

INSPECTION REPORT

Moat House Primary School

Coventry

LEA area: Coventry

Unique reference number: 133474

Headteacher: Mr. P. James

Lead inspector: Mr. M. Massey

Dates of inspection: 24-27 November 2003

Inspection number: 256932

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 – 11 years
Gender of pupils:	Mixed
Number on roll:	316
School address:	Deedmore Road Coventry
Postcode:	CV2 1EQ
Telephone number:	024 7661 2073
Fax number:	024 7661 0575
Appropriate authority:	Governing Body
Name of chair of governors:	Mr. T. Bond
Date of previous inspection:	Not previously inspected

CHARACTERISTICS OF THE SCHOOL

Moat House Primary School is larger than average and is situated in the Henley ward in Coventry. The local area is mainly composed of council housing with some privately owned property. Most pupils come from the local area. The proportion of pupils claiming free school meals is well above average. Around 13 per cent of pupils are from minority ethnic groups, mainly of Caribbean, African or Asian origin. No pupils are at an early stage of speaking English as an additional language. There is a very small percentage of refugee pupils. Around 30 per cent of pupils in the main school have been identified as having special educational needs, which is well above average. These pupils mainly have moderate learning difficulties, social and emotional needs or speech and communication difficulties. The pupils' attainment on entry is very poor. The number of pupils leaving and joining the school each year is average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23785	Malcolm Massey	Lead inspector	Foundation Stage English as an Additional Language Mathematics Design and technology Physical education
13874	Jane Chesterfield	Lay inspector	
11472	Michael Beale	Team inspector	Science Information and communication technology Geography History Music
22671	David White	Team inspector	Special educational needs English Art and design Religious education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Moat House Primary school is a good school. It gives satisfactory value for money. The headteacher and staff have successfully created a new school where standards are rising and pupils are achieving well. The school receives substantial additional funding and support.

The school's main strengths and weaknesses are:

- The headteacher has created an effective team with a clear idea of where the school is going.
- Teaching is good overall, and pupils achieve well.
- Pupils behave well and have a good attitude to learning.
- Teaching is not monitored rigorously enough.
- Some parents could do more for their children.
- Pupils' vocabulary and the use of computers are not systematically developed across a range of subjects.

The school was formed in September 2002, following the amalgamation of two local schools. It has, therefore, not been inspected before.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	N/a	N/a	D	A
Mathematics	N/a	N/a	E	A
Science	N/a	N/a	E	C

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Pupils achieve well throughout the school. Children's attainment on entry to the school is very poor. By the time they are in Year 6 pupils' attainment is still below average in English, mathematics and science. However, due to the consistently good teaching and support given to pupils they achieve well in these three subjects by the time they leave the school. In the Nursery and Reception classes children achieve very well in their personal, social and emotional development. They achieve well in communication, language and literacy, mathematical development, creative development, physical development and knowledge and understanding of the world. Although children's achievement is good, standards are not at the expected level for children of their age. Pupils' vocabulary is limited and this inhibits their ability to communicate clearly at all levels through the school. Pupils in Year 2 and Year 6 achieve well in English, mathematics and science, even though standards in these subjects remain below the national average, overall. In information and communication technology, by the time pupils are in Year 6, they are achieving very well and standards are in line with national expectations. In religious education pupils are working at the level expected in the locally agreed syllabus. Pupils with special educational needs and those from minority ethnic groups achieve well. The work of the Education Action Zone has a positive impact on pupils' attainment.

Pupils' personal development is good. The school has placed a high priority on this area of provision and succeeded in providing a firm foundation for pupils' learning. **Their spiritual, moral, social and cultural development is also good.** The pupils have a good attitude to learning and they behave well. This helps them to achieve well. However, attendance and punctuality are poor. Some parents do not support the school in their endeavours to improve this aspect of provision.

QUALITY OF EDUCATION

The quality of education provided by the school is good. Teaching is good overall.

Teachers in the Nursery and Reception classes provide a very good foundation for children's learning with good classroom routines and high expectations. This gives children a good start in the school. Teachers in the rest of the school have the same approach and, as a result, pupils learn well throughout the school. The good co-operation between teaching assistants and teachers and the small class sizes make a strong contribution to pupils' learning. Teachers work hard to make lessons interesting and this successfully engages pupils' interest in the vast majority of lessons. Teachers' classroom management is very good and this results in well-behaved pupils who work hard. Where teaching is less successful the lesson content does not stimulate pupils. Pupils with special educational needs are very well supported and make good progress overall. Teachers do not provide enough opportunities for pupils to use computers in lessons across the curriculum.

Curricular initiatives such as the design and technology week, the music provision, sports programme and breakfast club provide interest and variety for pupils. This helps them to enjoy coming to school and encourages a positive outlook about school. The curriculum for pupils' personal and social development is very good and makes a strong contribution to the good behaviour and relationships within the school. Some teachers do not set homework systematically. Some parents could make a stronger contribution to their children's learning, for example by ensuring better attendance and punctuality.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. The headteacher has succeeded in establishing a good team of teachers who are committed to the new school. With the support of the senior management team, he has established a clear direction for the school. He has succeeded in creating a school where pupils of all abilities are valued and catered for. The school is well managed and there is a strong focus on raising standards. The financial management of the school is good. The governing body fulfils its role satisfactorily and fulfils all statutory requirements. It has quickly developed a good understanding of the school and is developing good structures for monitoring the work of the school. The chair of governors acts as a good critical friend to the headteacher. The monitoring of lessons is not systematically carried out.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The results of the parents' questionnaire showed that parents are very satisfied with the school. They are particularly pleased that their children like school and that they can approach the school with questions or concerns comfortably. At the parents' meeting a few parents expressed a concern about homework. The team found that the setting of homework could be improved. The pupils' views of the school are also very positive. Every questionnaire returned by pupils said that there was an adult in the school that they felt confident to turn to with difficulties. Older pupils, particularly, showed some concern about behaviour. Although the team felt that behaviour was good, the lunchtime arrangements do not always give good support to pupils, some of who feel vulnerable at this time. Pupils would also like to be given more responsibility.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- Evaluate the impact of teaching more systematically;
- Explore ways of involving parents more in their children's learning;
- Improve pupils' vocabulary;
- Make better use of computers in a range of subjects.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement is good throughout the school. Standards in English, mathematics and science are below average, whilst standards in information and communication technology are average.

