

INSPECTION REPORT

MOORLANDS JUNIOR SCHOOL

Sale

LEA area: Trafford

Unique reference number: 106308

Headteacher: Miss J Hiller

Lead inspector: Mr P T Hill

Dates of inspection: 2nd – 5th February 2004

Inspection number: 256951

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

© Crown copyright 2004

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Junior School
School category:	Community
Age range of pupils:	7 – 11
Gender of pupils:	Mixed
Number on roll:	198
School address:	Temple Road Sale Cheshire
Postcode:	M33 2LP
Telephone number:	0161 9625452
Fax number:	0161 9123669
Appropriate authority:	Governing Body
Name of chair of governors:	Deborah Lynch
Date of previous inspection:	29 th June 1998

CHARACTERISTICS OF THE SCHOOL

Moorlands Junior School is situated in the Sale Moor ward of Trafford. There are 198 pupils on roll, aged from seven to 11, including 24 pupils who attend the special educational needs Resourced Provision attached to the school. Pupils who attend the Resourced Provision all have statements of special educational need for moderate learning difficulties. Pupils are allocated to this resourced unit by the local education authority. Within the main school a further 27 pupils have been placed on the school's special needs register. Few pupils are from minority ethnic backgrounds. Two pupils are at an early stage of learning English. The school's catchment area is socially diverse, and overall, is neither socially advantaged nor disadvantaged. Pupils enter Year 3 with levels of attainment that are broadly typical of pupils of this age.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
6642	Peter Hill	Lead inspector	Science, information and communication technology, humanities, English as an additional language.
9981	Saleem Hussain	Lay inspector	
4676	Mary Griffiths	Team inspector	Mathematics, art and design, physical education, special educational needs.
32180	David Sleightholme	Team inspector	English, design and technology, music, religious education.

The inspection contractor was:

peakschoolhaus ltd
BPS Business Centre
Brake Lane
Boughton
Notts
NG22 9HQ

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	9
Standards achieved in subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	11
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	15
PROVISION FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS	16
PART C: THE QUALITY OF EDUCATION IN SUBJECTS	19
SUBJECTS IN KEY STAGE TWO	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	29

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a very effective school providing very good value for money. Pupils' overall standards are above the average of schools nationally. All pupils achieve well. Those with special educational needs achieve very well. Teaching and learning are both very good with a significant amount of very good teaching. Leadership and management are very good and have some excellent features. This is a highly inclusive and very caring school.

The school's main strengths and weaknesses are:

- Leadership and management are both very good.
- The inclusive nature of the whole school and the equality of access and opportunity for all pupils are great strengths.
- Teaching is very good.
- Pupils achieve well and attainment is above average.
- Pupils are cared for and supported very well.
- Considerable improvements have been made in the provision for the use of information and communication technology (ICT) and in resources throughout the school.
- Although not significant weaknesses, the school should ensure that pupils have a wider and more in-depth range of experiences in art and design and do more to further improve pupils' gymnastics skills through the development of provision of fixed climbing experiences.

The school has made very good progress since its last inspection in 1998. All the key areas for development have been successfully addressed and improved and standards have risen as a result. The school has very successfully developed and improved the level of resourcing to enable subjects to be taught successfully. The assessment of pupils' work and the subsequent analysis and use of the findings to improve standards are very good and significant strengths.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	B	C	D	E
Mathematics	C	D	D	D
Science	D	C	C	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.*

The table above needs to be interpreted with care. It includes the results of all pupils in Year 6, including those with special educational needs who are taught in the Resourced Provision. These pupils achieve very well in relation to their ability but cannot attain as highly as others in their year group and this is reflected in the overall performance tables for the school. Similarly, the only available statistics for comparison with similar schools does not show the overall picture as Moorlands takes a significant number of pupils from outside its normal catchment area, including those who attend the Resourced Provision. **Analysis of 2003 standards attained by mainstream pupils in Year 6 show they are average in English, above average in mathematics and well above average in science. Overall standards have risen throughout the school since the last inspection and all pupils achieve well.** Those with special educational needs, both in the main school and in the Resourced Provision, achieve very well. Standards are above average in ICT and well above average in music.

Pupils' personal development is good and is very well supported through the very good provision for their spiritual, moral, social and cultural development. Pupils are very happy at school and have very positive attitudes towards learning. Their behaviour in lessons and at playtimes is very good. Attendance is very good.

