

INSPECTION REPORT

MOOR FIRST SCHOOL

Stoke-on-Trent

LEA area: Staffordshire

Unique reference number: 124061

Headteacher: Mrs S Mayes

Lead inspector: Mrs J Moore

Dates of inspection: 10th – 12th May 2004

Inspection number: 256945

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	First
School category:	Community
Age range of pupils:	4 - 9
Gender of pupils:	Mixed
Number on roll:	90
School address:	School Lane Biddulph Moor Stoke-on-Trent Staffordshire
Postcode:	ST8 7HR
Telephone number:	01782 512350
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs H Foster
Date of previous inspection:	11 th May 1998

CHARACTERISTICS OF THE SCHOOL

Moor First School is a small school with 90 pupils on roll who are aged from four to nine. The school is situated in the village of Biddulph Moor, on the edge of the Staffordshire Moorlands, and there are no pupils from ethnic minority groups. A very small number of pupils join or leave the school during the school year. Children joining the reception class are from a range of different family backgrounds and their skills and understanding are broadly average for their age. The percentage of pupils known to be entitled to free school meals is low. A small percentage of pupils have learning difficulties and half of the group have a statement of special need. Pupils' individual difficulties include specific learning difficulties and speech difficulties. The school has been very successful in attaining a number of awards. These include, Activemark in 2001, Schools Achievement award and Health Promoting Schools in 2002, Basic Skills Quality Mark, ECO Schools and Dyslexia friendly, Level 1 in 2003.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
8710	Julie Moore	Lead inspector	Areas of learning in the Foundation Stage Special educational needs English as an additional language Science Music Religious education
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15414	David Carrington	Team inspector	Mathematics Information and communication technology Geography History
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Moor First School provides an effective education for its pupils. Leadership and governance are good and the school is soundly managed. Pupils achieve well because they are well taught and the overall quality of education is good. Standards are above average. Pupils and parents are pleased with their school. The school gives good value for money.

The school's main strengths and weaknesses are:

- Standards are well above average at the end of Year 4 and pupils' achievement is good.
- Teaching is good and learning moves forward at a good pace. Teaching assistants are ready to play a greater role in maintaining strong teaching.
- The headteacher is highly effective in promoting a positive ethos and giving a good direction to the work of the school.
- Subject leaders do not have a strong enough input into developing their subjects.
- Marking and presentation of work are areas for development.
- The curriculum is rich and the pupils experience many opportunities that extend their learning successfully.
- Target setting has yet to identify pupils' next steps in learning consistently. Pupils have a limited input into evaluating how well they are doing.
- The school has very good links with parents, other schools and the wider community.

Since it was previously inspected in 1998 the school has made satisfactory improvement overall. Standards in English, mathematics and science are better than they were. The quality of teaching and learning has been maintained and is good. Pupils' achievement is good and there has been satisfactory progress in tackling most of the main issues identified in the last report. The only exception is in marking, where much work has been done, but there are still some issues that remain.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2001	2002	2003	2003
Reading	B	A	A*	A
Writing	A	A	B	C
Mathematics	A	A*	A	B

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those with similar percentages of pupils eligible for free school meals*

In the National Curriculum tests, in 2003, standards for the seven-year-olds were well above average in mathematics. They were above average in writing. Standards in reading were very high and were in the top five per cent in the country. Significantly higher proportions of pupils reached the higher level 3 in reading and mathematics than they did in other schools. Standards in science were average. This year, 2004, there is a significantly higher proportion of pupils with special educational needs in the year group and standards are average overall. The nine-year-olds reach well above average standards in English and mathematics. Standards are above average in science and in information and communication technology (ICT). Standards are average in religious education (RE). Children joining the reception class have broadly average skills and understanding for their age. They achieve well and most of them will reach the targets for their age by the end of the reception year. Throughout the school, boys' and girls' achievement is good, as it is for pupils with special educational needs. Attendance levels are average. Pupils are keen and interested in their work and

they try hard to do their best. Behaviour is good, as are relationships. Pupils' spiritual, moral, social and cultural development is good.

QUALITY OF EDUCATION

The quality of education is good. Teaching is good and pupils' learning is productive. Teaching assistants are now ready to take on a more active role in pushing learning forward for an increasing number of pupils. Pupils are well motivated because they are challenged and interested by the tasks they are given, but they need more guidance on how to improve the presentation of their work. Clearer marking will help with this. The strong focus on developing pupils' literacy and numeracy skills have paid dividends, and pupils use these skills to promote their learning effectively in other curriculum areas. Systems for assessing pupils' progress and achievement are in place. The next stage is to involve the pupils more in this process so that their targets really do focus on boosting standards across the board. The curriculum is good, with a wide range of extra activities that provide a richness to the basic curriculum that the school offers its pupils. No-one is left out and all pupils are well cared for. There are very good links with parents, other schools and the local community.

LEADERSHIP AND MANAGEMENT

Leadership is good, as is governance. The headteacher provides a clear steer to the school. Most subject leaders are new to their role and, as yet, they do not have a strong enough impact on moving their subjects forward. The school's systems for managing its work are soundly in place. Governors have a good understanding of where the school's strengths and weaknesses lie and they know what needs to be done to continue to improve. Committees are effective and there are good systems in place for tracking how well the school is doing. Governors are effective critical friends. They apply the principles of best value to all their spending decisions.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils have positive views of their school and its staff. They are extremely pleased with the quality of education that is provided at Moor First School, and they feel that their opinions are valued and acted upon. Pupils are happy to attend school and they enjoy being there.

IMPROVEMENTS NEEDED

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

- Extend the use of target setting to improve the on-going review of how well the pupils are doing.
- Have a stronger emphasis on including pupils in the evaluation of their work and progress.
- Strengthen the role of the subject leaders, especially in analysing the outcomes of their monitoring in pushing forward improvements.
- Enhance the role of the teaching assistants so that they have a more active role in promoting pupils' learning across the board.
- Tighten the quality of marking, making sure that all pupils present their work to a good standard.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils' achievement is **good**.

Main strengths and weaknesses

- Standards in English and mathematics are well above average by Year 4. They are above average in science.
- Standards in information and communication technology (ICT) are above average throughout the school.
- Children in the reception class achieve well.
- Pupils with special educational needs receive good support. This enables them to achieve well, like their classmates.