Main strengths and weaknesses

- Achievement in the Foundation Stage is good.
- Pupils make good progress in English, mathematics and science, but standards in these subjects are below average.
- In information and communication technology pupils achieve very well.
- The small class sizes make a strong contribution to pupils' achievement.
- Lower attaining pupils and those with special educational needs make good progress, but gifted pupils are not sufficiently challenged in some lessons.
- Pupils' vocabulary is poor.

Commentary

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
Reading	13.9	15.7(15.8)
Writing	11.4	14.6(14.4)
Mathematics	15.4	16.3(16.5)

There were 50 pupils in the year group. Figures in brackets are for the previous year

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	25.6	26.8(27.0)
Mathematics	24.8	26.8(26.7)
Science	25.5	28.6(28.3)

There were 65 pupils in the year group. Figures in brackets are for the previous year

1. Compared to all schools, standards in 2003 for pupils in Year 2 were in the bottom five per cent nationally for writing. In reading, standards were well below average and in mathematics standards were below average. When compared to similar schools, standards were well below average in writing, above average in reading and well above average in mathematics. For pupils in Year 6 standards were well below average in mathematics and science when compared to all schools. In English, standards were below average. When looking at pupils' prior attainment standards were very good in English and mathematics and average in science. With only one year's test results trends over time cannot be judged. However, inspection evidence indicates that standards are expected to rise this year and the school is in line to meet its targets.

2. Standards for children in the Foundation Stage are judged against the nationally set Early Learning Goals. These goals are split into four levels, with children expected to reach level 4 by the time they leave the Reception class. In personal, social and emotional development children achieve very well and are at the third level of the Early Learning Goals. In communication, language and literacy, children achieve well but, due to their very poor attainment when they start school, are still at the first level of the Early Learning Goals. In mathematical development, creative development and their knowledge and understanding of the world children achieve well and have moved in to the second level of the Early Learning Goals. In physical development, children achieve well overall and are at the second level of the Early Learning Goals, overall.
3. In English, standards for the present group of pupils in Year 6 remain below average. They achieve well overall. In speaking and listening, where teachers provide them with good opportunities to develop their skills, they are making good progress. Specific timetabled lessons for speaking and listening are helping pupils to become more confident. However, pupils' vocabulary is limited and this makes it difficult for them to communicate clearly and accurately. Pupils enjoy reading and are developing a fluent reading style. Writing is a focus for improvement in the school. Although standards in this area are below average the emphasis given to writing is having a positive impact and pupils are now making good progress.
4. In mathematics, although standards for the present group of pupils in Year 6 are below average they have made good progress in their learning since they started school. In Year 2 and Year 6 higher attaining pupils are in line to meet the expected standards. A large proportion of the other pupils will have difficulty reaching the expected standards by the time they finish Year 6. However, pupils' progress accelerates in Year 6 owing to the very good teaching. High quality teaching in Years 1 and 2 ensures that pupils achieve well.
5. Pupils achieve well in science even though standards are below the expected level by the time pupils are in Year 6. Pupils have developed good skills in carrying out investigations, an area which the co-ordinator and staff have worked successfully to improve. Pupils achieve very well in information and communication technology, where standards are in line with expectations for pupils in Year 6. This is because teachers have good subject knowledge and use the computer suite effectively to promote pupils' learning.
6. An important factor in the pupils' good achievement is the small size of classes throughout the school. In addition, the school has a very good ratio of classroom assistants to pupils. These two factors mean that pupils often receive very good support from adults in small groups during lessons. There are often two or three groups of pupils with an adult supporting each group. Although this sometimes limits pupils' ability to undertake independent work it does mean that all pupils take a full part in lessons. The very good systems for identifying and supporting pupils with special educational needs mean that these pupils make good progress. The use of learning mentors is a good initiative that enables pupils to receive individual help. In some cases these pupils achieve very well. The special educational needs co-ordinator has done very well in setting up rigorous identification and support systems.
7. The school is working hard, particularly in English, mathematics and science, in order to continue raising standards. Individual target setting is not yet established, although the deputy headteacher is trying out a system that he believes would help some pupils to progress more quickly. The lack of support from parents makes it more difficult for the school to raise standards than it should be. The children start school with very poor vocabulary. Although staff have focused on developing speaking skills there is no systematic programme for developing pupils' vocabulary. Some teachers highlight new vocabulary in their lesson plans but on other occasions the teaching is incidental. The pupils' poor vocabulary makes it difficult for them to express themselves clearly. The school has developed some good systems for supporting higher attaining pupils, for example through grouping pupils according to their ability. However, although gifted pupils are identified, the school does not provide a programme to develop their skills and some of these pupils underachieve.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and other personal qualities are good. Provision for pupils' spiritual, moral, social and cultural development is good. Attendance is well below national levels. Punctuality is unsatisfactory.

Main strengths and weaknesses

- Personal, social and health education has a positive influence on pupils' attitudes.
- The school expects pupils to behave well.
- Pupils form good relationships with other pupils and adults.
- Pupils are taught to distinguish right from wrong.
- Adults provide a positive role model for the pupils.
- Older pupils aspire to be good role models for younger pupils.
- The school works hard to chase up absence and promote good attendance.
- Some parents do not ensure that their children attend regularly and on time.

Commentary

8. The school sets high expectations for pupils' behaviour and works hard to achieve them. The pupils respond well to these expectations and, as a result, their behaviour is good. Movement around the school is quiet and responsible at all times. In lessons, they are keen to learn and they pay attention to their teachers and follow class rules faithfully. There was one exclusion in the previous academic year. Pupils have a very positive view of the school.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	276	1	0
White – Irish	3	0	0
Mixed – White and Black Caribbean	17	0	0
Mixed – any other mixed background	3	0	0
Asian or Asian British – Indian	3	0	0
Asian or Asian British – Pakistani	2	0	0
Black or Black British – African	11	0	0
Chinese	1	0	0

9. The pupils have positive attitudes to their learning. They respond well to the teaching and work diligently. They work well together in talking partners and in group tasks, sharing ideas and listening carefully to one another but do not take enough care in the presentation of their work .
10. Relationships are a particular strength of the school. The whole school values and respects each of its members. Older pupils willingly take responsibility to play with younger pupils in the playground at lunchtimes. The caring manner in which adults promote these very good relationships ensures that the pupils have the knowledge that there is always someone to whom

they can go to if they are anxious or have a problem. They have a high regard for their teachers and teaching assistants.

