 89 per cent and 82 per cent, respectively. These targets are above the current national average and the school is set to reach or exceed them.
7. The very good teaching by the special needs teachers and the very effective support from teaching assistants ensure pupils with special educational needs make very good progress throughout the school and achieve the highest standards of which they are capable. Assistants are very effective in

classes where they support pupils who have behavioural problems. Their help ensures that pupils concentrate on their work and improve their standard of achievement. There are no significant differences in standards achieved between boys and girls or any pupils from different ethnic heritages.

### **Pupils' attitudes, values and personal development**

8. The pupils have very good attitudes to school. Within most lessons, pupils concentrate well and become really involved in whatever they are doing. This was clearly demonstrated in a Year 5 mathematics lesson. Pupils were working on graphs and gradually extending the coordinates. When the teacher asked them to stop, in order for her to review the lesson, they all asked if they could have another five minutes to complete their work. The pupils have great enthusiasm for their school. In sport they are very successful in local competitions and are very proud to show you the cups and certificates that have been won.
9. Pupils' behaviour in school is good. This is particularly noticeable in the lessons where management and discipline are also good and the lesson content is stimulating. Where these attributes are very good, behaviour is often also very good and occasionally even excellent. Between lessons, walking around corridors, at lunch or in the playground the pupils show great restraint. They are also very polite, often standing back and opening doors for you and asking if you are lost in the school and can they guide you somewhere. Not one instance of bullying was witnessed during the whole inspection nor was there evidence of graffiti, litter or vandalism around the school. The school has had one permanent exclusion and three fixed-term exclusions in the twelve months preceding this inspection. The school manages the process well and excludes pupils only when all other behavioural techniques have been tried.
10. The personal development of pupils and their relationships with each other and with adults is very good. The pupils work together very well in teams or pairs. The latter was integral to a physical educational lesson for some reception children. They were learning co-ordination by throwing a quoit to each other. When either one dropped it, they didn't laugh but sympathised or said that they were sorry and picked it up for their partner. Pupils are mature in that they understand the impact that their actions can have on others. They realise that one negative act can have repercussions and lead to constant conflict. Most of them have a good respect for the feelings, values and beliefs of others. They know that not everyone has had the same upbringing or has the same views on the world, even within their own school. All pupils show a deal of initiative and take on responsibilities very conscientiously. During the inspection the school council, consisting of two pupils from each class, debated, in a very adult and democratic way, how to raise money, by sponsors, for much needed basketball and football nets and posts. Several Year 6 pupils have trained as peer mediators with further training being undertaken by Year 5 pupils. The pupils have a very high regard for their teachers and other members of staff and this is clearly reciprocated by, for example, the extra hours put in by staff during after-school events.
11. The attendance of the pupils at the school is unsatisfactory and this is one of the school's very few weaknesses. Currently, attendance is marginally below the average for this type of school nationally. A small percentage of offenders account for the majority of the school's absences. The majority of pupils come to school on time and most lessons commence promptly.
12. Overall, the attitudes, values and personal development of the pupils at Moat Primary School are directly related to the success of the school's moral, social and cultural education and both, with the exception of Year 2, contribute significantly towards the high standards of the pupils' learning.

### **HOW WELL ARE PUPILS OR STUDENTS TAUGHT?**

13. Teaching and learning are predominantly very good across the school and there are examples of excellent teaching in Reception and Year 6. The quality of teaching in Year 2, although satisfactory overall, does not match the very good teaching found in other year groups and pupils' progress in learning slows down in that year group. In the Foundation Stage, teaching is consistently very good and sometimes excellent. Teachers and teaching assistants have a very good understanding of how young children learn and they plan exciting, practical activities to help children make good progress

in their learning and achieve well in relation to their attainment on entry to school. Teaching was observed in 57 lessons during the inspection. Across the school, the quality of teaching observed was at least satisfactory. In 86 per cent of lessons teaching was judged to be at least good, and 49 per cent were very good with three lessons, 5 per cent, judged to be excellent. The teaching of science is very good and the quality of teaching is good overall in art and design, information and communication technology, music, physical education, geography and design and technology. The teaching of religious education is sound. There were insufficient opportunities to observe teaching in history.

14. The understanding of their management role by most subject co-ordinators has led to good planning by the teaching staff. This has had a positive impact on the quality of teaching, especially in English, mathematics and science. This staff development is an ongoing process and in subjects, where the management role is less well developed, has been identified in the school improvement plan. Teachers make satisfactory use of information and communication technology in most lessons.
15. Excellent and very good teaching is characterised by very good relationships between pupils and teachers. These teachers have high expectations of their pupils and plan interesting lessons with clear learning objectives. Learning intentions are set out and shared with pupils at the beginning of the lesson. This encourages pupils to work hard, concentrate well and enjoy their learning. An example of this was observed in a Year 6 mathematics where the lesson progressed at a rapid pace and the teacher encouraged pupils to investigate the properties of parallelograms. As a result of excellent teaching, the pupils discovered that although parallelograms did not have lines of symmetry, they did have order of rotation. In a Year 3 English lesson, where relationships between the pupils and their teacher were extremely good, pupils felt secure and confident in their imaginary "Magic Land". Through this role-play, they were able to learn how to plan very effective sequels to the story of "Jack and the Beanstalk". Pupils could develop their sequels by letting Jack – "find the key to the Magic Land in the dragon's mouth".
16. The unsatisfactory aspects of teaching in Year 2 occur in some mathematics and English lessons when the work is too easy for higher attaining pupils and the lesson fails to build on knowledge and skills that pupils have already learned. In these instances, pupils fail to make satisfactory progress in their learning. In all other year groups the teaching of numeracy and literacy is at least good and often very good. In a good Year 4 mathematics lesson, the teacher assessed that most pupils could name the four main compass points after travelling through  $\frac{1}{2}$ ,  $\frac{1}{4}$  and  $\frac{3}{4}$  turns clockwise and anti-clockwise. She developed the pupils' learning well by challenging them to repeat the exercise from northeast, southeast, southwest and northwest. In a Year 5, lower set, mathematics lesson, the teacher successfully developed pupils' understanding of coordinates on the x and y axes. The organising of pupils in pairs in order that each pupil could both plan their own polygons and complete the construction of their partner's by joining the coordinates in order, was a very challenging and exciting exercise for the pupils.
17. The management of pupils is very good. Teachers are talented at handling difficult pupils and often display disappointment rather than anger or upset when pupils' behaviour is unsatisfactory. This was very evident in a Year 1 science lesson when a pupil picked up a table tennis ball half way through an experiment. The teacher's reaction, built on the warm relationships which exist in the class between adults and pupils, was one of disappointment that the ball had not been measured and the test would have to be completed again.
18. With the exception of Year 2, where teachers do not always assess pupils' progress, teachers mark work regularly and thoroughly. They include helpful comments about what pupils need to do to improve their learning and often lead pupils back to the learning objective to determine whether or not it has been achieved. Homework is set regularly and is directly related to work in class. This was very evident in a Year 4 mathematics lesson where pupils were told their homework would involve noting objects from their homes in a north, south, east and west direction.
19. A strength of the school's provision is the support provided by the teaching assistants. The assistants help in a variety of ways including explaining tasks to pupils, ensuring that pupils remain on task and contributing to the assessment procedures by recording observations and reporting these to teachers. All the teaching for pupils with special educational needs in withdrawal situations is very good. Lessons are planned very carefully to meet the pupils' needs and cover the same area

of work as other pupils are doing in the classroom. Class teachers make good provision for pupils with special educational needs within their classes. Tasks are matched accurately to pupils' prior learning and pupils' individual education plans are used well in lesson planning.