Commentary

1. Standards have improved since the last inspection, especially in English. The national tests for the seven-year-olds, in 2003, indicated very high standards in reading, above average in writing and well above average in mathematics. The current Year 2 group has a higher proportion of pupils with special educational needs. Nevertheless, standards in English this year (2004) are average, as they are in mathematics and science. By the time the pupils reach the end of Year 4, their standards this year are well above average in English and mathematics and above average in science. English has been a focus on the school's improvement plan. This has paid dividends and is the main reason that standards have been pushed up so successfully. Science has also been a focus and standards are moving upwards at a good pace.

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

Standards in:	School results	National results
reading	18.6 (17.8)	15.7 (15.8)
writing	15.9 (16.8)	14.6 (14.4)
mathematics	17.6 (19.1)	16.3 (16.5)

There were 14 pupils in the year group. Figures in brackets are for the previous year

2. Children join the reception class (known as the Foundation Stage) with broadly average skills and understanding for their age. Some children have attended the pre-reception group before starting school, and these children have well developed social skills. They are well on course to achieve their learning goals by the end of the reception year. The other reception children's skills are not so well developed, nevertheless, all of the children achieve well, making good progress. Most of them are on course to achieve their early learning goals¹ by the end of the reception year. Effective assessment tracks their progress so that gaps in learning can be tackled speedily, ensuring that no time is wasted.
3. Year 2 pupils speak confidently and clearly. This is the result of a strong focus on developing spoken language right from the start of the children's time in school. Reading and writing skills are firmly fixed and pupils confidently use these skills to take forward their learning in other subjects. Pupils in Years 3 and 4 readily put forward their ideas and suggestions, engaging the listener well. Higher, average and lower attaining pupils read with understanding and accuracy.

¹ The name given to the targets that the children are expected to achieve by the end of the reception year.

Their writing skills are good. Pupils use a good range of strategies to solve problems in mathematics, especially in Years 3 and 4. Throughout the school pupils are working hard to improve their investigative skills in science. They are successful, especially in planning their investigations and organising their resources.

4. The upward trend in the school's results is due to good teaching and effective learning which starts in the reception year and continues throughout the school. The headteacher has a positive impact on driving up standards. Systems for tracking how well pupils are doing are firmly in place in the main subjects. This means that strengths and weaknesses in standards are identified early on and tackled straight away so that learning does not slow down.
5. The school's targets were exceeded last year. This year's targets are lower, but they reflect the nature of the Year 2 cohort and are challenging for these pupils, and achievable. The next stage is to involve pupils more in this process so that they are clear about what has to be done to achieve higher standards.
6. Pupils with special educational needs make good progress and they achieve well. There are no barriers to learning and the school ensures that all its pupils have full and equal access to the whole curriculum. Work is pitched at the right levels for the pupils because there are effective systems for assessing how well their skills and understanding are developing. This guides pupils' progress towards achieving their targets successfully. Specialists from outside the school give good support, and this enables the pupils to learn effectively.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, values and other personal qualities are **good** overall and this leads to a positive ethos in school. Boys and girls from different backgrounds get along well together. Attendance is **satisfactory** and punctuality is **good**.

Main strengths and weaknesses

- Children in the Foundation Stage enjoy working with one another cooperatively.
- Pupils have good attitudes to learning; they try hard with their work.
- Behaviour is good overall; the majority of pupils are sensible and show respect for one another.
- A few boys, particularly in the junior class, show restless and disinterested behaviour at times.
- There are good relationships between pupils and with staff.
- Pupils are growing into responsible future citizens.

Commentary

7. The youngest children in the Foundation Stage are a sociable group who show confidence and good self-esteem. They cooperate for lengthy periods and are keen to do their best for the teacher and teaching assistants who hold high expectations for good behaviour that are well met by the children.
8. Pupils' attitudes, values and personal qualities are one of the school's strengths. The visitor quickly gains a sense of this from the display board just inside the foyer that praises pupils' *special efforts* and celebrates personal achievements. Pupils respond best to the more stimulating lessons when their imagination is captured and where they are engaged in practical and *hands-on* learning. Pupils rise to challenges very well, for example, in a very good lesson in Year 1 when pupils were making a fruit salad. The pupils realised that the fruit they were cutting up would not fit into the dish and they had to measure and calculate to achieve this as well as making sure that the colour and presentation of the fruits were appealing to the guest to be served.

9. Behaviour in lessons and about the school is good overall. During the inspection pupils conducted themselves in a polite, respectful and orderly fashion, particularly at break and lunchtimes. In lessons most pupils follow their class rules conscientiously. A few pupils, particularly in the juniors, still require behavioural support because of particular problems. Inspectors noticed that in the afternoon some pupils, and typically boys, find it hard to sustain concentration and become restless when the teacher is talking. The school has a very inclusive policy, however, it will not tolerate abusive or anti-social behaviour and uses exclusion as a final resort. The incidence of exclusions at zero reflects well the school's strong commitment to inclusion.
10. Relationships are good throughout the school. Pupils play well together and enjoy one another's company. The *play ground pals* undertake their duties sensibly and make sure that no-one is left out at playtimes. Pupils take pride in receiving merit certificates that acknowledge kindness and consideration or for trying really hard. Through assemblies and other special events, pupils learn about and value the cultural differences of their own community with the wider world. The *Indian week* experience made an indelible mark on the pupils who told inspectors how much they had enjoyed learning an Indian dance and eating Indian foods. They very much enjoyed seeing their teachers dressed in saris. The school successfully promotes multi-faith and multi-cultural awareness within religious education and personal and social education studies. Pupils make good progress in their understanding of right and wrong, and of the moral dilemmas they will encounter as, for example, when considering the attributes of being a *good friend*. Their spiritual growth is fostered when they are provided with such opportunities as creating their own prayers. In Year 1, the pupils have given thanks to God for friends, family, trees, plants, seeds and our world. Representatives on the Eco Committee say that their views are listened to well and taken on board in the action plan that has been written to raise awareness of environmental issues. They enjoy the gardening and litter patrols, and are looking forward to more birds being attracted to the beautiful senses garden they are developing. The pupils become sociable, considerate young people as they grow as responsible future citizens and are well prepared for the next stage of their education.
11. Pupils' attendance is average for primary schools nationally and punctuality is good.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.4	School data	0
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.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **good**. Teaching and learning are **good**. The curriculum is **good** with a very good range of extra-curricular activities that enrich it successfully.