11. The school makes good provision for the pupils' spiritual, moral, social and cultural development. The pupils have a very good understanding of what is right and wrong and are aware of the effects of their actions and behaviour. Pupils have a range of curricular opportunities to develop a mutual respect for one another. This was demonstrated in a lesson in Year 1 where pupils were explaining to their partners what they could see through the telescope in the toyshop. The school effectively promotes a very caring ethos.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	8.3	School data	0.1
National data	5.4	National data	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attendance levels are well below national figures for several reasons. Firstly, there is a small number of families whose difficult circumstances mean that their children attend very poorly. In addition, many families do not ensure that their children arrive punctually at 9 o'clock.

The school has good strategies for chasing up lateness and absence swiftly. The first day calls for absence from the parent link worker help to nip potential problems in the bud; while the breakfast club gets some pupils into school on time and ready to start the day. Awards for individuals and class competitions also help to spread the idea of good attendance among pupils. Unfortunately, some parents do not respond positively to the steps taken by the school.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. There are strengths in teaching, the curriculum, the care and welfare of pupils and links with other establishments. The links with parents are satisfactory.

Teaching and learning

Teaching and learning are good overall.

Main strengths and weaknesses

- Teachers work hard to encourage pupils and make lessons interesting.
- Teachers manage classes well and insist on high standards of good behaviour.
- Classroom assistants make a strong contribution to pupils' learning.
- Assessment is used well to set targets and track pupils' progress through the school.
- Pupils try hard and acquire new knowledge at a good rate.
- Homework does not support learning as well as it could.
- Pupils do not have a clear enough understanding of how well they are doing.

Commentary

12. The headteacher and senior staff have done well in the short time that the school has been open to ensure that teaching is generally of a good standard. However, lessons are not monitored

systematically. In the Nursery and Reception classes teachers and support staff create a secure environment with clear routines. This helps children to settle quickly and feel confident about what they are doing. The teachers plan a wide range of activities that successfully gains children's interest. This is reflected, overall, in the main school, where teachers work hard to encourage pupils to take a full part in lessons. They do this through well planned activities and by giving constant, positive encouragement. The use of resources, for example in mathematics in Year 2, engages pupils' interest and helps them to concentrate. Where teaching is less successful, the subject material is sometimes too difficult for pupils or does not engage their interest and as a result the pace of lessons is slower.

13. Teachers have very good classroom management skills and control pupils very well. This is because the school has worked very hard to establish clear expectations of good behaviour and has established programmes to support this. The teaching of personal and social skills and behaviour management through "R" time lessons makes a strong contribution to the success of the programme. Teachers apply rules consistently and fairly so that pupils are clear about what is expected of them and they respond appropriately. The classroom assistants work very closely with the teachers. They give very good support in lessons and are sensitive to the needs of individual children. Their work is integral to the progress that pupils make in their learning.
14. The deputy headteacher has worked hard to set up an assessment system that tracks pupils through the school. This is used effectively to target pupils for extra support in English and mathematics and to put pupils into sets in mathematics in Year 6. Targets for pupils leaving Year 6 are based on these assessments and their progress towards these targets is monitored carefully. There is good assessment in the Foundation Stage, which ensures that pupils needing support are quickly identified.
15. Pupils with special educational needs are identified early and their individual education plans have clear targets for improvement. Support assistants know what the targets are and work towards them with the teacher. Through the assessment system the school carefully monitors the progress of pupils for whom English is not their first language. As a result these two groups of pupils make good progress.
16. Because of the clear expectations laid down by staff pupils try hard in lessons. They behave well and allow others to get on with their work. This helps pupils to concentrate and is a significant factor in the good progress that pupils make. The pupils are eager to learn and they are developing good working habits, which will stand them in good stead when they move to the next stage of education.
17. Provision for ICT is good with the computer suite enabling pupils to develop a good range of skills in the subject. However, these skills and interests are not always exploited to promote learning in other subjects. Little evidence was seen of computers being used to support the work in other subjects. Too few pupils regularly use the computer as part of their literacy or numeracy lessons. Across the school, lesson plans and classroom organisation are not always adapted to make full and regular use of networked or free standing computers.
18. All teachers do not set homework systematically. This means that opportunities to reinforce learning are being lost. Teachers mark books conscientiously but not all the marking tells pupils how they can improve. There is no system of individual target setting based on marking yet, although the deputy headteacher is trying out a system at present. Because of these factors pupils do not have such a good understanding of how well they are doing or how they can improve.

Summary of teaching observed during the inspection in 40 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	5 (12.5%)	19 (47.5%)	15 (37.5%)	1 (2.5%)	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages.

The curriculum

The school provides a good range of curricular opportunities. Support for learning outside the school day and extra-curricular provision are good.

Main strengths and weaknesses

- Provision for pupils with special educational needs is good.
- The current accommodation enables the full range of pupil needs to be met.
- The school participates fully in the arts.
- The personal, social and health education curriculum is very good.
- There is an inconsistency in the use of homework.
- The use of ICT to support learning in other curriculum areas is underdeveloped.