## **HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS OR STUDENTS?**

20. Pupils throughout the school benefit from an effective, well-structured and enriching curriculum which fully meets statutory requirements in all subjects. The school allocates an appropriate amount of time to each subject and the correct level of emphasis and importance is given to almost all areas of the curriculum. Furthermore, pupils have frequent opportunities for learning in two or more aspects of the curriculum simultaneously. This is well planned for each term and individual lessons. As a result pupils may, for example, develop literacy and design and technology skills during art lessons and acquire understanding that promotes their spiritual, moral or cultural development in history or science. The curriculum for religious education meets the requirements of the locally agreed syllabus.
21. The school has implemented the national literacy and numeracy strategies well. The national guidance for teaching both subjects is well developed and, in nearly all lessons, is adapted imaginatively to improve the quality of pupils' education and raise standards. The use of assessment to guide curricular planning and group pupils by ability has contributed to greatly improved standards.
22. The school is very successful in providing equality of access and opportunity to all pupils not only in lessons but also in the very good range of extra-curricular activities and visits. Provision for pupils with special educational needs is very good. The school does not yet have a gifted and talented register, but, co-ordinators and teachers know the higher attaining pupils in their classes.
23. The detailed long-term planning for all year groups gives good guidance for the content of each subject. It is based on national guidance but the school has adapted it to suit its purpose. For example, Year 3 pupils are involved in the "City Curriculum" as part of the Education Action Zone initiative, which gives a more thematic approach and incorporates the history, geography and artistic subjects with the social, moral and cultural dimensions. During this term, pupils have studied many aspects of the Romany lifestyle and visited the Canal Museum.
24. In Years 4, 5 and 6, the curriculum for design and technology and art and design is divided into half-termly blocks, and these sustained periods of time contribute to high levels of achievement. However, history and geography are taught in termly blocks in Years 5 and 6. Consequently the interval between each topic is long and this detracts from the continuity and development of skills and knowledge.
25. An exceedingly wide range of visits and visitors for all pupils and residential visits for pupils in Years 5 and 6 enrich the curriculum. The headteacher and staff have worked exceedingly hard and successfully in this aspect. Very effective use is made of the local and the wider community to enhance pupils' learning in many subjects and their spiritual, moral, social and cultural development.
26. The school provides well for pupils' personal, health, social and citizenship education (PHSCE) through its timetabled lessons, its range of extra-curricular activities and other planned and informal opportunities which arise. Aspects of citizenship are well taught; the headteacher and staff ensure that pupils understand the importance and functions of the utility services, civic responsibilities and the neighbourhood including the moral and social issues that arise. The school encourages pupils to understand the importance of a healthy lifestyle. In science and food technology, pupils learn the types of food which form the basis of a healthy diet. In physical education pupils are taught the importance of physical activity as a contributory factor to a healthy lifestyle. Good provision is made for raising pupils' awareness of the dangers of drugs, alcohol and smoking. Sex education, which forms part of the National Curriculum for science, is enhanced by discussions with the school nurse.
27. Pupils in the school benefit from the very successful efforts to involve the community in the work and life of the school. Ministers from five local churches are regular visitors and lead some of the assemblies. A police officer discusses many aspects of safety with pupils and all pupils in the school are encouraged to take part in many fundraising activities for both local and national charities.

28. The school benefits very well from its involvement with the group of local primary schools. Teachers meet regularly to exchange ideas and good educational practice. The school collaborates very successfully with the many secondary schools to which pupils will transfer to ensure that they make smooth transitions to the next stage of education. The co-ordinator for the Foundation Stage knows the children in her class very well because of the effective pre-school links she has arranged. Pupils participate in a wide range of inter-school sports and athletics. Five pupils have been selected to play for the county football team and the school has been recommended to receive the "Football Charter Award". The rugby team has successfully participated throughout the year and was placed third out of thirty-two schools.
29. The provision for pupils' spiritual development is satisfactory. Art, mathematics, science and English and the wide range of visits, especially residential visits, provide many opportunities for pupils to appreciate the beauty of the world and the pleasure of discovery and new learning. Although assemblies meet the statutory requirement of a daily act of collective worship and are friendly and joyful occasions, they do not always include a sufficiently strong spiritual dimension or convey feelings beyond the moral and social aspects. The contributions of visiting priests during some assemblies enhance pupils' spiritual development.
30. The school promotes pupils' moral development very well. All adults in the school are very good role models and encourage pupils to respect other people's feelings, values and cultures. The school and class rules are relevant to pupils' ages and levels of understanding. The wide range of rewards and sensitive handling of the small number of incidents of unsatisfactory behaviour develop pupils' understanding of the differences between right and wrong. PHSCE lessons, circle time and assemblies are used to develop pupils' positive attitudes by providing very good opportunities for them to reflect on rules and responsibilities. Lessons such as physical education offer good opportunities for pupils to understand the importance of rules. The new school council provides further opportunities for the development of responsibility and pupils are beginning to understand the democratic system of taking other people's views into account.
31. The school makes very good provision for pupils' social development; lessons and extra-curricular activities involve all pupils working together willingly and productively whether in discussing a design or taking part in performances. History and PHSCE bring pupils to a deeper understanding of the reasons for change in society and conditions in the locality as well as some world issues. The wide range of visits, including residential visits and extra-curricular activities give pupils many opportunities for working together. They acquire the understanding and ability to deal with differences of opinion, partly by the example set by adults and also through discussions in circle time. Older pupils are given many opportunities for contributing to the smooth running of the school by undertaking a wide range of responsibilities. The headteacher and staff have successfully created a sense of community and strive to make every pupil feel valued.
32. The provision for pupils' cultural development is good. Assemblies, art and religious education are used well to promote pupils' knowledge and understanding of the religions and cultures of people in multicultural Britain. Pupils are encouraged to develop their knowledge of a wide range of art and artists and styles of music. Visits to museums, performances and pantomimes further develop their cultural awareness and appreciation. Two community artists involved all pupils in the creation of large murals depicting the seasons of the year and other art work. These will be displayed to commemorate the opening of the school.

### **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

33. The school has very good procedures for child protection and for ensuring the welfare of its pupils and this aspect is yet another of the school's many strengths.
34. The headteacher is the named and trained child protection person and he has ensured that all staff are well aware of their relevant responsibilities. The school's welfare assistant is also fully trained. The school has an up to date, written policy and very good liaison is maintained with the local social services and all other relevant organisations. Incidents are appropriately recorded and all relevant documentation is securely locked away.

35. The headteacher is also the named health and safety person and with the governor's premises and health and safety committee ensure that termly checks are maintained on the building and surrounding areas. The school maintains an up to date, detailed, written policy which notes all risk assessments. All fire fighting, portable electrical and physical educational equipment is regularly tested. Regular fire exercises are held and appropriately recorded. Escape routes are accessible and well marked. The school has very caring and effective accident recording and reporting procedures and medicines are administered only with parents' permission. There are trained first aid personnel and a very comfortable medical room. The school makes very good use of outside professional help such as, the school nurse, doctor, educational psychologist and behavioural support. The local police officer is a governor and provides input to the school's personal, social and health education programme. School lunches are prepared, served and consumed in very hygienic conditions. The school maintains an up-to-date Internet policy.
36. The school has good procedures for monitoring and improving attendance. Each class maintains clear and up-to-date daily registers marked and returned to the office both morning and afternoon. Parents are made very well aware of their relevant responsibilities. For pupils who are suddenly and unaccountably absent the school attempts to contact their homes by mid morning of the first day's absence. The school maintains a secure lateness routine and has regular contact with the local educational welfare officer.
37. Procedures for monitoring and promoting good behaviour and eliminating that of an oppressive nature are also good. The school has an up-to-date written behaviour and bullying policy with realistic awards and sanctions, of which all pupils and staff are well aware. In addition there are specific class and circle time rules. Certificates are awarded for good behaviour and handed out at whole school awards assemblies. Through discussions at assemblies and circle times pupils are given the confidence to report any incidents of bullying, sexual or racial oppression. All staff are well aware of how to recognise any potential incidents and nip them in the bud and the older pupils who have or are undergoing peer mentor training, have received guidance from the educational psychologist on how to recognise and deal with bullying.
38. The school has good procedures for monitoring and supporting the pupils' personal development. Through the school's effective personal, social and health education programme they are well informed on and given the confidence to become responsible citizens of the world. All teachers know their pupils well. Personal achievements are well recognised and awarded by certificates. Outstanding achievement, such as arranging and organising the Jubilee Sports event of 2002, results in a letter of commendation to parents and this is eagerly sought after by the pupils. Personal and social development is monitored and commented on, by the school, to parents, in the annual academic report.
39. Overall the school provided a very secure and caring environment in which the pupils can develop, learn and play and this considerably enhances the success of their learning.
40. The school has good assessment arrangements that are beginning to provide a powerful tool for improvement across the whole school. Rigorous checks on achievement in English, mathematics and science in Years 3 to 6 are accelerating achievement in these year groups. These quality measures are in place in the reception class but teachers do not make effective use of the assessment of pupils' work in Years 1 and 2. The assessment co-ordinator takes a perceptive and incisive lead that informs management decisions to improve the quality of pupils' learning and the progress they make. Any areas of learning where pupils make less than expected progress are targeted meticulously. Additional adult support and layers of targets are put in place and the impact is checked. Careful scrutiny of any potential differences between boys and girls or any pupils from different ethnic heritages adds a robust edge to the assessment arrangements.
41. The progress of pupils with special educational needs is tracked very well. Individual learning plans for each pupil link particularly well to the activities that are planned. Where children have a statement of their individual needs, teachers make very good use of the assessment information available. Assessment of pupils' progress in the foundation subjects is sound. Teachers annotate their teaching plans to note those pupils who achieve more than most and any below expected outcomes.