Teaching and learning

Teaching and learning are **good** across the school.

Main strengths and weaknesses

- Teaching is good and assists pupils in becoming effective learners, though more focus is required in developing assessment systems and building pupils' self knowledge of their learning.

- The teaching of pupils with special educational needs, including those with statements, assists them in meeting their personal targets quickly and with confidence. The skills of teaching assistants and volunteers are positive in enabling these pupils to achieve well. Teaching assistants are ready to play a wider role in supporting teaching and learning across the board.
- Marking and presentation of work are areas for development.
- Learning enrichment is very well organised and parents give very good support to the tasks that are set for completion at home.

Commentary

12. The quality of teaching and learning has improved since the time of the 1998 inspection and this is reflected in pupils' good achievement. Evidence from both the lessons observed and pupils' past work give clear indication of the good quality of teaching that is helping boys and girls of different capabilities to learn successfully. Classrooms are settled, purposeful and happy places to be.

Summary of teaching observed during the inspection in 28 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	3	20	5	0	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 where 30 or more lessons are seen.

13. The very youngest children soon settle into the routines of the reception and take full advantage of the good quality experiences provided for them. Teaching is of consistently good quality with all staff working together as an effective team. Good organisation in this class is helping the children to achieve well irrespective of their different starting points. Most children stay on tasks for prolonged periods and apply themselves well, for example, higher attainers worked with minimum supervision on the computers planning a car journey that they would like to experience. The majority of children in the Foundation Stage are helped to become very effective learners and are well prepared for the transfer to Year 1.
14. Teaching is good in English, mathematics, science and ICT and never less than satisfactory in the other subjects that inspectors sampled. Three very good lessons were observed in religious education, design and technology and English in which learning was particularly effective because very good emphasis was given to providing tasks that involved pupils building their knowledge and understanding, and developing skills from first hand experiences. Additionally, the pupils rose to the very good challenges set by the teachers and achieved well because the lessons were good fun. Classrooms in the infants and junior stages are productive places of learning where good relationships underpin pupils' good achievement. Lessons are well resourced, interesting and stimulating. Behaviour is managed positively and pupils have a clear understanding of what is expected of them and act accordingly. Teachers use a range of methods to stimulate the pupils' enthusiasm and good application and this results in most building knowledge and skills at a good rate. A very good range of teaching methods in lower infants adds extra value to pupils' learning experiences. Teachers use the start of session to share learning objectives with the pupils and this is good practice. They use plenary sessions well on the whole to reinforce key learning points, but not all take the time to involve pupils in reviewing their own progress and identifying the next step for improvement. Teaching assistants often take a back seat at these times and are not sufficiently involved in guiding or assessing pupils' learning. These features are the missing links in otherwise effective lessons. Most teachers are assessing how well pupils are learning through a variety of methods but now need to inject more rigour into how they record pupils' achievements and how they target improvement. Pupils are confident to talk about their English and mathematics targets but few are clear about what they need to do to move up a level. Marking is rightly giving praise for effort

and hard work but also needs to show precisely how pupils can improve their work. Marking could also usefully focus on presentation, which is at times sloppy and lacking in pride.

15. Pupils with learning difficulties are given good levels of support to help them learn well. They have well-written individual education plans with specific targets in place to help them aim high. Teaching assistants who work in specific support of pupils with special educational needs, including those with statements, are effective in role. Pupils who are achieving just below average are receiving considerable additional support in literacy and in numeracy and teaching assistants were observed to lead these additional sessions with confidence and skill. The next step is to involve teaching assistants in enabling higher attaining pupils, including those with gifts and talents, to achieve to their capabilities across the curriculum. The headteacher, as the person responsible for the provision for those pupils with gifts and talents, is currently working on a specific policy to encompass the best practice being developed in the school.
16. Learning enrichment is very well organised and parents give very good support to the tasks that are set for completion at home. Pupils show good levels of initiative in the tasks they are set and often do more than is required. Inspectors took great pleasure in being shown a glove puppet that had been made at home by girl in Year 2 just because she wanted to.

The curriculum

The broad and balanced curriculum is **good**. It is enriched by a very good range of activities that are planned in addition to the normal school day. With the exception of physical education, the indoor accommodation is suitable for the number of pupils on roll to experience the requirements of the national curriculum. Teaching and support staff are matched well to the needs of pupils. The quality of resources is satisfactory for a school of this size.

Main strengths and weaknesses

- The curriculum provision for all pupils is good.
- There are very good opportunities for enrichment of the curriculum outside the normal school day.
- Pupils are well prepared for the next stage of learning.
- Provision for personal, social and health education is good.
- The provision for pupils with special educational needs is consistently good.
- Teaching assistants are now ready to be trained to support learning for all groups of pupils.

Commentary

17. Throughout, lessons are planned well to avoid the unnecessary repetition of learning experiences in mixed age classes. Statutory requirements are met fully and national guidelines have been introduced to plan for progress in all subjects. Religious education follows the recommendations of the locally agreed syllabus. Governors monitor the curricular provision and in addition have planned provision for sex and relationships education, which is delivered through topics in science and personal, social and health education. The 'Life Education Caravan' is used effectively to provide suitable experiences which consider the differences between medicines and harmful drugs.
18. The curriculum has been enriched considerably by additional activities that add much to the breadth and relevance of the curriculum. A well-planned residential experience provides invaluable opportunities for the development of personal and social skills in Years 3 and 4. Links with the small schools 'cluster' has shared the expense of providing valuable activities such as the Indian Week, dance, visiting musicians, theatre groups and poets. Of particular note are the links with pupils' cultural development by visiting Manchester to experience Hindu culture and customs.