QUALITY OF EDUCATION

The school provides a very good education. Teaching is very good throughout the school. As a result of very good teaching, supported by excellent relationships and classroom and behaviour management, learning is very good with pupils making good progress. The quality of assessment is very good and information is very well used to match lessons to the needs of pupils. The curriculum meets requirements; however, the necessary emphasis on numeracy and especially literacy has inevitably somewhat restricted pupils' experience in some other areas, for example art and design. The care, support and guidance of pupils are very good and significant and very positive factors in teaching. Partnership with parents is good and the school works hard to involve them in their children's learning. Links with the community and with other local schools are very good.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are very good with some excellent features. The very good leadership of the headteacher, very well supported through the strong working relationship with the deputy head, gives the school a clear sense of direction. Teamwork and relationships are outstanding throughout the school. The headteacher has high aspirations for all aspects of the school's work and focuses on ensuring the highest possible standards. Especially strong are the excellent ethos and the school's commitment to inclusion and equality of opportunity for all pupils. Governance of the school is very good, with governors acting purposefully as critical friends of the school, being very knowledgeable and very well organised. Management of the Resourced Provision is very good and the links between this and the main school have some exceptionally strong features, for example the inclusion of all pupils in what the main school has to offer.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Overall, parents have a high regard for the school and are very satisfied with its work. They have no significant concerns. Pupils like coming to school and enjoy lessons. They feel secure and very well cared for.

IMPROVEMENTS NEEDED

There are no significant areas of weakness; however, the most important things the school should do to improve are:

- Increase the number of pupils attaining higher levels in English and mathematics.
- Continue to develop the curriculum to enhance pupils' skills and knowledge in art and design.
- Improve the provision for physical education to improve pupils' gymnastics development.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards reached by Year 6 pupils are **above average**. All pupils, regardless of background or ability, **achieve well**. The school accommodates part of the local education authority's Resourced Provision for pupils with special educational needs. Pupils attend the school from a large area of the authority and even from adjacent authorities. This makes comparison with similar schools unreliable and comparison with national averages has to take the nature of the school's overall intake into account. The school has a detailed analysis of performance, which the inspection evidence confirmed to be accurate.

Main strengths and weaknesses

- Attainment of pupils in the main school is above average in English, mathematics and science.
- Pupils achieve well and make good progress as they move through the school.
- Pupils with special educational needs and those who speak English as an additional language achieve very well.
- An above average number of pupils in the main school achieve high standards in science.
- The school recognises a need to increase the number of pupils attaining the higher levels in English and mathematics.

Commentary

1. The majority of pupils enter the main school with average levels of attainment. By the time they leave they have attained standards that are above average in English, mathematics, science, ICT, music, physical education and religious education and have made good progress as they move through the school. Pupils with special educational needs have made very good progress and achieved very well. The progress of, and provision for, pupils with special educational needs who are taught as part of the Resourced Provision, are detailed later in this report.
2. All pupils achieve well throughout the school and very well in mathematics, science, ICT and music. In music there are a significant number of very highly attaining pupils. In all subjects, pupils of all abilities achieve well because of the skilful and very effective way that teachers meet individual needs, for example in their questioning techniques and in the work set for pupils. Pupils with special educational needs, and those who speak English as an additional language, are given additional and very effective support to enable them to make very good progress and achieve very well in relation to their prior attainment. Similarly, those pupils who are particularly able are presented with additional challenges that ensure they are extended in their learning, for example in the use of spreadsheets in ICT and mathematics and in music. Pupils make good progress in religious education.
3. The table below shows that in 2003 standards for all pupils in Year 6 tests were somewhat below average in all three subjects. However, the school's analysis, based on average points score for the pupils in the main school, shows that standards were average in English, above average in mathematics and well above average in science when compared with national averages.

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

Standards in:	School results	National results
English	25.9 (26.7)	26.8 (27.0)
Mathematics	26.2 (26.4)	26.8 (26.7)
Science	28.5 (28.5)	28.6 (28.3)

There were 63 pupils in the year group, 55 of whom were in the main school. Figures in brackets are for the previous year.

4. The school has made good steady progress in improving standards over the past three years. Overall the trend is in line with the national trend.

Pupils' attitudes, values and other personal qualities

Provision for the development of pupils' attitudes, values and personal development is **very good**. Pupils develop **very good** attitudes throughout their time in school. Behaviour is **very good**. Provision for pupils' spiritual, moral, social and cultural development is **very good**. Social development is **excellent**.

Main strengths and weaknesses

- The development of pupils' spiritual, moral and cultural awareness is very good and their social development is excellent.
- The school sets very high expectations for pupils' conduct and works hard to achieve them.
- Behaviour is very good.
- Relationships are excellent.
- Pupils do much for the community through fundraising and performances.
- Attendance is very good.