Commentary

19. The school sets out a clear curriculum philosophy and principles for teaching and learning in all subjects. Suitable emphasis is placed on language and literacy, mathematics and personal and social development.
20. The provision for pupils with special educational needs is very good. Clear targets for learning are set by class teachers and monitored by the special needs co-ordinator. Learning support assistants provide very good support in class and have very good relationships with the pupils. The system for organising the withdrawal groups is good and complements the activities taking place in the classroom.
21. The school participates in a good number of activities to promote learning outside the school day. There are breakfast clubs and accompanying opportunities to complete homework before and after school. Pupils have access to ICT equipment at break times and there have been successful attempts to run revision and boosting classes on Saturday mornings and during holiday periods. The classes have been well attended and have enhanced overall progress in key subjects, like English.
22. Many visits and extra curricular activities enhance the school curriculum. The school provides a very good range of sporting activities outside of normal lessons including football, hockey and basketball. Many pupils have the opportunity to join the choir and recorder groups and the school also runs after school clubs for ICT and African drumming. There are many educational visits, both locally and further afield, together with a residential visit planned for older pupils. The teachers and other staff work hard to provide such a good range of activities in order to meet the needs and interests of the pupils and this has a very good impact on the pupils' personal and social development.
23. The current accommodation is good and the environment is bright and cheerful. It is imaginatively and thoughtfully managed. There are enough rooms to support the large range of initiatives that the school is involved in. Specialist teachers, speech therapists and learning mentors have the space to develop their activities without disturbance.

24. The school staff and governors have a clear commitment to encouraging pupils to participate fully in all aspects of the arts. Pupils attend a wide range of concerts and professional artists visit the school to perform concerts and run workshops. Currently, the school is involved in a major arts promotion through a link project with Warwick University called Let's Create. Over a three-year period pupils will have the opportunity to work with and perform alongside professional musicians and dancers.
25. The design and technology week is a good innovation that successfully promotes good standards and raises pupils' interest in the subject.

Care, guidance and support

Pupils are well cared for and very well supported. Systems for consulting and involving pupils are very good.

Main strengths and weaknesses

- Adults providing pastoral support make a big difference to pupils.
- Very good PSHE provision underpins the school's work.
- School and class councils mean that pupils' voices are heard loud and clear.
- Lunch and playtime arrangements and facilities are not well developed.

Commentary

26. Pupils at the school benefit from the support and guidance given to them not only by their teachers but also by a whole range of other adults, mostly through Education Action Zone initiatives. These adults, including learning mentors, play workers and reading mentors, focus on boosting pupils' self-esteem and meeting their emotional needs. This is reinforced by the very strong Personal, Social and Health Education programme, which is an indication of the priority given by the school to fostering pupils' personal development. The school's success here is borne out by the questionnaire completed by pupils for the inspection. Every single child who responded felt confident that there was an adult in the school who would help them if they had a problem. This means that pupils feel safe and secure in school, and are ready to learn and achieve well.
27. The school and class councils have been well established throughout the school, and staff make sure that children of all ages are enabled to make a contribution and express the views of their classmates. Pupils have been consulted about the new building, for example, and what they want in their future playgrounds. While it obviously would not be sensible for the school to invest in the current playgrounds, not enough is done to make lunchtimes a better experience for the pupils now, neither indoors nor out. Sometimes the dining halls are noisy, which can be off putting to quieter pupils. The pupils say that they would like increased adult supervision at lunchtimes.

Partnership with parents, other schools and the community

Links with parents and the community are satisfactory. Services for parents and the community and partnerships with other schools are good.

Main strengths and weaknesses

- The school works hard to support parents and help them support their children's learning.
- Pupils benefit from good links with other schools.
- The quality of information for parents is inconsistent.

Commentary

28. The school has many initiatives to help its parent community. The care provided by the school out of school hours enables parents to go out to work, while courses run by the school give them the opportunity both to develop their own skills and to help their children develop theirs. The headteacher and teachers are readily available and accessible to parents. Support staff, such as the parent link worker and the learning mentors, provide an extra channel of communication for those who might feel reluctant to approach the school. Parents are very positive about these initiatives. Nonetheless, the school still has difficulties getting all its parents to send their children in regularly, or to hear their children read at home each day.
29. Reports to parents on their children's progress are good overall. The best ones give parents a clear picture of how well their children are doing for their age and what they need to do to improve. Some even explain the impact of poor attendance on the children's achievement. This quality is inconsistent across the school. The same is true of curricular information, which is patchy. Newsletters are bright and appealing, but too infrequent, while the prospectus, though comprehensive and detailed, is difficult to read.
30. Good working relationships with other schools, particularly the local secondary, mean that pupils have extra opportunities to improve their achievement through booster groups. Staff from the local secondary school report that pupils from Moat House settle quickly when they move to the next stage of their education.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good overall. The headteacher and senior staff provide good leadership and management. The governance of the school is satisfactory.

Main strengths and weaknesses

- The headteacher provides strong leadership and clear vision at a time of great change.
- The work of the senior management team is developing well.
- Good progress has been made in using assessment information to improve learning.
- Curriculum innovation is encouraged.
- Governors know the school well.
- The monitoring of teaching is unsatisfactory.

Commentary

31. Since the school was formed in 2003, the headteacher has succeeded in establishing a very clear ethos for the school. Parents are very positive about the way that the school has become established in such a short time. The focus on developing behaviour strategies and a good personal and social development programme is now paying dividends through well behaved pupils who respect themselves and others. Pupils of all abilities are very well catered for and exclusions are low. This reflects the headteacher's strong commitment to providing for individual needs. The headteacher is good at delegating responsibility to staff and supporting them through a well thought out performance management system. The further training carried out by staff enables them to fulfil their leadership roles effectively by developing their subject knowledge and providing support for other staff. Curriculum leaders are monitoring teachers' planning and pupils' work and providing feedback to staff about how they can improve. They have begun to establish portfolios of pupils' work to show what is expected in each subject for every year group. As a result expectations of attainment are clearly laid out. Senior staff are enthusiastic and committed to improving standards in the school.