19. There are many opportunities for pupils to develop sporting skills with opportunities for competition against other schools and in festivals arranged by the pyramid of schools. Skills are sharpened successfully by inviting coaches to work with pupils. There is a wide range of out-of-school club activities which include calligraphy and sports assisted by students from the local high school. Pupils are encouraged to experience instrumental work with a high proportion of pupils playing the recorder and the violin.
20. Reception children are well prepared for the transfer to Year 1 and pupils in Year 4 have good links with their middle school. Their transition is helped by a 'team building day' and the good sharing of teachers.
21. Teachers and support staff are used effectively to ensure that all pupils regardless of gender, age or background achieve equally well. Evidence indicates that higher attaining pupils reach levels appropriate to their needs. Pupils with special educational needs achieve well from their starting points. Their individual education plans have measurable targets; they receive effective support and are fully included in all planned activities. This promotes effective progress, which will improve as teaching assistants are trained to respond to the wide range of skills and abilities.
22. The national strategies for numeracy and literacy have added consistency to the teaching of skills. Daily literacy and numeracy sessions are taught well in each class and this has a positive effect on the quality of provision, particularly in the junior class where standards remain well above what is expected for their age. With the exception of indoor facilities for step-by-step physical development, the accommodation is satisfactory for the number of pupils on roll. The outdoor accommodation provides well for regular outdoor experiences for pupils in the Foundation Stage (reception class). The school has achieved, and been granted, a range of awards which have added to the determined focus on skill development and standards. Pupils are proud of their 'healthy school' and 'Eco' status. Voluntary assistance from either the immediate community or through links with industry has provided the pupils with an activity play area and the 'Eco' committee are thrilled with their sensory garden.
23. Resources are sound for a school of this size and have been augmented by the generosity and commitment of the Parents' Association. Information given to parents and carers provides them with opportunities to support their children's learning. A well thought out programme of enrichment activities, to be carried out at home, often prepares pupils well for the next stages of learning, as when pupils in Years 3 and 4 surveyed diet and healthy eating. Teachers and teaching assistants are matched appropriately to the needs of the curriculum. Accommodation is just adequate. The hall is small and the school has done its best to utilise the space available. One class is in a temporary classroom outside the main building. The school overcomes these barriers but the governors are working towards all classes being within the main school building.

Care, guidance and support

Pupils are well cared for and their personal, social and health education is **good**.

Main strengths and weaknesses

- Procedures for health, safety and welfare are good.
- Staff are responsive to pupil's individual needs.
- Induction procedures are effective, whether joining reception or another class.
- Pupils' views are sought and they are encouraged to take a role in improving school life but more focus on the self-review of progress is still needed.

Commentary

24. The school has sustained the many strengths in this aspect of educational provision since the time of the previous inspection. Everyone on the staff shows a strong commitment to doing their

best for the pupils enabling them to learn successfully in a happy family atmosphere. Relationships are central to the school's positive ethos with all members of the school community, staff and pupils alike tolerant and respectful of one another. Pupils feel they are known as individuals and told inspectors that their voice is heard when decisions are taken, for example, in developing the school grounds and environmental awareness or when organising their own fund raising event.

25. Children in reception and older pupils who are new to the school benefit from a welcoming induction package which ensures their smooth and secure settling-in. Old and young children soon develop a good, trusting relationship with at least one member of staff, and know there is always someone to turn to. Health and safety matters are supervised with care, and the child protection procedures usefully follow local guidance. The school is vigilant in the assessment of risks and record keeping is exemplary.
26. The pupils are known as individuals and staff are responsive to their specific needs. Much of the support, advice and guidance provided is on a one-to-one basis and this is successful, for example, in the good support given to pupils with statements for special educational needs. Annual written reports that involve pupils in an annual review are a good feature in enabling a shared approach to reflecting on achievement and personal development at the end of the school year. All pupils have individual targets to support both their academic and social development. The next step is for teachers to promote these in the marking of work and to involve the pupils in a more regular review of progress.

Partnership with parents, other schools and the community

There is a **very effective** partnership with parents and the community, which enhances the quality of provision well.

Main strengths and weaknesses

- Parents have very positive views of the school and are pleased their children attend.
- The links with parents and the community are very good and both are beneficial to pupils' education.
- Communication between school and home is very successful and adds value to pupils' achievement, however, the prospectus is not a very exciting publication and this is a missed opportunity for marketing the good qualities of the school.

Commentary

27. The links with parents and the community are very well forged and both are beneficial to pupils' education. For many parents, Moor First is the school of first choice for their children's education. Parents are especially pleased with the roundedness of education and with the preparation for Middle school and later life; they say that Moor First turns out high achieving, happy pupils who learn how to get along well with others. Parents are very involved in the school through the work of the thriving Parents' Association (PA), as voluntary helpers and in support of learning enrichment for which the school makes good provision. The PA assisted the school in its annual visits to the Pantomime, for example, and has bought resources including equipment for children in reception and to support ICT and the grounds' development. During March the PA organised a *Little Helper Challenge* when jobs were done at home for small fees and the money sent into school to support the purchase of new resources. Earlier this year, the school held a *Families and Schools together* event in which a high number of parents attended a six week course to help them support pupils' literacy and numeracy skills. The letters from parents to the school show how much this was valued and enjoyed.
28. Communication between school and home is effective. Parents like the *open door* approach and feel confident to come into school if they have any concerns. They are kept well up to speed with

what is happening in school through the lively and informative newsletters and through the regular letters from teachers about the topics coming up that parents can support. The annual written report on pupils' achievements is a useful and well-written record of achievement. The parents' notice board is very well maintained with notices concerning the school but also wider *parents in partnership* initiatives organised by the local cluster of schools and within the borough. In contrast, the prospectus is rather a lacklustre publication and gives just adequate coverage to some required aspects, for example, the provision made for pupils with special educational needs. There is potential for this to become a much better means of communication as the school has identified marketing as a key priority for the future.

29. The school is a focal point in the village and there is a strong sense of community. Local clergy visit to take assemblies, guest speakers share their experiences and visits are made to local places of interest. The school has been very successful in securing the support of local businesses for supporting the development of the grounds. Good links have been forged with the Middle school to which most pupils transfer at the end of Year 4, with a *Friendship Day* held prior to transition. The pyramid of local schools work in effective support of one another, for example, in sharing sports and musical events and in joining together to provide a team building day for Year 4 pupils.

LEADERSHIP AND MANAGEMENT

Leadership is **good**, as is governance. The headteacher provides a clear steer to the school. The school's systems for managing its work are **soundly** in place.

Main strengths and weaknesses

- The headteacher gives good leadership to the school.
- More work has to be done to target setting and tracking to make it a rigorous process that helps maximise achievement.
- Because induction is very good, the staff are developing successfully as a team.
- Not all staff have a substantial enough role in monitoring and evaluation procedures.
- Financial management and control are good.
- The governors understand the school's strengths and weaknesses well and are influential in its development.