Commentary

5. Pupils maintain very positive attitudes to school and are very well behaved. The school has high expectations and sets very high standards. Pupils have a very good interest in school life. They develop confidence and self-esteem and enjoy coming to school. The level of support for all pupils is very good and ensures they make the best possible use of their time in school. The school successfully stimulates in pupils a desire to learn and teachers work hard to establish a good learning ethic.
6. High expectations are set for all pupils and all forms of harassment are viewed very seriously with general issues being dealt with through the programme for their personal, social and health education. There are excellent relationships and racial harmony and these are widely promoted.
7. The school very effectively promotes pupils' spiritual, moral, social and cultural development. Spiritual awareness is implicit in many aspects of what the school seeks to achieve. It is effectively promoted within religious education and collective worship where pupils develop awareness and understanding of their own and others' beliefs and where they have opportunities for reflection and prayer.
8. The school promotes very good moral development. Strong principles enable pupils to distinguish right from wrong. They are well aware of what behaviour is acceptable and what is not. Good opportunities for pupils to explore the consequences of their own and others' actions are provided through an effective mentoring system. Moral codes of behaviour are successfully reinforced throughout the school. Pupils learn to care for one another and relationships between teachers and pupils and between pupils themselves are excellent.

9. There is excellent provision for pupils' social development. Pupils are polite and respectful and are willing to talk to visitors. Many pupils adopt an appropriate and sensitive code of behaviour for living in the school community. Pupils are encouraged to work co-operatively as a group or as a team.
10. The school effectively promotes very good opportunities for pupils' cultural development. Pupils are able to explore their own cultural heritage, especially through music.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	3.9
National data	5.4

Unauthorised absence	
School data	0
National data	0.4

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

11. There have not been any exclusions in recent years.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Teaching and learning

The quality of teaching and learning is **very good**.

Main strengths and weaknesses

- Teachers' planning is excellent and promotes excellent equality of opportunity for all pupils.
- Subject expertise is particularly good, leading to very good acquisition of skills, knowledge and understanding.
- Teachers have high expectations of all pupils and encourage very good levels of participation and productivity.
- Pupils with special educational needs are particularly well supported.
- Relationships are very good and at times are excellent.
- Teachers encourage pupils to work both independently and collaboratively
- The effectiveness of plenary sessions is determined by the amount of time teachers allocate at the end of a lesson. This is sometimes not long enough.

Commentary

12. Teaching is very good in the areas of mathematics, science, ICT, personal, social and health education and citizenship, music and physical education. It is good in English. Overall planning is excellent. It identifies clear aims for what pupils will learn and strategies for meeting the individual needs of all pupils. Work is well structured to encourage individual, paired and group activities.
13. Teachers show very good command of their subjects. This directly results in very good learning as in ICT where teachers demonstrate good expertise and knowledge of software. This expertise is passed on to pupils who demonstrate high levels of skill and very good achievement. The same applies to mathematics, science and music. Very good teaching in music helps to improve the quality of pupils' performance, often resulting in rapid improvement over a short space of time.
14. Teaching and learning of all pupils with special educational needs is very good. This results in their very good progress. Most teachers are sensitive to the particular needs of pupils and plan their work accordingly. They make good use of available classroom support assistants. Challenging tasks maintain good levels of interest. Pupils are encouraged to talk about their

work and to ask for help when it is required. In many lessons, relationships between teachers and pupils are very good. This has the effect of boosting pupils' confidence and producing a happy and productive working environment in most classrooms.

15. Pupils in the Resource Provision are particularly well supported. In this area, teachers employ specific teaching strategies to ensure that pupils make the best possible progress. This is carried through to the mainstream school when these pupils are integrated for the majority of their lessons. Teaching assistants and voluntary helpers are used very effectively to support pupils' learning.
16. Expectations of teachers are high, resulting in very good levels of concentration and commitment. Extension activities to challenge more able pupils are a feature of many lessons. When an appropriate amount of time is allocated to summing up a lesson, pupils are able to give a clear indication of what they have learnt and understood. However, sometimes these sessions are too rushed and are not as effective as they should be. Challenging activities, high expectations and very good classroom management frequently result in very high standards of behaviour. Very good teaching and learning promote excellent equality of opportunity for all pupils to develop their skills.

Summary of teaching observed during the inspection in 30 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	18 (60%)	9 (30%)	3 (10%)	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.

The curriculum

The school offers a **rich** curriculum, which develops pupils' knowledge, experience and learning skills beyond the school day and within the community. The wide range of interesting activities provides **good** opportunities for pupils to develop and use their skills and knowledge in many different ways. Lessons are planned very well and suitably challenge pupils of different levels of attainment and aptitude, including those with special educational needs. Overall the quality of the accommodation and resources is **good** and contributes significantly to the school's curriculum. However, some aspects of the school building and especially the roof are causing problems. The good quality of the inside of the accommodation has been brought about through systematic and ongoing remodelling and development, for example the computer suite.