42. Assessment measures in the Foundation Stage are rigorous and incisive. The progress that children make is carefully measured against the “stepping stones” set out in the six areas for learning in the curriculum for these young children. Swift progress towards the early learning goals demonstrates the very good effect of these important measures.
43. This new school is beginning to forge a unified approach to assessment procedures in this second year of its life. Management has brought vigilance to the assessment arrangements for English, mathematics and science. Most teachers have a clear view of what pupils know, understand and can do. Pupils in Years 3 to 6 are becoming skilful at checking for themselves how much they have learned by looking back at the learning intentions at the start of each lesson. Most teachers use this feedback well to identify where misconceptions lie. Pupils’ progress is closely tracked in all elements of English, mathematics and science and the information is used to set targets for each pupil, for groups of pupils and year groups. Overall, the school has high expectations of what pupils should achieve over time.
44. However there is some way to go to achieve an effective and consistent approach across the whole school. The strong systems used in Years 3 to 6 have yet to shift effectively into Year 2 where assessment information is not used effectively yet in literacy and numeracy. As a result, Year 2 pupils do not move on enough in their learning in these subjects.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

45. From views expressed at the pre-inspection meeting, during the inspection and from replies received on returned questionnaires, the majority of parents think that this is a very good school. This is therefore another strength of the school. The school enjoys a good reputation in the local community and there are signs that, owing to high standards, more parents are choosing Moat Primary School as their first choice school in the area.
46. Parents say that their children like school, the teaching is good and the school expects their children to work hard and achieve of their best and become mature and responsible. Most parents believe that they are kept well informed of how their child is getting on and whether or not they are making good progress and also they say that their child gets the right amount of homework. Many say they feel comfortable about approaching the school with questions or a problem. However, a significant minority denied that behaviour is good, that the school was well led and managed, that the school works closely with parents and provides an interesting range of activities outside of lessons. Whilst the inspection agrees with these positive views it cannot corroborate the negative ones.
47. The quality of information that the school provides for its parents, particularly about pupils’ progress is good. All parents receive an updated prospectus and a copy of the governors’ report. Both of these currently comply with all statutory requirements. The annual pupil reports to parents are very good. They clearly report on all subjects of the curriculum, state what pupils can do and give realistic targets to be aimed for. The school holds regular parents’ evenings and the staff provide an open door policy for concerns and advice where time allows. Regular and informative newsletters keep parents up to date with current events and school news. There are consultation sessions for new parents joining with pre-school children and for those having pupils about to move onto secondary education. However, at present the home/school reader diaries are not designed to be very parent friendly.
48. Where they are able and willing, parents make a satisfactory contribution towards their children’s learning. A small core of parents do come into school and help by listening to pupils read, with art and computers or with visits out whilst others provide transport to and from sporting events. At home some parents also help their children with homework involving projects and topics.
49. The impact of the parents’ involvement on the work of the school is also satisfactory. The school does have a small parent teachers association, which arranges cake sales. However currently this is struggling to keep going. At Christmas parents are involved in making costumes for the school performance and others help to arrange sports day in the summer.

50. Overall the school has sound links with its parents but as these links currently stand they do not directly have a significant effect upon the success of the pupils' learning, as the school is well aware.

## HOW WELL IS THE SCHOOL LED AND MANAGED?

51. The quality of the leadership and management is very good. The headteacher was appointed to the post, as headteacher designate, one term before the former infant and junior schools were amalgamated in September 2001. Both the headteacher and his senior management team have worked very hard to create a new and effective primary school following the amalgamation. In this short time, the headteacher and management team have shown a commitment to raising standards and improving pupils' behaviour and attitudes to work. With the support of the governing body, this provides the school with very clear educational direction. Parents appreciate the hard work and commitment of the headteacher and senior staff and comment freely on the improvements in standards and behaviour since amalgamation.
52. The management of the school has a very clear understanding of the school's strengths and weaknesses in standards, teaching and learning. Subject co-ordinators, particularly in English, mathematics and science, make good use of lesson observations, analysis of national test results and the monitoring of teachers' planning to ensure pupils make good progress in these subjects. This, together with the headteacher and senior management team's sound monitoring of teaching and learning, is ensuring very good value added in standards from when children begin school in Reception to when they leave in Year 6. The slow down of pupils' attainment in Year 2 has been identified by the school but has not, as yet, been successfully resolved.
53. The governing body is very supportive of the headteacher and it meets all statutory requirements. The established governors, who had experience of working in the schools prior to amalgamation, know their school well and play a full part in its drive to improve standards. Newly appointed governors are already establishing themselves as committed members of the governing body. Led by their chair, governors are very involved in the setting of appropriately challenging targets for pupils in Year 6. These are based on the continuing improvements in standards over the past year and governors' thorough understanding of the school's assessment and tracking of pupils' attainment. Governors, with specific responsibility for English and for pupils who have special educational needs, know their subjects very well and are extremely supportive of the co-ordinators. They keep other governors informed of developments in their subjects by reporting to the full governing body. This good practice is developing in other subjects. The headteacher and governors have made extremely successful recent appointments to the teaching staff. This has had a positive impact on the quality of teaching and learning throughout the school.
54. Financial planning is good. The school's administration office and headteacher work well with the accounting officer from the local authority to ensure that the budget is controlled well so that proposed spending targets are met. The school improvement plan, drawn up in consultation with staff and governors, is a useful document that lists priorities, tracks improvements and identifies areas for future development. Very good use is made of specific grants from the Education Achievement Zone. Pupils and their parents benefit greatly from the school's involvement in initiatives such as the Forest School, Family Learning and City Curriculum. Good use has been made of the large surpluses resulting from the combined budgets of the former junior and infant schools. The chair of governors and chair of the finance committee are working hard to secure promised funding from the local education authority which will provide adequate resources for a new school. The headteacher's and finance committee's expertise ensures the school achieves the best value that it can in its use of learning resources, accommodation and personnel. Governors are also successful in securing best value in academic standards by comparing results of national tests with local schools, similar schools and all schools nationally.
55. The school has been very successful in matching the number of teachers and teaching assistants to meet the demands of the curriculum. Class sizes are small and lower attaining pupils receive great help in their learning from well planned teaching assistants. This helps raise the attainment of all pupils including those who have special educational needs. Many improvements have been made to the school's accommodation since amalgamation. Although there is still some work to be completed on the outside of the building, the accommodation is very good. Classrooms are of a good size, are resourced well and benefit greatly from the colourful and attractive display of pupils' work. This attractive environment has a positive impact on standards. With the exception of information and communication technology, where there is a lack of challenging and up-to-date software, the school has an appropriate range of good quality resources.