Commentary

30. The school is well led and managed overall due to the headteacher's hard work, commitment to high standards and clear vision for the future. This is coupled with the effectiveness of the governors, who know the school well, including its strengths and weaknesses, contribute strongly to school improvement planning and hold key managers to account for their decisions and the performance of the school.
31. The leadership of the headteacher is good and is helping to build an effective team amongst the staff. Three-quarters of the teaching staff are new, or fairly new entrants, to the profession. They have settled well to their teaching tasks, as shown by the overall good quality of teaching and learning in all parts of the school. This quality is the result of the very good staff induction process, which is led very capably by the headteacher. The teaching staff have already, or soon will, take on the responsibility for subjects. They are providing satisfactory leadership and management at present, but their role is ready for further development.
32. Currently, job specifications and the school improvement plan, although effective working documents, do not place high standards and best achievement at the top of the list. Subject leaders do not have enough opportunities to monitor and evaluate standards, achievement and the quality of provision in all classes. Their understanding of school performance is not as thorough as the good insights shown by the headteacher and the governors.

33. School performance management systems have been established firmly and are soundly related to school improvement priorities and staff training needs. The headteacher has more detailed understanding of pupils' performance, in relation to that of other staff, because of her over-view of the target setting and tracking process. This process is currently focused more on a retrospective analysis of the value added to attainment, rather than a timely evaluation of the ongoing development of skills and knowledge. More rigorous focus on the identification of key patterns of achievement will enable more precision in the provision of additional support, greater challenge or finer focus in the work for individual pupils and groups.
34. The management and control of finances are good. Funds are prudently managed with the aim of making additional improvements to the accommodation. The school was given a clean bill of health in its recent financial audit. There were very few recommendations, none of them major, all of which have been implemented successfully. Governors and key managers work well together to ensure the prudent use of the relatively small budget. They also keep a watchful eye to ensure the school is following the principles of best value effectively. Because pupils achieve well, standards are above average by the end of school and the quality of provision is effective, the school gives good value for money.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	238,381.85
Total expenditure	233,619.74
Expenditure per pupil	2,595.77

Balances (£)	
Balance from previous year	33390
Balance carried forward to the next	43160

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

35. The provision for children in the Foundation Stage is good, a similar position to that at the previous inspection. Reception children join the school at the beginning of the school year they are five. Their skills and understanding are broadly average for their age. About half the group have attended a voluntary pre-school group on a part-time basis for a few months prior to starting school. This has a very positive impact on the development of children's attitudes, behaviour, achievement and standards, enabling them to make a smooth transition into the reception class and giving them a good start. The class is well taught by one teacher, supported by a part-time teaching assistant. Teaching is good and the children with special educational needs are well supported. The school's flexibility in making the best use of all its staff has enabled an older child to work in the Foundation Stage. This initiative is very successful in meeting individual needs. Teaching assistants provide good support for all the children, and this moves their learning forward at a good pace. In this small school the adults know the children very well, and this knowledge is well enhanced by effective systems for identifying how well the pupils are doing. The curriculum is well-planned against the early learning goals. Parents are fully involved in their children's education, and they are pleased about this because it helps their children to learn successfully. Currently, the headteacher has the temporary responsibility for the management of the Foundation Stage. She is ably supported by the class teacher.

PERSONAL SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children are encouraged to be independent from the start of their time in the reception class.
- Relationships are very good.
- Good teaching and effective planning mean that children are challenged and interested by their tasks, making sure that they want to learn.

Commentary

36. The advancement of children's personal, social and emotional development underpins every aspect of day-to-day life in the reception class. Teaching is good, as is achievement. Routines are established straight away, making sure that the children are safe and secure. Children willingly take turns when playing with games and toys or when waiting for their turn on the outdoor equipment. Staff take every opportunity to develop children's independence, such as encouraging them to dress and undress, collect their fruit and drinks and choose which equipment they will need for activities such as painting, sticking and model making. Empathy for the needs of others was aptly demonstrated when one child explained why the death of a loved one made her feel sad. Staff respect children's private thoughts, making sure that an adult is always on hand if needed. Most children are on course to achieve their targets by the end of the reception year, a minority will exceed them.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- The strong focus on extending the children's spoken language skills means that they make good progress.
- Children make a good start with reading. Books and stories are enjoyed.

- Early writing skills are well promoted by having many planned opportunities to draw pictures, make marks, write their name and simple sentences.

Commentary

37. Many children join the reception class with limited speech and communication skills. This is tackled straight away so that the children gain confidence in speaking within their small groups, to each other and to their teacher. Achievement is good. Many well-planned activities give the children the opportunity to talk about their activities, describing their work, their painting or their model. Staff are skilled at extending children's vocabulary so that new words have a meaning for them. Poems, rhymes and games are enjoyed, as well as stories. Many children have made a good start with their reading and they are making the link between sounds and letters. Higher attaining children follow this link through into their writing. Other children are not at this level but they are willing to have a go. Teaching is good. Children are on course to achieve their targets by the end of the year.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Good planning and interesting activities encourage the children to want to learn.
- Many children are confident with number and the lower attaining children are gaining confidence when working with numbers 1 to 5.
- Children use their number skills successfully when counting their fruit or working out who has the highest tower.

Commentary

38. Children are encouraged to enjoy number. This gives them confidence in talking about numbers and using them in different situations. Number rhymes, songs and counting games help children to understand the relationship between numbers, making sure that their mathematical learning is productive and fun. Staff use every opportunity to extend the children's use of mathematical language, for example, when the children had to predict how many jumps they could do in one minute, or when they were counting how many balls successfully went into the basketball net in the outdoor area. Teaching is good. Many children can name shapes correctly, count to higher numbers accurately and record their number work. The strong focus on practical activities encourages all children to develop a secure understanding of mathematical language, shape and number. Most children are on course to meet their goals by the end of the reception year. Their achievement is good.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children's ICT skills are better than expected for their age and they achieve well.
- Children's curiosity about the natural world is developed and extended successfully.

Commentary

39. A well planned range of appropriate activities stimulate children's curiosity and enhance their understanding well. Computing skills are well taught on a daily basis and staff have successfully built up the children's confidence in using technology. A good example occurred when the children were pretending they were on a car journey. They successfully planned their route on the computer, dragging icons across the screen to the correct position on their route map. Much learning takes place through the children's senses, and they are able to identify similarities and differences between sounds. Achievement is good, as is teaching, and the children are on course to achieve their goals.

PHYSICAL DEVELOPMENT

Provision for physical development is **satisfactory**.