32. Assessment information is being used well to identify groups of pupils who need extra help with their work and others who are capable of swifter progress. This starts in the Foundation Stage where records are kept on individual pupils and their progress is tracked on a monthly basis. Extra support is given as required. The work done on identifying, target setting and monitoring the progress of pupils with special educational needs is very good and makes a strong contribution to the overall achievement of pupils. The school makes good use of results from tests and assessments to establish support groups for pupils who need additional help in English and mathematics, starting in Year 2. The deputy headteacher has worked hard to get this system functional. He is now working on developing a system to provide targets for individual pupils .
33. The headteacher has strongly supported curriculum initiatives such as the Foundation Stage Day and the Design and Technology Week, which have a good impact on learning. The employment of Learning Mentors and Reading Mentors make a very good contribution to pupils' learning through their interaction with individual children.
34. Governors are developing a good understanding of the school, although the new governing body was only confirmed in post in September 2003. The chair of governors has developed a good working relationship with the headteacher. Governors are aware of standards in the school and review the school improvement plan, acting as a critical friend. All governors have been allocated a curriculum area and some governors have visited the school, for example to discuss work in special educational needs and the Foundation Stage. Finance reports are presented regularly and the school financial adviser reports directly to the governing body. As a result, governors have a clear understanding of the spending patterns and monitor them carefully. The administrative staff have good accounting systems.
35. Lesson observations, carried out by various members of the senior management team and the local authority adviser have provided the school with some good evidence of teaching standards and how teaching could be improved. There is not yet a system for regular lesson observations, although some co-ordinators are due to start monitoring teaching in the New Year. At present, follow up visits to check on progress against areas identified for improvement have not systematically taken place.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	797422	Balance from previous year	0
Total expenditure	757732	Balance carried forward to the next	39690
Expenditure per pupil	2306		

Assessment For Special Educational Needs

Assessment for special educational needs is **very good**.

Main strengths and weaknesses

- The quality and use of pre-school information on entry are good.
- There is detailed monitoring of achievements in the Foundation Stage.
- There are good procedures for identifying pupils with special educational needs.
- There is consistent and regular tracking of pupils' achievement throughout the school.
- The school is good at identifying lower attaining pupils for extra support.
- The school makes good use of external support agencies.

Commentary

36. The school's commitment to inclusiveness is exemplified in its provision for special educational needs. It has very thorough systems for identifying and assessing the pupils' needs and monitoring their progress.
37. Early identification of pupils with learning difficulties is made possible by the quality of information the school receives from the pre-school providers. This information informs the teachers and programmes are put in place to support those children. During their time in the Foundation Stage the children's progress is very carefully monitored and assessed. The role of the Speech and Language Therapist based at the school is vital in the early identification of speech and language difficulties and providing programmes to address them.
38. In Years 1 to 6 formal and informal procedures ensure that the pupils' achievements are constantly monitored. Teachers, teaching assistants and learning mentors cooperate closely and regularly discuss the pupils in order to register any concerns they may have. Where there are concerns or where insufficient progress is being made, the school is quick to respond by providing additional support determined by carefully constructed small step targets in an Individual Education Plan.
39. In addition, the school's regular assessments of reading and spelling and the evaluations of the pupils' performance in mathematics enable it to identify those pupils who would benefit from extra support.

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES

AREAS OF LEARNING IN THE FOUNDATION STAGE

The overall provision for children is **very good**. The co-ordinator has succeeded in establishing a cohesive and innovative team since the school was formed in 2002. She provides strong leadership, setting a good personal example to other staff. The development of the "Foundation Day", when children from the Reception class work with children from the Nursery is a very good initiative. It makes excellent use of the available facilities and successfully develops relationships between the two groups of children. The joint work on planning and assessment ensures continuity for the children in their learning. The co-ordinator has not yet had the opportunity to carry out formal lesson observations but the joint working means that she has a good understanding of teaching and learning in the Foundation Stage.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **very good**.

Main strengths and weaknesses

- The expectations of the children are very high.
- The curriculum is very well organised.
- Children tend to work individually.

Commentary

40. Staff share a common understanding of how the children will behave towards adults and other children. They provide very clear routines in the classroom and this gives pupils a sense of security. As a result the children move between activities sensibly and quietly. This means that both Reception and Nursery classes have a calm and purposeful atmosphere. The teachers and teaching assistant work very closely together to provide a wide range of activities. The work is designed to teach co-operation, for example when all the children play the parachute game in the hall, and individual choice. Because children tend to work on their own, the staff have set up a car wash activity to improve co-operation. This activity is well monitored and children are encouraged to participate. Children work and play without disturbing others and are successfully developing the ability to share equipment and take turns. Children achieve very well in this area and standards have moved into the third level of the early learning goals for children in the Reception class.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **good**.

Main strengths and weaknesses

- The teaching of speaking and listening is very good.
- There is a good emphasis on developing children's phonic skills.
- Lessons are sometimes too long.

Commentary

41. The good staffing levels in the nursery mean that in activities such as cookery or outdoor play there is a high level of adult support. In these activities staff take every opportunity to develop children's speaking and listening skills. Children's listening skills are satisfactory but their speaking skills are poor. They start school in the Nursery with very poor verbal skills. Teachers

work hard and successfully to develop children's knowledge of letter sounds and children make good progress in this area. In the Reception class children are beginning to recognise initial letter sounds and to identify words that begin with the sound. They still have difficulty reading three letter words, even though they know all the sounds. In a few lessons children sit too long listening to the teacher, lose their concentration and have difficulty remembering what they have to do when the activity time comes. Overall, children achieve well, although they are still at the first level of the Early Learning Goals in the Reception class.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- A wide range of mathematical activities is available to children.
- Teachers make a point of using the correct vocabulary.
- Children's knowledge of number is developing well.
- Some children need intensive adult support to succeed.

Commentary

42. Teachers plan for a wide range of mathematical activities and make very good use of equipment to stimulate children's interest. In the Nursery, staff introduce counting in activities such as music, as well as providing more specific opportunities for children to count and weigh. In the Reception classes there is a good mixture of activities supported directly by teachers and teaching assistants and independent learning. Children are using number dominoes to match numbers up to 10. Higher attaining pupils can count and order numbers to 10 successfully. This represents good achievement. In whole class sessions teachers use the correct mathematical vocabulary, which is a good initiative but it is not used in all teaching activities. Teaching assistants work very well with lower attaining children to ensure that they have full access to the curriculum. Some children have very limited mathematical understanding and this support is essential. Children are achieving well in this area and in the Reception class many of them are at the second level of the Early Learning Goals with a few children working in the third level.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **good**.

Main strengths and weaknesses

- There is some good teaching.
- The computer is used effectively to encourage and reinforce learning.
- A good range of resources encourages children to investigate.
- New vocabulary is not taught systematically.