56. These are used particularly well when pupils carry out investigations and experiments in science lessons.

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

57. In order to build on the many strengths of the school and ensure further improvement, the headteacher, staff and governors should:

- (1) take action to address the identified weaknesses in the quality of teaching in Year 2 and thereby raise standards in English and mathematics by:
  - providing training for teachers in delivering all aspects of the national literacy and numeracy strategies;
  - raising teachers' expectation of the standard of work pupils can achieve;
  - making use of assessment information to ensure that good progress is made by all pupils.

(see paragraphs number 4, 13, 16, 18, 40, 44, 52, 60, 66, 70, 73, 75)

### **MINOR ISSUES**

- (1) Improve standards in handwriting in Years 1 and 2.

(see paragraph number 70)

- (2) Continue to monitor and promote good attendance.

(see paragraphs number 11, 36)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	57
Number of discussions with staff, governors, other adults and pupils	34

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	28	18	8	0	0	0
Percentage	5	49	32	14	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point.

### Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	225
Number of full-time pupils known to be eligible for free school meals	74

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	7
Number of pupils on the school's special educational needs register	58

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	23
Pupils who left the school other than at the usual time of leaving	21

### Attendance

#### Authorised absence

	%
School data	5.9
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.2
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 2)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	29	17	46

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	19	23	25
	Girls	14	15	17
	Total	33	38	42
Percentage of pupils at NC level 2 or above	School	72 (n/a)	83 (n/a)	91 (n/a)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	22	23	22
	Girls	13	11	16
	Total	35	34	38
Percentage of pupils at NC level 2 or above	School	76 (n/a)	74 (n/a)	83 (n/a)
	National	85 (85)	89 (89)	89 (89)

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

### Attainment at the end of Key Stage 2 (Year 6)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	25	19	44

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	15	22
	Girls	13	11	18
	Total	29	26	40
Percentage of pupils at NC level 4 or above	School	66 (n/a)	59 (n/a)	91 (n/a)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	17	16
	Girls	13	9	12
	Total	30	26	28
Percentage of pupils at NC level 4 or above	School	68 (n/a)	59 (n/a)	64 (n/a)
	National	73 (72)	74 (74)	82 (82)

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

**Ethnic background of pupils**

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British – Indian
Asian or Asian British – Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

**Exclusions in the last school year**

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
113	2	1
0	0	0
0	0	0
6	0	0
0	0	0
3	0	0
2	0	0
0	0	0
0	0	0
0	0	0
0	0	0
3	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
98	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

**Teachers and classes****Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	13.2
Number of pupils per qualified teacher	17
Average class size	20.5

**Education support staff: YR – Y6**

Total number of education support staff	12
Total aggregate hours worked per week	220

**Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	N/a
Number of pupils per qualified teacher	N/a
Total number of education support staff	N/a
Total aggregate hours worked per week	N/a
Number of pupils per FTE adult	N/a

FTE means full-time equivalent.

**Financial information**

Financial year	2001/2002
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	£
Total income	412184
Total expenditure	436390
Expenditure per pupil	1616
Balance brought forward from previous year	214036
Balance carried forward to next year	189830



**Recruitment of teachers**

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	2

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	225
Number of questionnaires returned	59

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	51	46	0	3	0
My child is making good progress in school.	44	42	8	0	5
Behaviour in the school is good.	15	58	10	7	10
My child gets the right amount of work to do at home.	25	59	7	5	3
The teaching is good.	47	46	2	2	3
I am kept well informed about how my child is getting on.	31	53	15	2	0
I would feel comfortable about approaching the school with questions or a problem.	56	31	7	3	3
The school expects my child to work hard and achieve his or her best.	47	46	3	0	2
The school works closely with parents.	20	51	17	5	7
The school is well led and managed.	34	42	12	5	7
The school is helping my child become mature and responsible.	31	59	3	2	5
The school provides an interesting range of activities outside lessons.	22	46	14	2	17

## **PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES**

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

58. The provision for children in the Reception class is very good and gives them a good start to school. The teaching is consistently very good, and sometimes, excellent. The strengths of the teaching are the knowledge and understanding of the way young children learn, high expectations of what children can achieve, good quality planning which provides stimulating activities that ensure good learning, and the very good management of children. The teacher's enthusiasm is infectious and learning is fun for all the children in this class, including those with special educational needs. The teaching assistant makes a very good contribution to the children's learning, especially in communication, language and literacy – her interaction with the children is of a high quality in conversations one to one, in planned speaking and listening activities and in role-play situations.
59. Children enter the Reception class with skills in all areas of learning well below the level expected nationally despite having had pre-school experience. The school liaises well with the playgroup which is on site; several personnel work in both establishments and this contributes to a smooth transition. Assessment is very good in the Reception class. Baseline assessment is carried out conscientiously and children's progress is plotted regularly through the 'stepping stones' towards the early learning goals, which is the expected standard for pupils at the end of their year in Reception. These records, with appropriate targets, are passed to the teacher in Year 1.

### **Personal, social and emotional development**

60. As a result of high expectations and consistently very good management of children there is very good achievement in this area. Children are given regular opportunities to make choices about some aspects of their learning, for example choosing from a range of activities. Children concentrate well and stay on task for a reasonable period of time. During structured teaching sessions, good listening is strongly promoted. They share and take turns when playing in small groups. During a role-play of a christening, followed by a christening party, children showed real interest and respect for this celebration. Afterwards they were able to recount the ceremony using appropriate vocabulary 'The vicar got the water out the font and put it on the baby's head'. The manners at the party were exemplary! The children showed a high level of confidence as they took the parts of the vicar, parents and godparents. The very good progress in this area is having a significant impact on the learning in other areas. All the children are likely to reach the expected standard by the end of the year.

### **Communication, language and literacy**

61. Despite starting from a very low base, the children are making sound progress because the teaching is carefully focused to match the widely differing needs of all children. About six children have already reached the expected standard and they are constantly challenged, while three children who have very undeveloped language skills are provided with stimulating opportunities to address their difficulties. About a third of the class are reading simple repetitive text and one child is reading at a much higher level. The higher attaining pupils can write speech bubbles containing text such as "don't go up the wall" and "I am going up the wall" to accompany the story being studied. Most children know many of the names and sounds of letters and the higher attaining pupils can blend them together. Other children are at the expected level. Opportunities to develop writing are stimulating and varied. For example the children are making a class diary about the seeds they are growing in eggshells. This activity is used well to develop speaking and listening as well as writing. The teaching of this area is excellent. It is highly motivating. Adult help is used extremely effectively and the range of teaching styles ensures that every child achieves well.

### **Mathematical development**

62. Children have had frequent interesting counting opportunities and as a result higher attaining pupils can count forwards and backwards to 20 and add two sets together, 2 and 3. Most children can count objects to 10, know which number comes before or after any number to 9 and can add one

more. They recognise a square and a rectangle and can explain the difference. They understand the concept of long/short and can record results of their investigation. Very good teaching on capacity, followed by a range of interesting activities, was observed and this ensured that the children were able to use the words full/empty, half full/empty, nearly full/empty accurately. This teacher is a leading mathematics teacher in the authority and her expertise was clearly evident during the inspection. Most children will reach the expected standard by the end of the year.

### **Knowledge and understanding of the world**

63. As a result of a very well prepared lesson when all the children planted seeds on cotton wool in eggshells they developed an understanding of what seeds need to begin to grow. Children use the computer confidently and are developing appropriate mouse control, but their drawing is immature. Past work shows that the children have looked at a range of toys and sorted them into 'then and now' and those which are pushed/pulled. They have tasted various foods and sorted them into sour/sweet. They have taken part in the Forest School Project which uses the outside as a learning resource. They went on a 'bear hunt', made a home for the bears and had a bear's picnic. As a result of well planned learning opportunities and consistently very good teaching, most children will reach, or be close to reaching, the expected standard by the end of the year.