Main strengths and weaknesses

- Children experience many carefully planned activities that develop their physical skills soundly.

Commentary

40. Staff make good use of their early assessment of children's capabilities when they join the reception class. Those children who have attended the voluntary pre-school group have well developed physical skills for their age. Other children's skills are less well developed but they catch up, and most are able to run, jump and balance with safety and adequate control of their body. Most children are beginning to be aware of the importance of eating a healthy diet and exercising their bodies. Manipulative skills are developing at a satisfactory pace, but a number of children have limited skills when holding a pencil or a fine brush. Achievement is satisfactory and children are on course to meet their goals.

CREATIVE DEVELOPMENT

Provision for creative development is **good**.

Main strengths and weaknesses

- Children achieve well because they experience a wide range of creative activities and they are taught well.

Commentary

41. Children's creativity is developed well because they participate in a wide range of imaginative activities. Role-play is enjoyed and the children act out the different roles enthusiastically when they are playing in the café. They sing tunefully, enjoying their opportunities to sing and to play their instruments in music lessons and assembly. The good displays of children's painting, models, collage and printing activities create a bright and purposeful environment that everyone can enjoy. Children achieve well because of good teaching. Most children are on course to achieve their goals by the end of the reception year.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

The provision in English is **good** and has improved since the last inspection.

Main strengths and weaknesses

- Overall standards by the end of Year 2 are average. They are well above average by the end of Year 4.
- All pupils achieve well including the higher attaining pupils, especially in reading.
- Provision is good for pupils with special educational needs.
- Teaching is good and sometimes better.
- Presentation of pupils' work varies considerably and frequently is not good enough.
- Literacy skills are used well to enhance learning in other curriculum areas.
- Leadership of English is good.
- Marking does not always identify what the pupils need to do to improve their work.

Commentary

42. Standards in English are good overall. When compared, in 2003, with all schools nationally, standards in Year 2 were well above average. When compared with schools considered to be similar, reading remained high although writing was only satisfactory. This year, 2004, the Year 2 group has significantly more pupils with special educational needs than was the case in previous years. Nevertheless, standards are average overall.
43. Writing standards are average for the Year 2 pupils and well above average for the Year 4 pupils. After a good start in the reception class, pupils are introduced to a wide range of writing styles, which are linked successfully to other areas of the curriculum. Their achievement is good. Pupils in Year 1 attain standards that are above those expected, and pupils achieve well especially the higher attainers. One wrote, *It made my tongue buzz*, after eating Indian food. Many of the higher and average attaining pupils in Year 2 punctuate their work accurately, with higher attaining pupils introducing speech marks, commas and question marks. Writing is more exciting when the pupils use a good range of descriptive language such as; *Pebbles are crunchy*. Thank you letters, following an environmental visit, were well constructed and pupils used their skills successfully to compile a class poetry anthology. Evocative images were evoked by phrases such as; *Trees were rustling at the same speed as the wind*. Pupils in Years 3 and 4 write successfully in paragraphs. Pupils enjoy using increasingly more complex sentences and they use bullet points, note taking, instruction and report writing effectively. Greater emphasis on the ways in which spelling is taught is having good results, with improvements in standards for pupils of all capabilities.
44. Speaking and listening skills are at least good in Years 2 and 4. The lower attaining pupils in Year 2 have limited skills, but their achievement is good. Across the school, pupils are encouraged to ask and answer questions and they thrive on the value and respect, which is given to their responses by other pupils and adults. Opportunities for pupils to express themselves are encouraged in 'circle time' and in discussions within lessons. This helps pupils to speak clearly and to explain their ideas with greater confidence, for instance, when they are speaking to wider audiences in class assemblies.
45. Reading standards are very good, and pupils' reading skills are built on and extended well as they move through the school. This is a significant improvement since the last inspection when reading was judged to be satisfactory. Pupils have explored and understand a range of 'genre' including myths and traditional tales. Parents contribute to the good quality of reading and gains are shared in reading diaries. Pupils are heard to read regularly using the skills of teachers, teaching assistants and parent volunteers. They take pleasure in reading and enjoy the progress

they are making. Pupils read expressively and use skills to solve problems. Their achievement in reading is very good.

46. The teaching of English is consistently good and sometimes better. The National Literacy Strategy is now well embedded in the school's work and the levels of skill and understanding shown by teachers has contributed to the maintaining of standards. All teaching is characterised by the use of a good range of teaching strategies, very good relationships and a high level of mutual respect between pupils and adults. Teaching assistants mainly focus on low attaining pupils and are now ready to be trained to assist all groups. In a very good lesson in Year 4, the teaching assistant contributed to the quality of learning during the introductory sessions when she constantly reassured the pupils in her target group, enabling their learning to be productive and fully involving them in the lesson. The use of the computer technology by teacher and pupils (interactive whiteboard) improved the pace of learning significantly. Pupils were involved individually and shared their ideas in pairs. They were challenged to share reasons for their choices, which improved their speaking skills. Pupils wrote persuasively with a higher attainer stating, '*I have several reasons for stating this*'. The teacher gave very good support and when focusing on each group introduced strategies to evaluate progress and to move pupils on.
47. The subject leader plans and manages the subject well. By analysing the test data she identifies areas for improvement in a good action plan. Monitoring of teaching and learning has been shared with the headteacher, literacy governor and school inspector. Systems for assessment are in place but are not used consistently throughout the school. Pupils with individual education plans are aware of what they need to do to improve. This good practice needs to be shared with colleagues. Marking does not always identify the skill which has been acquired, nor what the pupil needs to do to improve.

The use of literacy skills across the curriculum is very good.

48. Literacy skills are increasingly used well in other subjects and older pupils are developing good research and study skills when extracting information from texts or the Internet. Pupils are successfully taught how to apply their skills and to use them to support learning on other subjects. They use non-chronological writing in history, geography and religious education; record concisely in science, often using bullet points; and write lists and instructions in design technology. They report concisely and write descriptively, expressively and persuasively. Communication skills are very good and computer technology is becoming more important when writing scripts, poems and reports.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards are average at the end of Year 2 and well above average by the end of Year 4.
- Achievement is good in Years 1 to 4.
- The quality of teaching and learning is good.
- Assessment in mathematics, whilst satisfactory, has some aspects for improvement.
- Mathematics is well led and its management is sound.