Main strengths and weaknesses

- The school offers a very good and extensive range of subjects and experiences. These activities are particularly successful in the promotion of personal, social and health education as well as subject awareness and knowledge.
- The National Literacy and Numeracy Strategies are used very well, supplementing the schools' very good practice in these areas.
- The options afternoon, where pupils can choose activities, is exciting, innovative and enjoyed by all.
- Literacy, numeracy and ICT skills are developed and used well within other subjects.
- Although art and design is extended through the very good options system, the depth of pupils' knowledge and understanding in art and design needs further development.

Commentary

17. The curriculum meets the needs of all pupils. The school rightly places emphasis on the key areas of literacy and numeracy, and sufficient time is given to all subjects. All pupils have equal

access to the curriculum. Teachers' planning overall is very good and links are regularly made between subjects so that pupils' new learning in one subject will often reinforce what they have recently learnt in another.

18. Participation in sport is another strength, the curriculum provision being considerably extended by a wide range of after-school clubs, coaching sessions and teams.
19. Teachers use the National Literacy and Numeracy Strategies flexibly and well. The curriculum enables pupils to make good use of literacy and numeracy and ICT skills within other subjects. The school provides good opportunities for pupils to use investigative skills and problem solving within many subjects including mathematics, science and art. The use of research and the Internet is especially evident in this context. This has resulted in a noticeable confidence in pupils' contributions to lessons.
20. An innovative and very good aspect of the school curriculum is the options afternoon. This provides pupils with a range of activities, all linked to and extending the National Curriculum. These sessions are mixed age and pupils are provided with a menu of options. Parents, governors and other adults provide additional support for these activities. The opportunities available extend and enhance some subjects where timetable time is limited, for example art and design.
21. The quality and range of resources are good overall and are having a positive impact on learning and on improvements in standards of attainment. This is an area of considerable improvement as it constituted a key issue at the last inspection. There are very good resources for ICT. The computer suite is central to the school and is large enough to take whole-class sessions. Interactive whiteboards and the computer suite are used to very good effect, with teachers and pupils using this provision as an integral part of teaching and learning.
22. Internally the accommodation is attractive with lots of good quality displays, and is very well maintained. The school has been progressively improving its accommodation over a number of years and is constantly looking for improvements to produce a high quality environment conducive to teaching and learning. Management, including the governors, are aware of the areas for development, especially in the outside appearance and condition of the building and are striving for improvement as funding allows. A considerable amount of school money has been spent on improvements, for example the provision of toilets accessible at playtime and the replacement of windows.

Care, guidance and support

This is a very caring school with good provision for giving support, advice and guidance to all pupils. Consequently, pupils are happy, feel valued and are able to learn and achieve well. The school has made several good improvements in this area of its work since the last inspection.

Main strengths and weaknesses

- Induction arrangements are very good.
- There are very good procedures to ensure pupils work in a healthy and safe environment.
- Pupils have excellent, trusting relationships with adults in school.
- Pupils have good, easy access to well-informed advice, support and guidance to help them progress.
- The school has very strong arrangements to seek, value and act on pupils' views.

Commentary

23. New children to the school are gradually and sensitively inducted through several carefully planned events. They can join the 'May Queen' production, experience a Year 3 assembly and

also take part in an afternoon of activities in their prospective class before the autumn term that they are due to start school.

24. The school's designated officer for child protection is well trained and there are very good arrangements to inform staff about the school's child protection policy and procedures. Risk assessment is undertaken as required for general health and safety matters and the governing body is very well involved. Emergency procedures are very well developed. Very effective systems are in place to safeguard pupils' use of the Internet. The school works very effectively with external agencies to promote health and safety. For example, the school nurse visits the school each week and supports sex and drugs education very well.
25. This school has a very strong family ethos and excellent relationships at all levels. Staff work very well together to support all pupils in their learning. Information is well used to set targets for personal development and to give pupils good advice, support and guidance. Pupils' concerns are handled with sensitivity and care. Where necessary the school engages support specialists such as the educational psychologist, and audio, visual and speech therapists. This illustrates the school's excellent inclusive approach to learning.
26. There are many opportunities for pupils to make their views known to staff and become involved in the school. For instance, they can raise issues through the school council. It is pleasing to see that the school has adopted so many of their suggestions, for example about the accommodation, the availability of drinking water in school and the school garden.