### **Physical development**

64. Children do not have a safe fenced outdoor area, but have regular opportunities to use the hall, and in the summer, the playground and the field. Children follow teachers' instructions for an appropriate warm-up activity and discuss the effects of this on their bodies. They use space sensibly when running, skipping and jumping. Very well planned lessons ensure children develop appropriate throwing and catching skills with balls of various sizes, quoits and beanbags. Children are able to work well in pairs throwing and catching a quoit. Behaviour is very good. The children are on line to reach the expected standard by the end of the year.

### **Creative development**

65. Children's skills in this area are developing appropriately. They have daily opportunities for painting, printing, drawing and making collages. They use a wide variety of materials and choose particular colours for a purpose, for example, making puppets. Children are beginning to build a repertoire of songs which they sing with enjoyment. They can identify short and long sounds and use untuned percussion instruments – drum, cymbals, woodblock, and triangle, to show that instruments can play long and short sounds. Children co-operate very well when they perform 'A Sound Walk' and listen to each other's performances. Children are in line to reach the expected standard by the end of the year as a result of very good teaching and well-structured activities to meet the needs of all pupils.

## **ENGLISH**

66. In the year 2002 national tests, pupils in Year 6 achieved standards that were average when compared with schools nationally. These results were well above those of similar schools. Work samples seen in Year 6 indicate that attainment is now above that expected nationally. These pleasing achievements are a result of the priority given to pupils' writing and to the consistently very good teaching seen in Years 3 to 6. Good leadership in the subject, together with great effort and enthusiasm from the new school by new and existing school staff has had a positive impact on standards. This bodes well for future achievement even though in Years 1, 3 and 4, there are a high number of pupils with additional learning difficulties. Pupils with special educational needs achieve particularly well because the school compensates where relevant and creates additional sessions and adult support to meet their individual needs. Many of these needs are carefully targeted in succinct plans that outline expected steps forwards in their literacy skills.
67. Test results indicate that standards of Year 2 are well below national averages in both reading and writing. It is evident that these same pupils made good progress from the time they started in reception (when many of them were significantly below the expectations for their age in their early language skills) to Year 2. However, the work of the pupils now in Year 2, seen during the inspection, confirms that pupils have not achieved well and standards remain below average and are

not rising quickly enough. Unsatisfactory teaching since the beginning of this academic year, where the teachers do not have a good understanding of the national literacy and numeracy strategies, has prevented these pupils from benefiting from the sound teaching plans. Standards of

work seen in Year 1 indicate that although they are below those seen nationally, achievement is good. To be fair to the school, management recognises the need to develop features of teaching in Year 2.

68. Standards in speaking and listening in Years 1 and 2 are broadly below those expected of pupils nationally but are developing well in both Years 1 and in Years 3 to 6. Pupils make satisfactory progress in these skills in Year 2. Many of the pupils in Year 6 show good awareness of their audience and modify their speaking to match. They use technical language from different subjects well and a wide enough range of vocabulary that is more thoughtfully used than extensive in breadth. Progress is mainly good and sometimes very good where opportunities for pupils to rehearse their ideas and to speak in front of others are available. Pupils listen well. In the pursuit of improvement, the school has identified speaking and listening as an area for development. This will help raise standards in all aspects of English.
69. The standards in reading are below average at the end of Year 2 but a robust approach and a good number of teaching opportunities mean that pupils make very good progress in Years 3 to 6. Standards are just above average in Year 6. This is because there are a greater number of pupils achieving the higher levels than seen in most schools. Reading sessions in Year 1 are of good quality and those in Year 2 are sound. In both year groups there is good emphasis on key words and on phonic knowledge. These are beginning to be used by pupils but those Year 2 pupils heard reading during the inspection made use of only the first two letters sounds in a word to tackle an unfamiliar word. Pupils read regularly and most enjoy stories and know how to use information books well. "Reading passports" which are sent home with a book are not used well enough. There is limited guidance and support for parents who wish to support their child in reading at home and those pupils who try to use them for themselves, do so with little help. Pupils in Years 3 to 6 make increasing use of a wide range of the quality reading materials to learn. Pupils in Year 6 have a very good understanding of the effects that authors use to "hook" readers because teaching is perceptive and streamlined. In addition, these pupils have access to a wide range of reading material such as electronic communications on how to design a web page.
70. Writing standards are above average in Year 6 and pupils achieve well. There are many creative and exciting opportunities for pupils to write but this level of achievement is a reflection of the highly successfully approaches to the teaching of writing. The school has taken on ideas and techniques from the National Literacy Strategy and from other sources to meet the needs of pupils in the Moat Primary School. As a result pupils craft their writing inventively adding a zest of language to the rhythms and rhymes of well known poets and authors by mirroring lines to compose their own. In one example, Year 6 pupils transformed verses from the Shakespearian play, *Macbeth*, keeping the structure of the lines and adding their own word flavours: "Thrice the blinded cockerel crowed, Thrice and once the dappled mare whin'd...."
71. Lessons seen during the inspection in Year 2 were satisfactory. However, as teaching is unsatisfactory over time, pupils make insufficient progress in their spellings to enable most of them to write to a high enough standard for themselves. Given their attainment as they move from Year 1, progress plateaus in Year 2 and pupils reinforce some poor habits in their handwriting, their presentation and their personal attitudes to their work. In literacy lessons, pupils are not encouraged to use the skills they have learned in guided reading sessions. The teaching of handwriting is unsatisfactory. In Years 1 and 2, pupils are reinforcing some bad habits in letter formation because these are not corrected and pupils are expected to transfer to joined up writing before they have the necessary skills.
72. Other than in Year 2, the quality of teaching is very good overall. The close attention to the features of the literacy hour and the very careful match of challenging activities to the different needs and abilities of pupils was evident in teaching plans and in their use. Many of the teachers in Years 3 to 6 have very good subject knowledge. In very good lessons, there is a vigorous pace of learning, teaching is lively and spurs pupils into the world of characters, their intentions and the events that



they cause. Pupils are enthralled. There are few occasions where teachers have to manage behaviour because learning in such lessons often takes pupils to the edge of their seat. Where lessons are still good, teachers devise interesting tasks and pupils make solidly good progress. Learning support assistants make a good contribution to pupils' learning. Often their close discussion with pupils promotes very good learning. For pupils with special educational needs, their support is of a high quality and helps to ensure that these pupils are provided with the best opportunity to learn at the measured pace planned and be fully involved with the same literature. The quality of teachers' marking and their checks on progress is very good. At best, teachers provide a running dialogue with pupils to foster a growing understanding of their own learning that often urges them to do even better. Challenging activities are provided for pupils, particularly in Year 6, who have the potential to achieve more. Satisfactory use is made of information and communication technology, particularly word processing, in English lessons.

73. The subject is well led by the deputy headteacher. In the second year of the school's life, her astute leadership is bringing a rapid forging of the strengths in the teaching and learning, the teamwork and use of resources. Shrewd analysis and swift action following rigorous checks on attainment and pupils' progress are promising signs that bode well in raising the standards of achievement in Year 2.