Commentary

49. In the 2003 national tests, pupils in Year 2 attained standards that were well above the national average and above those found in similar schools. This year, standards are average at the end of Year 2. The difference in standards between 2003 and this year is due to the backgrounds and starting points of the pupils. The current Year 2 started from a much lower base than the Year 2 pupils did last year. Standards at the end of Year 4 are well above average this year.

50. The majority of pupils achieve well in mathematics. Pupils start Year 1 with broadly average skills and knowledge. Because the curriculum is well structured, and the school's numeracy strategy is effective, pupils build their knowledge, skills and understanding at a good rate. Lessons are focused on key knowledge and skills, which are taught well. For example, in a lesson observed, some Year 2 pupils consolidated, then extended their knowledge and skills of adding in multiples of five because of the skilful guidance of the teacher, well matched and challenging tasks and a focus as much on the methods used as getting the right answer.
51. The above lesson is an example of the good quality teaching that is found in most mathematics lessons. The examination of pupils' past work also showed the overall good quality of teaching and learning. Strengths of teaching include good subject expertise, effective teaching methods and a brisk pace to the work. Learning enrichment is a particular strength. The programme of mathematics learning enrichment is well planned and links systematically to the skills and knowledge developed in earlier lessons. Therefore, homework provision impacts very positively on achievement. The role of teaching assistants, marking of work and insistence on good standards of presentation and some aspects of planning require improvement.
52. Learning is also good. Pupils work productively, they show good skills of independence and responsibility for their own work and are willing and able to collaborate sensibly on tasks. They learn new knowledge and skills successfully and understanding develops well. Pupils with special educational needs are supported well and this enables them to learn effectively and achieve well. Higher attaining pupils are set challenging enough work, though the very top attainers could be pushed further. Boys and girls learn equally well and, in general, there is no significant difference in their achievement.
53. The overall quality of assessment in mathematics is satisfactory, but there are some aspects for improvement. Marking, as indicated above, does not identify ways to improve consistently enough. Furthermore, pupils have relatively few opportunities to self-evaluate their own work in lessons. The target setting and tracking process is emerging as a useful tool to promote better achievement, though it is not focused enough on the ongoing achievement of pupils and the early identification of groups of pupils who may be under-achieving or doing particularly well. In the past, the individual targets set for pupils in some years have not been met due to imperfections in assessment. The school has profited from such past experience and key managers understand what needs added rigour in assessment and target setting in order to produce an effective system of data gathering and analysis.
54. Mathematics is well led. The subject leader has vision for the future and gives a good steer to subject improvement. The management procedures work soundly, though monitoring and evaluation, as for other subjects, needs a sharper edge. There is, however, good potential for the future as the relatively inexperienced members of staff, especially, consolidate their effectiveness.

Mathematics across the curriculum

55. Subjects such as science and geography are used soundly to promote the development of good mathematics skills and knowledge. The link with ICT is good in this respect as pupils are often given ICT tasks that reinforce and extend what has been learned in mathematics sessions. The pupils talk enthusiastically, for example, of the work they have done to program *Roamer*, the robot-like vehicle, to move around obstacles as it moves across the floor, or, using its drawing feature, produce outline polygons. Overall, there are satisfactory links with other subjects.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Standards are above average for the Year 4 pupils.
- Achievement is good.
- Pupils across the school have developed good strategies for working out their science investigations.
- The science focus on the school improvement plan has paid dividends. The next stage is to sharpen up pupils' individual targets so that they are more closely linked to improving achievement.

Commentary

56. The subject has moved forward significantly over recent months and there has been a satisfactory improvement since the last inspection. Standards have improved, especially for the older pupils at the upper end of the school. Standards remain average for the seven-year-olds. The high proportion of pupils with special educational needs in this group affects the overall standard. However, boys and girls of all capabilities achieve well, including those with special educational needs.
57. Teaching is good and pupils' learning is effective. Tasks are pitched at the right levels because teachers' assessments identify how well pupils are doing and this guides their lesson planning. Lessons are challenging and interesting, as in a lesson with pupils in Year 2 and Year 3, where the pupils were investigating similarities and differences in humans. They correctly identified eye colour and hair colour, alongside gender, height and weight, setting about their task with enthusiasm and using their literacy and numeracy skills successfully to chart and record their findings. Pupils with special educational needs were well supported in the lesson by the teaching assistant, whose input ensured good gains in learning and achievement. Without exception, pupils were keen and interested in their tasks, working diligently with good levels of concentration.
58. Evidence from pupils' past work, throughout the school, shows a significant proportion of work that is completed from work sheets. When this happens it limits the opportunities for pupils to work independently, as well as inhibiting their own ideas. However, there are positive signs that staff are tackling this by enabling pupils to have more opportunities for planning their tasks independently, working out the course of their investigations and deciding how to record their findings. This was apparent in Year 4 pupils' work on different forces where they were investigating which 'wellies' had the best grip on their soles. In this activity the higher attaining pupils were well challenged by their task. They adeptly set up their investigation, gathered data, recorded it, and arrived at their findings in a well-structured investigation. Other pupils were not at this level but their understanding of a 'fair test' was secure, demonstrating good achievement all round.
59. The headteacher leads the subject well. Its high priority on the school improvement plan, alongside good training for the staff, means that previous weaknesses have been thoroughly tackled. Staff are secure in their subject knowledge, teaching is good and pupils are achieving well. The next stage is to sharpen up pupils' targets in science so that they are more closely linked towards driving up standards and improving achievement even more.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **good**.

Main strengths and weaknesses

- Standards are above average at the end of Years 2 and 4.
- Pupils achieve well in ICT.
- Teaching and learning are good.
- Assessment is satisfactory, though there are aspects for improvement.
- ICT is soundly led and managed.
- There is some good use of ICT in other subjects.