Commentary

43. In the Nursery, children enjoy using the tactile floor tiles to feel the difference in texture. Teachers take the opportunity to encourage them to use the tiles and describe how they feel. This successfully contributes to their language development. The use of concave and convex plastic mirrors encourages children to investigate the differences in image and this fascinates them. In the Reception class, the cookery sessions develop children's understanding of how materials can change and some children describe this well from their previous experience. Teachers use the correct vocabulary but do not reinforce this enough in order to help the children remember new words. The children really enjoy the cooking and are proud to show off the finished cakes, which tasted delicious! Children enjoy using the computer and are skilful in manipulating the mouse.

This provides a good basis for later learning. Children are achieving well and they are at the second level of the Early Learning Goals in the Reception class.

PHYSICAL DEVELOPMENT

Provision in physical development is **very good**.

Main strengths and weaknesses

- Large indoor play equipment is used very effectively.
- Teachers' planning and class control are good.
- Children have difficulty tracing patterns and colouring in accurately.

Commentary

44. Large play equipment is available throughout the day in the classroom. This is used well by children who climb, slide and move around apparatus confidently. Because teachers have high expectations of children's behaviour and good class control, children using the large equipment are sensible and do not disturb others. At the same time they certainly move vigorously! Because teachers plan the weekly "Foundation Day" well the children in Reception also make full use of this apparatus. Children's skills in tracing and colouring are not as advanced as their running and jumping skills, although higher attaining pupils are working at a satisfactory level. Many children work slowly when using pencils and crayons. Overall children are achieving well, with many of them at the third level of the Early Learning Goals for large motor skills in the Reception class. Overall, their fine motor skills are not so well advanced.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- There is a wide range of activities for children.
- Teachers create good opportunities for links with other subjects.

Commentary

45. Good classroom organisation and planning ensure that children are well supported in creative activities. Activities such as pasta painting and making bubble pictures would not succeed without an adult present to teach children and show them how best to succeed. The creative skills that children bring to tasks are generally poor. In the Nursery, children's musical skills are developing well. They enjoy using instruments such as drums and the teacher takes the opportunity to develop their counting skills well in these lessons. Other staff are also aware of making the most of activities to develop children's vocabulary and making links with other subjects like knowledge and understanding of the world. Children making their own collage knew that the shapes were rectangles and related this to previous work that they had done. Reception children make good use of the home corner to develop their role-play and this contributes well to their language development, for example through using the telephone. Children are achieving well, with the majority of them working in the second level of the Early Learning Goals.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision for English is **good**.

Strengths and weaknesses

- There is accomplished leadership of the subject.
- The support for pupils with learning difficulties is very good.
- The discrete teaching of speaking and listening, as well as the employment of talking partners, to develop discussion skills is good.
- Marking rarely tells pupils how they can improve.
- Monitoring and evaluation in the subject are inadequate.
- Standards of presentation are unsatisfactory.

Commentary

46. In speaking and listening, by the time pupils are in Year 6, standards are below those expected. Although pupils achieve well in their time at the school their very low levels of attainment on entry limits the progress that they make. The pupils are developing their speaking and listening skills well in lessons. Teachers make every effort to model and rehearse the pupils' responses to teach them to speak clearly and accurately. Talking partners are used to good effect to develop the pupils' discussion skills; for example, in Year 6, when deciding on the chronological order of a sequence of events. The pupils' use and understanding of technical language across the curriculum are not so well advanced and teachers do not systematically plan for its development.
47. The pupils are all enthusiastic readers and, by the time they are in Year 6, are beginning to read fluently and with expression. Although standards are still below average pupils make good progress in their reading. Writing for all purposes has been recognised as a focus for development in the school. The whole school focus on the teaching of writing is beginning to have a positive effect on standards and achievement, although standards are below average for pupils in Year 6. A more consistent approach to handwriting style and presentation in books would bring about improvements across the whole school.
48. The procedures for the identification of pupils with learning difficulties, and the support provided, ensure that the pupils' difficulties are addressed effectively. These, together with the small classes and the quality of adult support, ensure that all pupils make good progress and have a growing confidence in their own abilities.
49. The pupils' attitude to English is good. They are eager to participate in discussion and are willing to learn. They have good relationships with their peers and adults. All adults promote good behaviour in lessons and the pupils respond in a positive manner to this encouragement. Isolated problems are dealt with calmly and effectively, without disturbing learning.
50. The quality of teaching is good overall. The teachers have good subject knowledge and their planning is good. The very best lessons have pace and challenge, appropriate support for pupils' learning, enthusiasm for the subject and high expectations. Good use is generally made of the final whole class session to allow pupils to reflect upon their learning, consolidate new knowledge and understanding and to provide pupils with a view of their future learning. The marking of pupils work is supportive but rarely gives advice on how pupils may improve their work in the future. Little reference is made to the targets appended to their exercise books. Homework is not consistently provided throughout the school.
51. Teaching assistants are very good at supporting the pupils in their care. They have good relationships with the pupils and are skilful in using questions to support the pupils' learning. As a result, pupils with learning difficulties and those with special educational needs are able to contribute to lessons and to make good progress.

52. The co-ordinator provides good leadership and has a clear vision for the future direction of the subject. She has a clear focus on how standards are to be raised and works hard to implement her ideas. The pupils' performance is rigorously reviewed and shared with teachers. However, more emphasis needs to be placed on the setting of short term, individual targets for pupils and the observation of teaching and learning.

Language and literacy across the curriculum

53. Teachers have identified a need to provide the pupils with opportunities for extended writing across the curriculum but they do not teach the specific vocabulary required for each subject. The teaching of speaking and listening skills permeates the whole curriculum and is effective. The pupils have an appropriate understanding of how to use the library and information and communication technology for reference purposes.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Teaching is good and pupils make good progress.
- Pupils develop good mental skills but are slow to record their work.
- Teaching assistants support pupils well, although gifted pupils are not challenged enough.
- Pupils have a good attitude to learning and behave well.

Commentary

54. Teaching is good overall, with some very good teaching. A feature of the teaching is the very good work done in the first part of the lessons to develop pupils' mental skills. These sessions are most often carried out at a good pace and pitched at a level appropriate to the pupils' abilities. In the best example three levels of questioning ensured that pupils of all abilities were really challenged. As a result of this teaching, pupils make good progress in using their mental skills to solve problems. However, for many pupils, recording their work is more difficult and they do not produce enough work in the activities part of the lessons. The teachers' control and classroom management are very good and, as a result, pupils behave well and do not disturb others. This helps the mental skills sessions to proceed at a brisk pace. In the best lessons teachers have a strong focus on using mathematical vocabulary and developing the pupils' vocabulary. Not all teachers do this systematically.