## **MATHEMATICS**

74. Pupils in Year 6 achieve standards that are above the national average in all aspects of mathematics, and this shows a significant improvement on last year's national test results when they were well below the national average. Standards in Year 2 are below the national average in all areas of mathematics and standards have not improved since last year. Overall, pupils make very good progress in mathematics throughout the school; progress is very good in Years 3 to 6, good in Year 1 and unsatisfactory in Year 2. The unsatisfactory teaching during this academic year in Year 2 is the reason for the low standards and pupils in this class have not achieved the levels predicted at the end of the Reception year.
75. In Year 6, a high percentage of pupils are already working at the national average and many are well placed to achieve the higher Level 5. This is reflected, not only in their numeracy and knowledge of shape and space, but also in investigations and data handling. They add, subtract, multiply and divide large numbers, know their multiplication tables very well and enjoy the challenge of mental mathematics. The large majority of pupils understand place value to a million and use the knowledge of number patterns and tables in calculations. Pupils calculate fractional parts of quantities and understand the equivalent values of fractions, decimals and percentages. Their numeracy skills are extended to calculating the areas and perimeters of regular and irregular shapes. Nearly all pupils understand coordinates in the four quadrants, which necessitates their understanding and use of negative numbers. In a mathematics lesson observed, the more able pupils studied rotational symmetry at an advanced level.
76. Although pupils' progress is satisfactory overall in Years 1 and 2, the attainment levels of pupils in Year 2 are below those expected for pupils of this age. The lesson observed in Year 2 was satisfactory but it had some unsatisfactory features, which were reflected in the analysis of pupils' work. There is insufficient challenge for higher-attaining pupils and over-reliance on work books. Although most pupils understand place value to 100 and count in 10s, the majority rely on using apparatus for calculations and are not taught the mental strategies which would improve their understanding and accelerate their progress. There is insufficient difference between the work covered by the higher attaining and average attaining pupils. A large number of pupils are in the lower attaining groups. There has been insufficient work on multiplication tables and problem solving for pupils of this age. Pupils can tell the time to the hour and half past and identify some two and three dimensional shapes.
77. There are many contributory factors to the improving standards and very good progress overall in mathematics. A very high percentage of teaching is very good. Apart from Year 2, there are strengths in all aspects of teaching. Teachers have very secure knowledge and understanding which are reflected in clear explanations and very good teaching of basic and advanced skills. These aspects result in pupils' improved levels of understanding. Lessons are well paced, challenging and maintain pupils' interest. The well-planned group work and setting arrangements for pupils in Years 3

to 6 contribute to the high levels of challenge for all pupils. Sufficient time is given for revision and therefore pupils consolidate their learning. Teachers use questioning skills effectively when assessing pupils' understanding and challenging their thinking. The objectives for lessons are always shared with pupils and consequently, by the end of the lesson, they know how well they have achieved. Homework is highly appropriate and very challenging and teachers ensure that pupils understand the work as it is nearly always a continuity or extension of class work. The high level of support given by classroom support assistants, including those who support pupils with special educational needs, positively contributes to pupils' achievement as they are highly involved in the planning and take responsibility for groups.

78. Relationships in the large majority of lessons are very good. Pupils are well behaved and have the confidence to answer questions, knowing that their teachers are supportive. In this way they understand how well they have achieved and learn positively from their mistakes. The effective use of numeracy throughout the curriculum enhances pupils' understanding of the importance of number in everyday life and gives them opportunities to apply and extend their knowledge.
79. Although the national tests last year showed a higher percentage of boys achieving higher levels, monitoring undertaken by the co-ordinator together with inspection evidence, show that there are no significant differences in attainment between boys and girls.
80. Other contributory factors to high standards and very good progress are the good leadership and management by the co-ordinator, the monitoring of teaching and planning, and the very well planned assessment procedures and target-setting. The co-ordinator knows the strengths and weaknesses of all aspects of mathematics and is committed to the achievements of all, including the higher attaining pupils. This permeates the mathematical atmosphere of most of the school. Pupils' progress is tracked very carefully both by teachers and the co-ordinator and the resulting information is used well in the teachers' daily planning. The school has successfully introduced the National Numeracy Strategy and sets end of key stage targets which are accurately based on assessment. The language of mathematics has been very well developed and taught and enriches pupils understanding of investigations and confidence in problem solving. Information and communication technology is incorporated well into the planning.

## **SCIENCE**

81. Standards in science are in line with the national average at the end of Year 2 and above the national average at the end of Year 6. Standards have risen over the past year as a result of the school's initiatives. The subject co-ordinator's effective analysis of national test results, her support of colleagues with planning and an emphasis on scientific exploration and enquiry in lessons, have all had a positive impact on standards. Pupils make good progress in science throughout the school and achieve well.
82. Very good use of resources is made in Year 1 to demonstrate pushing and pulling forces. The use of straws to blow jets of air at table tennis balls helped pupils learn that air can push objects and make them move. The testing of differing amounts of water poured into a waterwheel enabled pupils to understand that a greater volume of water poured into the wheel would result in the cogs turning faster. Some pupils were able to predict the opposite effect. In Year 2, pupils can recognise and label parts of the body including toes, fingers and ears. They can also identify light sources such as car headlights, torchlight, open fires and light bulbs.
83. Pupils in Year 4 can recognise the potential hazards of electrical equipment in the home. These include the danger of trailing cables and too many appliances connected to one adaptor in an electrical socket. Teacher's excellent planning of lessons in Year 6 helps pupils understand and carry out fair tests. In an investigation involving dissolving sweeteners in water, pupils were able to determine that if the water was hotter, the tablet would dissolve quicker. They were careful to repeat the test and ensure aspects such as the stirring time of the water and volume of water in each beaker were kept the same. Very good links were made with mathematics and information and communication technology as pupils averaged and clustered their results and recorded them in graph form on paper and on the computer.

84. Pupils' attitudes and behaviour in science lessons are very good. In Year 1, pupils were very excited when they worked outside the classroom and observed the teacher's toy windmill moving in the breeze. Pupils in Year 3 co-operated with each other very well to discuss which light source was most appropriate for a puppet show. This results directly from the very caring relationships that exist between teachers and pupils in these classes.
85. The quality of teaching in Years 3 to 6 is very good. It is good overall for Years 1 and 2. Teachers have a very good understanding of the science curriculum and they plan well organised stimulating activities which motivate pupils and develop their understanding of science. This was very evident in an excellent Year 6 lesson on dissolving when groups of pupils were extremely keen to compare their timings with other groups. The quality of these practical activities ensures that pupils are absorbed in their work and helps teachers maintain very good levels of behaviour in their lessons.
86. The subject is well led and managed. Supported by the senior management team, the co-ordinator has been successful in developing the planning of science lessons throughout the school. Weaknesses in the teaching of specific areas of the curriculum have been identified and addressed. To improve standards further, the co-ordinator has organised lunchtime revision sessions and is planning science "booster" clubs with the assistance of colleagues.

## **ART AND DESIGN**

87. Standards in Years 2 and 6 are in line with national standards. Pupils' achievement is good in Years 3 to 6 and satisfactory in Years 1 and 2. Pupils with special educational needs make good progress overall and their levels of progress are similar to those of other pupils in their classes.
88. In Years 1 and 2 pupils use an appropriate range of materials. Previously completed work shows that pupils in Year 1 develop their skills well with particular strengths in observational drawing and pattern making and incorporating information and communication technology (ICT) to their work. Pupils in Year 2 make satisfactory progress but they do not build on all the skills previously learned in Year 1. Pupils do not use a wide enough range of materials throughout the year. The most successful work is the range of designs in the styles of Jackson Pollock and Mondrian where pupils used ICT well.
89. Pupils achieve well in Years 3 to 6 with some very high standards of work in Year 5 and 6. Year 6 pupils' observational drawing of parts of the human face show very good awareness of shape, proportion and texture. Their excellent creation of hats based on "The Mad Hatters Tea Party" showed high quality imagination in the choice of materials, fine attention to detail and good finishing.
90. The school has successfully linked other subjects to art and developed pupils' ICT skills purposefully and creatively. Consequently pupils understand the importance of art in other subjects and gain pleasure in artistic composition. They are very well motivated and confident when experimenting with new techniques.
91. Year 5 pupils' art related to the cultural aspects of Ancient Greece shows careful use of colour, accurate proportion and shape in their illustrations of Greek vases and good imaginative art based on Aphrodite. Pupils in this year group have used the graphical imaging aspects of ICT well to create artistic composition based on layers, reproduce patterns of "The Snail" in the style of Matisse and experiment with patterns and textures.
92. Year 4 pupils increase their knowledge of arts from other cultures. During the inspection they made block prints based on the Asian mango design. They applied the colour carefully and printed the shapes neatly to create attractive repeating patterns. This activity together with their Rangoli patterns develops their multicultural awareness very well.
93. The school has successfully focused on incorporating other subjects into art. This works well as pupils learn about art from other cultures and different historical periods; for example, pupils illustrated many aspects of the Tudor lifestyle and costumes. Other examples include high quality, wax resist work including Batik and fabric printing.