Partnership with parents, other schools and the community

Partnership with parents is **good** and there are **very good** community links, including with other schools and colleges. These factors make a significant contribution to learning and achievement. The school has maintained the quality of links with parents and made good improvements to community links, since the last inspection.

Main strengths and weaknesses

- There are good procedures to ensure parental satisfaction and to deal with any concerns or complaints.
- The school involves parents well by seeking, valuing and acting on their views.
- Parents are provided with good written information.
- Parents make a good contribution to their children's learning at school and at home.
- The school has established many links in the wider community that enrich learning.

Commentary

27. Parents are rightly pleased with the quality of education at this school. They appreciate and value the commitment of the governors, headteacher and staff. The headteacher and staff are always happy to meet with parents to discuss any individual concerns or complaints.
28. Parents are issued with a questionnaire from time to time and this allows them to make observations about the school and to raise concerns. The school also consults parents on particular issues or projects such as school uniform and the school garden.
29. The school provides good information to parents about its policies, provisions and pupils' standards and progress. Pupils' annual reports are very detailed with good information about their strengths and areas for improvement. Parents are provided with useful information on day-to-day matters and forthcoming events in a regular letter. They are also given a helpful aide-memoire about homework in each class.

30. The 'Friends of Moorlands School' work very hard in organising many social and fund-raising events. Money raised is used to support school funds or particular projects. Several parents help regularly in school, for example during options sessions and with extra-curricular activities.
31. Wider community links include those with the United Reform Church, local businesses, sports clubs, the health services, universities and colleges. The link with a major building contractor has provided pupils with many learning opportunities, for example in art and design. The pupils at this school care for their community and the inspection team commends their work for charities and good causes. For instance, they frequently support a hospice and also engage in a vast range of activities at harvest time.
32. Very good educational links with other schools include Jeff Joseph Sale Moor Technology College, Sale Grammar School, Ashton on Mersey School and Pictor Special School. Benefits to pupils include the availability of many 'bridging projects' in subjects such as ICT, art and design and physical education. There are very good mechanisms in place for the transfer of pupils to secondary schools.

LEADERSHIP AND MANAGEMENT

The school is **very well** led and managed. The headteacher provides **very good** leadership for the work of the school. She is supported **very well** in managing the school by the deputy headteacher, with whom there is a strong and very effective partnership. The governing body is very experienced in shaping the direction of the school, and providing appropriate levels of support and challenge. This contributes to **very good** governance.

Main strengths and weaknesses

- The headteacher values each pupil's development very highly, and is committed to ensuring all pupils benefit fully from all school activities.
- The headteacher provides a very good example, and her very clear vision and high aspirations are shared by all.
- Governors have a very clear understanding of the school's strengths and weaknesses, and of their roles. They are increasingly involved in determining the school's strategic direction.
- There are highly developed self-evaluation systems that support school improvement very well by identifying what is working well, and what needs improving.

Commentary

33. The leadership of the school is very good. The headteacher is always about the school and is readily available to pupils, staff, parents and governors. She joins in with a number of activities, such as the school's options afternoon and the extra-curricular orchestra. Her involvement in these activities is welcomed by staff and pupils alike. The headteacher's interest in each individual's development sets an excellent example for others to follow. This is reflected in the way that all staff go about their work, and share the same values and vision for the school. The school is a happy and harmonious environment where pupils achieve well because of the provision that supports their development. For example, pupils who have special educational needs, or English as an additional language, follow individual education plans and receive very good quality extra help. Those who play musical instruments benefit from the expertise of visiting specialist teachers.
34. The governing body is very effective and does everything it should to fulfil its duties. Governors know what is happening in school. Many of them link with a member of staff in order to support subject development, and some visit the school to increase their understanding of its work. They have a very good understanding of the school's strengths and weaknesses, and, since the previous inspection, have played a greater part in shaping the direction of the school by being actively involved in the creation and evaluation of the school improvement plan. Overall,

there has been very good improvement since the previous inspection. The key issues, relating to resources and teaching in literacy, and schemes of work in several subjects, have been very well dealt with. In addition, governors have taken a more active role in supporting the school and acting as a 'critical friend' over the last few years. This has ensured there is sufficient rigour in school policy and practice. The governing body is very well led by an experienced chair, and individual governors have a considerable amount of expertise, which they use to support areas where they will have greatest impact, for example in establishing which committees they will join, or subjects they will link with.