55. By the time the pupils are in Year 6 they have made good progress in their learning since they started school. Overall attainment is still below the expected level for this age group, even though pupils have achieved well in their time at the school. The only group of pupils who could achieve more are some of the gifted pupils. The school has some good initiatives to promote the learning of gifted pupils, such as placing them with older pupils to ensure that they are challenged. However, within sets, although the work is challenging, the few gifted pupils are not given sufficiently demanding work. By the time pupils are in Year 6 the higher attaining pupils are working at the expected level, working confidently with numbers up to three decimal places and adding and subtracting with numbers larger than 1000. Other pupils are adding up to 1000 and subtracting numbers to 100 successfully. Pupils are working at a level that would enable the school to meet its targets in 2004. By the time pupils are in Year 2 they have achieved well, although standards are still below the expected level, overall. Higher attaining pupils are in line to achieve the expected level for their age but many lower attaining pupils who receive intensive support are working at a level that is well below national expectations.

56. A key factor in the good progress that pupils make is the co-operation between teachers and teaching assistants. The school has developed very good support systems for pupils, making full

use of teaching assistants. Pupils with special educational needs are exceptionally well supported. This was noticeable in a Year 6 class where the abilities of a few pupils were very limited. They still took a full part in the lesson and succeeded in their work as a result of the very good support given by the teaching assistant and sensitive and knowledgeable handling by the teacher. Because of the small class sizes and the availability of support, average and higher attaining pupils also receive an above average level of adult support in lessons. This has a significant impact on their learning. Because pupils of all abilities are so well supported they have a very good attitude to mathematics. The pupils enjoy the lessons and are keen to succeed. This was illustrated in a discussion with a pupil who did not find mathematics easy but was enthusiastic, proud to show off his work and keen to do even better.

Mathematics across the curriculum

57. Mathematics is promoted effectively in other subjects. Teachers' planning identifies opportunities for mathematical work, when this is appropriate, in a variety of subjects and across the year groups. Data handling skills are used in science, while subjects like geography and history successfully promote pupils' understanding of time. Pupils' knowledge of measurement and angles is reinforced very effectively in design and technology.

SCIENCE

Provision for science is **satisfactory**.

Main strengths and weaknesses

- The teaching of investigational science is good across the school.
- Marking in science books is good.
- Some pupils struggle to find and use the correct scientific vocabulary.
- Management of the subject is good in parts but some aspects are underdeveloped.
- Recording is generally good but there are inconsistencies in one year group.

Commentary

58. A strong feature of science teaching is the use of systematic investigations to test predictions and hypotheses. The pupils are alert and interested in the hands-on investigations that they carry out and make good progress throughout the school. All pupils in each class carry out their own investigations and have a very good understanding of how to ensure that the experiments will produce valid results. This was the case in a Year 6 lesson where the pupils investigated the effect of adding different solids to liquids. They tested their predictions appropriately by ensuring that measured amounts remained constant. Their conclusions from the experiments showed a secure grasp of the process.

59. The marking of pupils' books is good. Teachers provide pupils with evaluative written comments that give useful pointers about how they might improve their work. At its best this marking also involves asking pupils further questions to challenge and extend their knowledge and understanding. This also gives pupils the opportunity to respond to questions and evaluate their own progress.

60. Science lessons move at a brisk pace and the teachers use questioning effectively to check what pupils know and think. While pupils show confidence in their own judgements, many pupils find it difficult to recall and use the correct scientific vocabulary that matches their understanding and knowledge. They occasionally become frustrated by this and do not always persevere to explore further ideas. This does not happen in those classes where the key scientific vocabulary is listed, explained and discussed.

61. Most pupils record their findings carefully using the school approach that emphasises the full scientific process. In a few classes this approach is ignored and pupils in these classes are less successful at moving towards analysing results and drawing their own conclusions.
62. The co-ordinator has used the time made available very effectively to audit and reorganise resources and to introduce national guidance to aid planning. The school has an appropriate action plan to raise standards further and to improve the quality of provision. The co-ordinator has successfully emphasised the importance of investigations but not enough use is made of information technology to investigate, record, analyse and present findings. While the co-ordinator has audited books and examined planning he has not yet systematically observed other teachers' teaching to get an accurate picture of the learning pupils experience in lessons.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **good** overall.

Main strengths and weaknesses

- The teaching of ICT skills in the ICT suite is good.
- Technical staff provide very good support to teachers and pupils.
- Pupils are enthusiastic and knowledgeable users of ICT.
- ICT is insufficiently used to promote the best possible learning in other subjects.

Commentary

63. Standards are average by the age of 11. Pupils in Year 1 and 2 understand that computers help them to express their ideas in different ways. They type in short pieces of information, including their own stories and accounts and understand how to use the cursor to change and delete words. They know how to select different programs and run them from the program menu. During ICT lessons pupils were confident in using the mouse, directional arrows and cursor to place text and made good progress in developing keyboard skills. A good level of ICT competence was observed during the inspection as Year 2 pupils imported pictures and integrated text to make seasonal calendars.
64. Pupils continue to make very good progress throughout the school. By Year 6 they use computers in a variety of ways. Pupils from this year group are able to combine text and pictures to create a short PowerPoint presentation. They are able to save and store data and retrieve their own work easily.
65. The school makes very good use of the technical assistance available through new funding initiatives. Pupils respond very well to both the direct teaching and the encouragement from the ICT support staff. These staff have an excellent knowledge of available software and interact well with pupils to teach new skills, and guide explorations of the Internet or new programs.
66. The quality of teaching is satisfactory overall with examples of good teaching in whole-class situations. Teachers show confidence in teaching the subject and have a good knowledge of the programs used. Successful teaching occurs in the computer suite where teachers are able to spend extended time with pupils ensuring they understand new programs and demonstrating how to use them. In a good Year 3 lesson the teacher gave a clear explanation of the task, made good use of pupil demonstration and used appropriate technical vocabulary. Pupils were then able to use newly acquired skills to produce a range of attractive and touching greetings cards.
67. Throughout the school, pupils' attitudes in ICT lessons are very good. They work with enthusiasm and enjoyment, helping each other and concentrating for lengthy periods. Pupils enjoy working with computers at after-school clubs, treating equipment with great care and

behaving appropriately. Many pupils are skilled at using the keyboard, roaming through programs, accessing sites on the Internet and sending e-mail.