94. The quality of teaching is good overall. Teachers use the work of artists and different traditions and cultures to inspire their pupils. In Year 3 pupils produced high quality work based on Romany art. They decorated wooden spoons and copied the patterns of roses and castles seen on many canal boats. This is part of a combined curricular study of people who live on canal boats. Teachers incorporate ICT skills effectively into their art lessons. Although sketch books are used carefully for experimenting and focusing on detail in most classes, their use is inconsistent and the quality of work in them is variable.
95. The recently appointed co-ordinator for art is enthusiastic and has very good ideas for the development of the subject. She is well qualified and experienced and leads by example. The satisfactory range of resources and good accommodation are effectively used to enhance pupils' attainments and progress and range of extra-curricular activities.

## **DESIGN AND TECHNOLOGY**

96. Standards are in line with national expectations at the end of Years 2 and 6. Pupils of all abilities, including those with special educational needs make good progress. Although only one lesson was observed, additional evidence was taken from pupils' books.
97. Throughout the school pupils have frequent opportunities for designing, making and evaluating their work. The evaluation and disassembly aspects are particular strengths. The finished products are imaginatively designed and carefully made. In most classes pupils are able to follow their designs accurately. For example, pupils in Year 4 are designing torches, consider the occupations of the people for whom they are making them and select the appropriate materials for their designs. They also ensure that they choose the appropriate bulb, bulb holders and switches. In food technology lessons in Year 5, pupils have examined and evaluated a wide range of different breads including bagels, French sticks and a variety of Indian breads. The school has yet to make use of information and communication technology in design and technology lessons.
98. Throughout the school, teachers effectively link design and technology to other subjects especially literacy, numeracy, science and art. This effectively supports learning across other areas of the curriculum. For example, Year 6 pupils designed and made hats inspired by a pantomime visit. Pupils have designed books for younger children and, in one class, designed and made "Joseph's Coat of Many Colours" carefully joining the pieces of material. Throughout the school each pupil has used a range of materials creatively and carefully. The finished products are generally of a high standard.
99. Pupils enjoy design and technology activities and behave well. In Year 4, pupils were completely engrossed while making torches and worked well in groups. The teacher had ensured that all the necessary equipment was available and pupils selected and used the tools and materials appropriate for their task. They worked with concentration and perseverance, modifying and improving their designs. Pupils do not, as yet, have sufficient opportunities to use information and communication technology in their design and technology work.
100. The leadership and management of the subject are good; the co-ordinator monitors planning, and knows the quality of work undertaken in each class. He ensures that health and safety requirements are met, has audited resources and has a very detailed action plan for the subject.

## **GEOGRAPHY**

101. Standards in geography for pupils at the end of Year 2 are broadly in line with those expected nationally. At the end of Year 6 they are in line with national expectations, with examples of above average standards in some topics, for example the work on rivers.
102. No lessons were seen for pupils in Years 1 and 2, but analysis of teachers' planning and photographs of previous work show that pupils develop a sound knowledge of their local environment. They can distinguish and sort physical and manmade features, compare their immediate environment with a village about five miles away and use Ordnance Survey maps to answer key questions. They can identify features using coordinates.
103. Pupils in Year 3 are piloting The City Curriculum which links the humanities and the arts. There are attractive displays in both classes, along with examples of pupils' work, which show that pupils are developing knowledge and skills well in this year group. Pupils in Year 4 are studying Chembakoli, a village in India, and comparing it with their own environment. Pupils in Year 6 have gained a detailed understanding of the journey of a river from its source to the mouth and use geographical vocabulary accurately and confidently. Literacy has been used very well and planning shows that information and communication technology will be used after half term when pupils study a particular river.
104. There is insufficient information to make a judgment about the quality of teaching for the younger pupils, but teaching in Years 3 to 6 is consistently good, and sometimes, very good. Teachers' strengths are very well deployed; one teacher in Year 6 teaches both classes for geography and the other teaches science to both classes. Planning is thorough and lessons contain clear learning

objectives which are shared with the pupils and reviewed at the end of the lesson. A variety of teaching styles is used which capture and sustain pupils' interest. Teachers have high expectations and pupils' work is well presented. When marking, teachers make judgements relating to the learning objectives. This helps pupils to improve the quality of their work. Some use of information and communication technology is made in geography lessons.

105. In both the lessons observed pupils showed very good attitudes to learning. They listened well, were fully engaged, for example, in mind-mapping the work on rivers, and worked with interest and concentration on the stimulating challenging activities set. Pupils with special educational needs were supported well by a teaching assistant so that they were successful learners.
106. The management of geography is satisfactory. It is at a developmental stage in this recently amalgamated school but the co-ordinator has an effective action plan to help raise standards. The school has had other priorities which have been addressed very well. A system of assessment for foundation subjects is being developed this term and will be in use throughout the school later in the year. When the subject comes on to the school improvement plan systems for monitoring will be set up.

## **HISTORY**

107. Standards in history are in line with those expected nationally for pupils in Year 2 and Year 6. No lessons were seen during the inspection. This judgment is made from the attractive displays in classrooms and corridors, teachers' planning and looking at the work in pupils' books.
108. Pupils in Year 2 know the significant facts about Florence Nightingale and of her work in Scutari. The display in the classroom shows that literacy and information and communication technology (ICT) were used effectively in this topic. Pupils in Year 3 saw the pantomime, Dick Whittington. Following this visit the director came to school and enthralled the pupils with examples of costumes, costume designs and the script she had written. This visit and a subsequent visit to the waterways museum made a very good contribution to pupils' learning and to their personal development. Pupils' work shows effective use of ICT to research information from the Internet and from CD-ROMS. Year 4 pupils are studying the Tudor period and pupils' work shows that knowledge and skills are being developed effectively. The research skills were very carefully planned as part of literacy lessons. Each group studied a different aspect of the period using a wide variety of sources of information – books, records, photographs, the Internet and CD-ROMS. Some high quality annotated pictures of Elizabeth I showed that pupils are using their literacy skills well in history. Year 5 pupils are studying Ancient Greeks and good links have been established between art and history in this topic, for example, the detailed observational drawing of the Greek trireme and the painting of the Hoplite soldier made during art club.
109. From the range of good quality work on display, and talking with pupils, it is clear that they enjoy history and especially like the investigative approach that is used to teach the subject. They take a real pride in their work.
110. The management of the subject is satisfactory. The co-ordinator is in her second year of teaching and is waiting until next term when history comes on to the school improvement plan to conduct an audit of the coverage of the curriculum, resources and implement assessment and monitoring procedures.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

111. Inspection evidence indicates that standards in Information and Communication Technology match those expected nationally by the end of Year 2. In the topics taught so far this year, it is clear that standards in Years 3 to 6 are broadly typical of those seen nationally. Pupils are making good progress even though there have been some unavoidable disruptions to the accommodation for the subject over the past year.