Commentary

60. The evidence from lessons and the evaluation of pupils' past work indicates that standards are above average at the end of Years 2 and 4. This is confirmed by the discussion held with a group of pupils from across the school, who made clear their enthusiasm and knowledge and skills in ICT. Achievement is good in all classes and pupils generally build knowledge, skills and understanding from an average base at the start of Year 1 to secure an above average position by the end of school.
61. Pupils experience all the necessary strands of ICT. The school has improved soundly its resourcing for ICT, teachers' expertise is good and the curriculum is well planned. Pupils recall animatedly the work they did previously to control *Roamer*, the programmable vehicle, by giving instructions including distance and direction. They explained carefully how they instructed *Roamer* to lower its pen and trace out particular shapes on the paper it travelled over. Learning in ICT is focused on active participation by pupils and the emphasis on investigation and research, for example, via the Internet, is good.
62. The quality of teaching and learning is good. The use of resources, pace of lessons, teaching methods and the insistence on high standards of behaviour are assets. Pupils' learning is productive; their concentration is good, the good quality of relationships is of benefit in tasks where pupils have to collaborate, and pupils listen well and know what they have to do when given opportunities to work independently.
63. Assessment is satisfactory overall. Staff follow an agreed procedure to evaluate and chart the development of skills and knowledge. However, the interpretation of requirements is sometimes individual and so, the process of assessment is inconsistent in rigour. The process of setting, sharing and tracking individual targets for pupils is not yet a strong enough feature of ICT.
64. The quality of leadership and management is sound. The subject leader has not long had charge of the subject, but shows promise in his leadership and is aware of key priorities for subject improvement. He is currently over-seeing the introduction of interactive whiteboard technology and is a good role model in this, as his own practice shows considerable skill. Monitoring and evaluation of the quality of provision and standards and achievement in other classes is a role that the subject leader has yet to develop in full. At present, the subject leader is not charged with responsibility for standards and achievement. Key managers accept this is something to change.

Information and communication technology across the curriculum

65. Links between ICT and other subjects is good. Much development of ICT skills and knowledge is through work in subjects such as English, mathematics, art and design, geography and history. The use of the Internet for research and investigation in these subjects is a strength. Homework tasks in other subjects often include work to find out more about things learned in lessons. In

this, pupils often use their home computers. Good use is made of ICT to enable pupils with special educational needs to meet their targets.

HUMANITIES

Geography and History

66. Because there was relatively little evidence for geography and history they are covered together here and are not reported in the same detail as more intensively inspected subjects.
67. The quality of work is sound in Year 2 and good in Year 4, though the presentation of work and handwriting are aspects for improvement. On the evidence of pupils' past work, achievement is satisfactory in Years 1 and 2 and good in Years 3 and 4. There are some good opportunities to develop writing skills in both subjects and pupils often write at length and in interesting ways in Years 3 and 4. This is not, however, as consistent as it could be as geography and history planning does not link to the development of literacy skills overtly. It is not possible to judge teaching and learning overall, though in the Year 2/3 lesson observed, teaching was good. The leadership and management of the two subjects are currently held by the headteacher on a temporary basis. Assessment is an issue for improvement in both subjects.

Religious education

It was only possible to observe one lesson in religious education and this is insufficient to make a judgement about the school's provision in this subject. However, scrutiny of pupils' present and past work, discussions with pupils and staff, alongside scrutiny of documentation, indicate that the subject has a secure place in the school's curriculum.

Main strengths and weaknesses

- Achievement is good.
- Pupils have a secure understanding of the main traditions and festivals of the main world religions, including Christianity.
- On occasions, staff have accepted work that is not pupils' best. When this happens their work is untidy and is not well presented.

Commentary

68. Standards reached at the last inspection have been maintained and are broadly average. Achievement is good for all pupils. The curriculum is well covered and the subject has a good range of learning resources, which support pupils' learning effectively.
69. Pupils' work, and discussions with them, indicates that they know and understand the meaning of the main Christian festivals, such as Christmas and Easter. The old and new testament stories are enjoyed, especially by the younger pupils in Years 1 and 2. Older pupils, in Years 3 and 4, extend this body of knowledge successfully as they study friendship, prayer and special events in the Anglican church as well as in those of other denominations. In one lesson, with pupils in Years 3 and 4, they were thinking about the importance of words and the impact they have on the listener. Pupils were keen to share their ideas with each other, working successfully in groups of three, and demonstrating their understanding of what constitutes kind and unkind words and actions. Most pupils demonstrated a significant degree of empathy about the impact of unkind words on the feelings and impressions of the listener.
70. The subject leader has worked hard to move the subject forward, with success. The main point to tackle is linked to the quality of marking, making sure that all teachers expect, and get, the highest standards in their written work that their pupils are capable of producing.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

71. A small number of lessons were observed in these subjects, which were sampled during the inspection. Discussions were held with pupils and staff and pupils' work was scrutinised. It was not possible to make a judgement about provision on this evidence.
72. Pupils have a wide range of creative experiences. These include working with paint, fabric, paper, as well as working in three-dimensional ways with different media. Pupils are adept at mixing colours to achieve the right tone they require for their painting. Pencil drawings are good, with pupils making good progress in their observational drawing. Year 3 and 4 pupils enjoyed using a range of different media for printing with paint, producing more structured designs as they gained confidence in developing their own ideas.
73. Some very good planning in design technology has enabled the pupils to develop their skills in a structured way. Pupils are adept at designing artefacts, making suggestions about what needs to be done to improve their work, and setting about it eagerly. The finished products demonstrate high levels of skill, with many pupils using ICT effectively as an integral part of their work in design technology.
74. Pupils are actively involved in a good range of physical activities. Their skills are average for their age, and they have a growing understanding of how to evaluate their own and others' performance, putting forward some good suggestions for improvement.
75. Singing and music making is enjoyed. The recorder group frequently accompanies pupils' singing during assembly, and they are soundly supported by a range of instruments, both pitched and un-pitched. This adds to the special atmosphere that is created during the act of collective worship. Singing is tuneful and the pupils try hard, keeping the beat well as they sing hymns and songs.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social, health and citizenship education (PSHCE) is **satisfactory**.

Main strengths and weaknesses

- Everyone gets on well together in this small school. Pupils and their parents are respected and valued.
- Pupils' personal development is good.
- Pupils have a growing understanding of their responsibilities as future citizens.

Commentary

76. Pupils enjoy learning and they are confident at sharing their ideas and feelings about a range of issues, such as, 'Friendship', 'Change' and 'Relationships'. Pupils have many planned opportunities to develop their relationships with adults and with each other, as well as developing their capability to empathise with the needs of others during circle time and in religious education. This enables them to develop into confident and caring young people.
77. Issues such as gender stereotyping and racial issues are tackled with sensitivity, which allows the pupils to develop their own ideas successfully. The school provides good support for pupils as they study sex, drugs and relationships as part of their PSHCE curriculum. Behaviour is good, and class and school rules are decided by the pupils themselves. This helps them to understand why it is important to have rules for everyone's well being and safety.

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	4
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	4
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	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	4

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