35. The school has very good management systems in place to self-evaluate the effectiveness of its provision, and in this way, for example, identified assessment as needing further development. Following a phased implementation, there are now very good procedures in place to monitor pupils' progress. Through a half-termly review of targets, pupils know if they are going 'off track', and teachers build in additional strategies to support them. The effectiveness of this multi-layered assessment system reflects the school's very good management of improvement.
36. The school financial management is secure. There are very good procedures in place to ensure funds are used wisely and accounts are monitored. The school receives excellent support from the local education authority in planning and monitoring the budget. The school follows the principles of best value very well by securing competitively priced contracts; it does this by comparing its performance with local schools and by consulting with its parents. For example, the school consulted with parents when it was considering changing to mixed age classes.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	393653	Balance from previous year	15601
Total expenditure	371991	Balance carried forward to the next	21662
Expenditure per pupil	2102		

PROVISION FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS

Overall, the quality and effectiveness of provision for special educational needs is **very good**.

The following paragraphs cover the Resourced Provision and the way in which this is so effectively integrated with the main school to provide very good experiences for all pupils with special and individual needs.

Main strengths and weaknesses

- A very good inclusion philosophy results in very good provision for all pupils, including those from the Resourced Provision.
- There is very good leadership and management, both in the main school and in the Resourced Provision.
- Very good teaching matches work appropriately to the individual needs of pupils and leads to very good learning.
- Consistently good guidance and support for pupils provide for a happy and productive working environment.
- The very good contributions of support assistants who liaise closely with class teachers to support pupils effectively is a considerable strength.

- Very clear monitoring and assessment procedures are used effectively to check pupils' progress.
- Currently, the head of the resourced provision is given no time to carry out additional administration duties.

Commentary

37. **Standards:** Although pupils with special educational needs attain standards that are below average for their age and for many of those in the Resourced Provision unit standards are well below average, they achieve very well in relation to their abilities. Pupils with special educational needs make very good progress towards targets that are set for them. This is the result of very good teaching and classroom support. Activities are planned to take into account pupils' individual needs while at the same time providing them with appropriate challenges. Pupils work hard and achieve well and are encouraged to make the best possible progress.
38. **Attitudes and values:** The school is very successful in developing pupils' confidence and independence. Their ability to work independently as well as collaboratively is very good. Other pupils are very supportive of those with special educational needs. They willingly work alongside them, offering help when it is required. Teachers and support staff work continually to improve pupils' social skills, ensuring that they enjoy their lessons and respond well to the challenges they are set. Levels of co-operation are good and support is shared amicably.
39. **Teaching and learning:** Teaching of all pupils with special educational needs is very good. Most teachers are sensitive to the particular needs of pupils and plan their work accordingly. They make good use of available classroom support assistants. Challenging tasks maintain good levels of interest. Pupils are encouraged to talk about their work and to ask for help when it is required. In many lessons, relationships between teachers and pupils are excellent. This has the effect of boosting pupils' confidence and producing a happy and productive working environment in most classrooms.
40. Assessment and recording of pupils' progress are very good. Clear records, which are updated regularly, enable careful tracking of pupils' progress. Teachers and support assistants play a prominent part in these procedures, as do pupils themselves. Assessment records are informative and are used effectively to set future targets.
41. **Curriculum:** Pupils with special educational needs have full access to the curriculum, including the National Curriculum. They are well catered for. The bulk of the curriculum is delivered within the mainstream classroom, although pupils are occasionally withdrawn individually or in small groups for specific, supportive teaching. The curriculum caters well, and is relevant, for the majority of pupils because individual needs are taken into account when teachers plan their work. This is a major factor in the success of the inclusion of pupils from the Resourced Provision. Sufficient well-qualified teachers, classroom assistants and voluntary helpers support a wide range of needs. They work effectively as a team and are valued by the headteacher and governors. Resources to support learning of pupils with special educational needs are very good. ICT resources are used particularly effectively to support pupils' learning in literacy and numeracy. Good accommodation supports their effective use.
42. **Guidance and support:** Support and guidance for pupils with special educational needs are very good. Consistently good monitoring procedures ensure that they achieve well, both academically and in terms of their personal development. Targets on pupils' individual education plans are realistic and achievable and, where necessary, are closely linked to the recommendations of statements. Regular monitoring also provides a clear indication of how well pupils are doing. Very good levels of support and care help to promote pupils' confidence and self-esteem and ensure that they are happy to come to school.
43. **Partnership with parents:** The school recognises the value of a close working relationship with parents of pupils who have special educational needs. They are well informed and are

involved at every stage of the learning support process. The school's 'open door' policy is greatly appreciated and most parents are supportive of what the school is trying to achieve. Attendance at review meetings and at annual reviews is generally good.