68. Resources in the computer suite are excellent and classrooms are generally well resourced with other suitable computers. However, pupils do not have sufficient opportunity to practise, reinforce and use the skills they have learned in the suite.

Information and communication technology across the curriculum

69. During the inspection there was very little evidence of ICT being used in other subjects. Computers are used in the Foundation Stage but opportunities are missed in subjects like English and mathematics. The proposed purchase of a class set of top-quality laptop computers is likely to help remedy some of these shortcomings.

HUMANITIES

No lessons were observed in **geography** during the inspection week. Evidence on display and in photographs indicated that standards of attainment are in line with expectations and that pupils are covering the statutory curriculum. Only one lesson was observed in **history** during the week. However, it is clear from scrutiny of work and discussions with staff and pupils that attainment is in line with national expectations and the pupils make satisfactory progress. In the one lesson observed, Year 1 pupils made very good progress in their understanding of historical investigation as they examined an impressive range of old and new toys. The pupils thoroughly enjoyed the lesson, reading labels closely and sorting toys such as skipping ropes and cars into old and new categories. They used evidence such as worn out patches to suggest how old a teddy bear might be.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- The curriculum provides the basis for learning about a wide range of different faiths.
- Pupils enjoy the subject.
- Some teaching does not engage pupils' interest.

Commentary

70. Only two lessons were seen in religious education and it was not possible to make an overall judgement on teaching. The locally agreed syllabus is used by the school and this provides for a good range of study in a variety of different faiths. The school has established good medium term planning based on the agreed syllabus. The co-ordinator has established a portfolio of pupils' work to give guidance on standards, which is a good initiative. Discussions with pupils show that they are very knowledgeable about faiths such as Islam and Hinduism. They talk with enthusiasm about what they have learned and about some of the visits they have made. This is preparing them well for life in a multi-faith, multi-ethnic society. The available evidence indicates that pupils are meeting the expectations of the locally agreed syllabus.

71. The few lessons observed, although conscientiously prepared, did not excite the pupils' imagination and engage their interest. The subject matter was difficult and relied on pupils' recall of prior knowledge to enable them to access new learning. For a lesson at the end of the day this was too much for some pupils who lost concentration and had difficulty contributing to the lesson.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

72. No lessons were observed in **design and technology** during the inspection week. The co-ordinator has established a portfolio of levelled work, which gives good guidance to other staff. The organisation of a design and technology week was a good initiative that pupils very much enjoyed. The co-ordinator's attendance on a design and technology leadership course is a tribute to her enthusiasm for the subject. Discussions with pupils show that they have a good understanding of the need to plan and modify their work before attempting to make a final model. They know that making a prototype will be beneficial and pupils are used to evaluating their work. These discussions and the work on display around the school indicate that standards of attainment are in line with expectations and that pupils are covering the statutory curriculum.
73. No **music** lessons were observed during the inspection week. However, evidence from observation of singing in assemblies and of the school choir indicates that standards in this area of the music curriculum are good. Singing is tuneful and is full of vitality. Pupils sing enthusiastically and demonstrate a clear understanding of articulation and phrasing. There is a suitable emphasis on the teaching of the skills necessary to develop a good singing voice. The school choir and recorder clubs are very well attended. Pupils' musical experiences are enhanced by visits to listen to and participate in concerts and from visitors to school. The co-ordinator has organised the curriculum well and has a clear action plan for further improvements.
74. No lessons were observed in **art and design** during the inspection week. Evidence on display and in photographs of previous work has indicated that standards of attainment are below those expected in both key stages. Pupils are receiving a recently revised curriculum that meets statutory requirements. Under the leadership of the co-ordinator for the subject there is every indication the school has the capacity for improvement.
75. No lessons were observed in **physical education** but evidence indicates that provision is very good. There is a particularly strong provision for sporting activities both during and after school hours, including netball, hockey, athletics, football, basketball, swimming, rock climbing and abseiling. The co-ordinator is very keen to continue improving physical education so that all areas of the curriculum are taught in sufficient depth.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education and citizenship is **very good**.

Main strengths and weaknesses

- Very good foundations are laid in the Nursery and Reception classes.
- Behaviour management is well promoted during lessons and through R-time and Circle Time.
- The School Council makes a very positive contribution to the life of the school.
- The curriculum takes very good account of the pupils' needs.

Commentary

76. The school places a very high priority on this aspect of the pupils' development. This begins in the Foundation Stage and continues throughout the whole school. Very good routines are established from the earliest age and prepare the pupils well for their lives later in the school.
77. The school has developed a clear policy for Personal, Social and Health Education that includes sex education and the dangers of drug abuse. It is taught through lessons, in assemblies and all activities within the school. It is an integral part of the whole curriculum and has a most beneficial effect on pupils' relationships with one another and with adults in the school. The school has high expectations of its pupils' behaviour, responsibilities and respect for others in the community. Classroom and other observations show that the pupils understand these expectations very well.

78. The R-time lessons provide the foundations of the schools' behaviour management. These, together with other, consistently applied strategies, have a positive effect on the pupils' good behaviour throughout the school. Again, expectations are very high and the pupils respond well to the challenge.
79. Pupils in Year 6, engaged in a well ordered discussion of the pros and cons of having a school uniform, provided a well considered line of reasoning. They provide support for younger pupils' play at lunchtimes as well as assisting with dining arrangements. These activities promote a sense of citizenship through pupils' accepting responsibility for looking after and caring for others. The School Council discusses matters of importance to all the pupils in the school. They have been able to make valuable suggestions for the facilities in the new buildings. The members of the council take a pride in their activities and are keen to share their successes.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	N/a
Value for money provided by the school	4
Overall standards achieved	5
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	6
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	4
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).