112. Committed leadership and teamwork are bringing substantial improvements in the subject. However, there is much to be done to increase teachers' skills and to align the work of all year groups so that pupils can use computers more readily to enhance their work in all subjects. Although pupils' computer skills are similar to those expected for their age, pupils' understanding and use of computers to search and transmit information, via electronic communication using the Internet and e-mailing is in the early stages. This is because the infrastructure for regular access has yet to be established across the school. By learning together, staff have raised their level of knowledge and experience. Already, the momentum of pupils' learning in the subject is increasing and can be seen in displays. The full breadth of National Curriculum provision is now in place although some specific aspects of development have a narrow range of resources. This includes resources for monitoring and controlling devices and models – needed for Years 5 and 6. Enterprisingly, teachers have used the limiting nature of some software to good effect. A more able Year 6 pupil spoke with some insight about the potential use of different software noting that: "some of this software is for kids!" He compared the effectiveness of using school software that could be merged into a web page with that of a professional package. The school has plans to resolve this gap in resources and to extend ICT opportunities through other subjects to greater depth.
113. Teachers are beginning to use the computer-linked teaching boards to good effect and a variety of equipment is used across the school including videos, cassettes and listening stations. The use of computer simulations, data-logging and control technology are planned into the curriculum but no evidence was seen during the inspection. All pupils use ICT in the satisfactorily equipped computer suite. Computers in the classrooms have yet to be networked to most classrooms but pupils are using computers to enhance their learning in some subjects such as science, mathematics and English. However, less use is made of the computers in classrooms to support learning. Teachers annotate their teaching plans well and these form a sound basis for the next lessons. Overall the school community is now well positioned to accelerate the remaining development needs and this is seen in the pupils' interest in the long-standing computer club.
114. Most pupils are able to log on to the computer and find the route through to their own folder. Word processing and computer skills of draw, paint and manipulating effects are developed in line with teaching plans. Most pupils can change the size, style and fonts. Achievement is stronger in this aspect of the subject because pupils have had more opportunities to use computers to write for a reasonable variety of purposes involving text-handling. By the time they reach Years 5 and 6, pupils are able to reposition, manipulate and change effects artistically. Pupils with special needs work enthusiastically and cope well with the activities, often needing little support in this interactive form of learning.
115. The quality of teaching is good. This reflects some notable examples of very good and well-organised teaching that quickly builds on pupils' previous capabilities. Assessment arrangements are sound. They set out which pupils achieve more or less than most in each lesson and form a running commentary on the problems pupils encounter as well as a valuable aid to the next teaching steps. The school recognises the need to embed the use of computers as tools into the full range of teaching and learning.

## **MUSIC**

116. By the end of Years 2 and 6, pupils' standards in music are in line with national expectations. The school provides a satisfactory range of opportunities for music making and most pupils are keen to take part in vocal and instrumental performance. As a result of this, pupils make good progress in their musical skills and understanding.
117. The quality of music teaching is good. The undoubted skill, enthusiasm and expertise of the subject co-ordinator helps maintain standards in music. This is as a result of both her own teaching, and the technical support she gives colleagues who have less specialist knowledge of the subject.
118. In assemblies, teachers provide good vocal support for pupils in Years 1 and 2 to join in enthusiastically the visiting clergyman's story of "The Sower" by singing with clarity and good tone the new words to favourite nursery rhymes such as "Old McDonald had a Farm" and "Sing a Song of Sixpence". In a Year 5 music lesson, the good quality of teaching ensured the pupils could, by the

end if the session, use tuned percussion instruments to play a simple accompaniment to their own singing of the two part song, "Tongo". Effective assessment by the teacher enabled her to restructure the lesson so that pupils were not required to play on the first and third beat of every bar and only accompanied their singing by playing on the first beat. This made the performance more manageable and the pupils thoroughly enjoyed the ensemble experience.

119. Effective use is made of the local education authority's instrumental music service. Teaching of the violin is very good. The peripatetic teacher has excellent knowledge of violin playing and is able to ensure pupils make good progress by, for instance, encouraging them to stretch the little finger of their left hand to play an "A" on the "D" string with good tone and intonation.
120. The subject is well led and managed. The co-ordinator has set out an action plan to improve standards in music and has secured a good range of quality tuned and untuned percussion instruments for the school. She ensures pupils have sufficient access to extra-curricular activities such as the lunchtime choir and attendance at local choral festivals. Good use has been made of New Opportunities Fund, Out of Hours Budget funds to subsidise the cost of attendance for both pupils and parents at a children's choral festival in the Colston Hall, Bristol. The school makes satisfactory use of information and communication software to help pupils compose tunes for a variety of instrumentation using notes of varying pitch, duration and dynamics.

## **PHYSICAL EDUCATION**

121. Inspection evidence indicates that attainment matches standards expected nationally at the end of Year 2. Although most of the lessons seen were either dance or gymnastics, with one games lesson in Year 6, it is clear that in Years 3 to 4 achievement rises; so much so that in Years 5 and 6 standards are above national expectations for the subject. Most pupils reach national expectations for swimming.
122. In Year 1, in dance as in gymnastics, pupils move with increasing awareness of others. They make good use of the space around them to negotiate their gymnastic movements on the floor. They change over to travel sideways on all fours and tiptoe backwards quite imaginatively. Some of the pupils can twist and leap in "bunny hops" with the majority able to move along to complete their travelling energetically. One particularly able child (with additional learning needs) devised and held a pose on gymnastic equipment with some precision and awareness. Years 1 and 2 pupils make sound progress overall. Although skills are not built on as successfully as in Year 1, pupils deal with each opportunity enthusiastically and with some thought. Most delight in repeating short movements although some find it hard follow short phrases of movement and to stop.
123. Pupils achieve consistently well in Years 3 to 6 and very well in Years 5 and 6. Pupils from different ethnic heritages achieve similarly. All the pupils gain significantly from the team spirit that the subject promotes in this school. Year 6 pupils are confident and quickly learn new and complex skills of, for example, "tag rugby". An excellent lesson, carefully crafted, enabled all the pupils to refine their personal and team skills. The teacher's highly skilled coaching brought some unexpected and pleasing gains by some of the pupils. All pupils take part in the full curriculum and those who have the potential to achieve more, do so.
124. Pupils with special needs are drawn into activities well and make good progress. Adult support is vigilant and only needed when these pupils are learning to use the space and skills in negotiation with other pupils. The quality of teaching is good. Teachers' subject knowledge is enhanced by the robust teaching plans. Although these plans are not specifically linked across the year groups yet, they are strong enough to ensure that pupils' skills develop incrementally. Learning intentions are made clear to pupils. Lessons are vigorous and pupils are encouraged to assess their performance and to refine and improve their work. The balance and variety of the physical education curriculum bring interest and vitality to much of the learning. In some of the lessons, additional classroom assistant support is not always needed. This is because many of the pupils gain some important independent skills.
125. Leadership is good. The co-ordinator puts much effort into sports, especially extra-curricular activities. Even though this is a new school, strengths in provision for the subject have continued.



These include the residential experiences and the high quality development for football, netball and rugby skills. These strengths reach beyond and into the local area. There are good links with other schools, many of which compete successfully alongside pupils from The Moat School in team sports. Quite a number of Year 6 pupils are recognised as outstanding sportspeople, particularly in football. Resources for the subject support lessons well. The school's priorities to merge best features of the curriculum are appropriate.

## RELIGIOUS EDUCATION

126. Standards in religious education are broadly in line with those expected in the locally agreed syllabus for pupils in Years 2 and 6. Two lessons were observed, one in Year 2 and one in Year 4. Teachers' planning and pupils' past work was analysed for other year groups to make this judgment.
127. There was very little work to be seen for pupils in Years 1 and 2 but current practice shows that pupils work in religious education is often used for display rather than written in books. Pupils know the special places or worship for Jews and Christians, their special books and how people celebrate and practise their faith. Older pupils learn about the rites of passage in Christianity and Judaism and the importance of prayer in Christianity, Judaism and Islam. The older pupils make an in depth study of Islam in which they use literacy and information and communication technology well.
128. Teaching in religious education is satisfactory and frequently good. In the Year 2 lesson the pupils learnt about Mother Teresa and considered the sacrifices she had made to follow her religious convictions. Pupils in Year 4 have a sound understanding of baptism and confirmation and of some of the symbols associated with Christianity, a cross, a candle, and a dove as a result of a lesson in which all pupils were well involved. Religious education is well linked to personal, health, social and citizenship education, for example, when pupils look at milestones in their own lives and how living Christians have behaved because of their faith. Lessons are planned carefully to meet the needs of all pupils, including those with special educational needs.
129. Pupils are very willing to share their ideas and experiences, for example, they talk about their own families and christenings they have attended. Pupils illustrated their understanding of christenings when they referred to an assembly in which they had heard about adult baptism practised by Baptists.
130. In this recently amalgamated school religious education has not yet featured on the school improvement plan, so the role of the co-ordinator is underdeveloped. She has been on some training courses and shared the information about resources with other teachers. There is an action plan which shows that assessment and monitoring are to be considered within the next year. Some use of information and communication technology is used in religious education lessons.