44. **Leadership and management:** Leadership and management are very good, both in mainstream and in the Resourced Provision. Procedures for the support of pupils are well established and understood. The commitment to inclusion of all pupils is very strong and is successful. Working relationships between the mainstream co-ordinator and the head of the Resourced Provision are very good. The headteacher and governors are carrying out their legal requirements in respect of pupils with statements. The national Code of Practice is fully implemented and procedures for the identification and assessment of pupils are well established. The school is fortunate to have a knowledgeable governor with responsibility for special educational needs. Very good links are maintained with other primary, special and secondary schools and with a range of outside agencies who support pupils in the school. Funding for special educational needs is used appropriately to provide additional staffing and resources to support pupils' learning.

Resourced Provision for pupils with moderate learning difficulties is **very good**.

45. At present this provision caters for 22 pupils with a wide range of difficulties. Most have been transferred from a designated special school. Some pupils attending the Resourced Provision come from outside the school's immediate catchment area. All pupils have a statement of special educational needs. They are in two classes; a lower school class for pupils who would normally be in Years 3 and 4 and an upper school class for Years 5 and 6. Being part of a mainstream school enables pupils to experience their education alongside other pupils. Not only has this helped to develop their social skills, it has proved to be immensely beneficial for all pupils.
46. Pupils in the lower school remain in the secure environment of their own class for the first two years, taught by their own class teacher and a nursery nurse. Once they move into Years 5 and 6 they are fully integrated into mainstream classes apart from their daily lessons in English and mathematics. In these lessons pupils return to their base where they continue to receive specific specialist input at a level more suited to their individual needs. Their progress can then be monitored and evaluated at regular intervals. Individual needs are met in other subjects through appropriate high quality planning.
47. All pupils have access to the same curriculum as the rest of the pupils in the school. Teaching throughout the school is very good. An excellent inclusion philosophy actively discourages segregation of these pupils in any form.
48. Leadership and management of the Resourced Provision are very good. The head of provision is very experienced. She works very closely with the mainstream co-ordinator of special educational needs, as well as other teachers and classroom assistants. Assessment, monitoring and recording of pupils' progress are very thorough. Individual programmes of work are devised with class teachers and targets are set which are clearly understood and achievable. These cover pupils' short and long-term development. Resourced Provision staff have developed productive relationships with a wide range of external agencies. Good links with the special school and the designated secondary school help to ensure that moving into another school is both a positive and an enriching experience.

PART C: THE QUALITY OF EDUCATION IN SUBJECTS

SUBJECTS IN KEY STAGE 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards of attainment in main school are above national expectations in reading, writing and speaking and listening.
- Teachers plan well, ensuring pupils have good opportunities to develop skills in reading, writing and speaking and listening.
- Very good assessment systems, and the setting of challenging targets, support pupils' development very well.
- The subject is very well led and managed.

Commentary

49. Standards of attainment are above national expectations in reading, writing and speaking and listening for pupils in the main school. The quality of teaching is good, and, as a result, pupils are making good progress over time, and achieving well in relation to their capabilities. Pupils who have special educational needs, or English as an additional language, make good progress, and achieve well because they have specific targets drawn from a careful assessment of their individual needs. Teachers and teaching assistants work together closely to ensure these pupils meet with success. Inspection evidence found no significant differences in the attainment of boys and girls.
50. There has been good improvement in this subject since the previous inspection because above average standards of attainment have been maintained and the main weaknesses have been addressed. For example, pupils now have greater opportunities to use the library to develop independent research skills; the quality of children's literature has improved and books are now more accessible. The computerisation of the library system has made it easier to find books on specific topics and for the school to audit its reference material. Pupils in Year 6 speak very confidently about how to search for information on a given topic, and within a selected book how they will refine that search. Those who attend the extra-curricular library club are given good opportunities to develop library skills. Some pupils still present their work in an untidy manner. The school is aware of this, but nevertheless, this area has improved insufficiently since the previous inspection.
51. Pupils' reading and writing skills are developing well through planned opportunities that give these activities a purpose, and through good teaching that provides pupils with a range of strategies to make them more confident readers and writers. For example, in a teacher's lesson plan for a guided reading session in a Year 5 class, she planned to develop pupils' skills in 'skimming' to gain an overall sense of the text, and 'scanning' to locate specific information. These skills would be needed later when pupils made notes for reports on planets. Similarly, in a very good lesson with Years 5 and 6, the teacher gave pupils a range of strategies to help them to plan and edit their reports. She developed pupils' writing skills very well through 'modelling' the opening of a report and turned this into shared writing by asking pupils how they would improve it. This shared writing session gave pupils a very good reference point for their own reports. Guided reading and writing sessions develop pupils' skills well by focusing on the strategies that lead to improvement. For example, when pupils in Year 6 come across a word they have not met before they sound out strings of letters, look at the overall sense of the sentence and the first sound of the word. Through this concentration on developing skills, pupils are gaining a good understanding of what they read, and are able to make inferences and

predictions confidently when discussing their reading books. As a result of these good teaching strategies, pupils are achieving above average standards in reading and writing by the end of Year 6.

52. The quality of pupils' speaking and listening skills is above average because they have many opportunities to develop these skills. For example, in a class assembly, pupils in Year 6 developed a theme of 'yes and no', relating this to moral dilemmas. They gave examples of everyday situations, and asked the audience what they would do given the same circumstances. They also explored some of the dilemmas Martin Luther King had faced, and the strength of character he had shown in saying 'no' to practices he did not believe in. Pupils spoke clearly, fluently, and with good expression as they developed this assembly theme. There was a particularly good example of speaking and listening when a pupil interviewed a member of staff, who was not allowed to use yes or no in any of her answers. This required both participants to think quickly and rephrase questions, or answers, depending on the previous response. This fun activity was enjoyed by all and demonstrated the pupils' confidence in speaking in front of a large audience. Teachers act as good examples for pupils by 'modelling' speech well. They speak clearly and expect pupils to do so also. For example, in a good lesson in Year 3, the teacher asked pupils to recite a poem as part of their work on analysing features of poems. The teacher read the poem clearly and expressively, and this met with a positive response as pupils copied the teacher's example well.
53. Leadership and management of the subject are very good. The co-ordinator has checked on performance in national and optional tests in order to identify pupils' strengths and weaknesses, advising colleagues on ways of modifying teaching to focus on improving pupils' skills further. As part of the senior management team she has shared in the monitoring and evaluating of teaching, and reported back to colleagues on ways of making teaching more effective. She has also collected in exercise books to check on pupils' progress, and identify areas where greater attention may be required. As a result of this analysis several areas have been identified for improvement; including pupils' presentation of work. There are very good assessment systems in place to track the individual progress of pupils, and to review achievement targets each half term. Pupils are involved in the setting of these challenging targets, and consequently understand what they need to do to in order to achieve them. The school has set challenging targets for pupils in Year 6 in the 2004 national tests, and is determined to boost the numbers achieving at nationally expected levels, as well as those exceeding them. This positive and decisive action was taken following a 'blip' in the 2003 results.

Language and literacy across the curriculum

54. Language and literacy skills are developed satisfactorily in other areas of the curriculum. This is an area the school is developing, and teachers now include opportunities in their planning for pupils to use literacy skills in other lessons, particularly science. For example, in a Year 6 science lesson pupils were investigating the relationship between the length of a musical instrument string and the pitch of a note. They drew upon literacy skills as they produced a structured report, detailing their conclusions. Most classes currently have six lessons of literacy a week. Inspection evidence suggests that some of this extra time could be more valuably used in developing literacy skills through other areas of the curriculum.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Teaching and learning are consistently very good and are responsible for raising standards.
- Levels of achievement are very good due to very good teacher motivation and expertise.
- Very good and sometimes excellent planning ensures that the needs of all pupils are met and that pupils are challenged appropriately.

- Assessment and tracking arrangements are very thorough and identify areas for improvement.
- Attitudes and behaviour are very good due to raised levels of interest and enthusiasm, brought about by very good relationships.
- The numbers of pupils reaching the higher levels in tests are not yet good enough, even though pupils are well on course to achieve this.

Commentary

55. Results of national tests in 2003 show that when taking into account the results of all pupils they are below the national average. However, when comparing results without the Resource Provision pupils included a different picture emerges. This analysis shows that results are above average when compared with national averages. There has been a steady increase in the numbers of pupils reaching average levels and above in national tests since the last inspection. The numbers of pupils achieving the higher levels has also increased although these are still not high enough. Predicted targets for the coming year indicate that pupils are well on course to achieve higher grades.
56. Standards in mathematics are above the national average for the majority of pupils and have been maintained since the last inspection. By the time they reach the age of 11 they have a good understanding of the concept of rotation. The majority of pupils are able to calculate mentally in a range of situations. Multiplication and division of decimals were observed to be a particular strength. Pupils can identify lines of symmetry in regular two-dimensional shapes. They are able to use a four-quadrant co-ordinate and mirrors to test their knowledge of reflective symmetry. Pupils in the upper school Resource Provision are confidently beginning to tackle mathematical problems and be aware of number patterns. This is due to very good teaching, which develops pupils' ability to work things out in a systematic way. Pupils continue to have a good knowledge of mathematical vocabulary due to the emphasis placed upon it by teachers. For pupils whose mother tongue is not English there are accompanying diagrams to help them understand the meaning of technical vocabulary.
57. The quality of teaching is consistently very good and is an improvement on the last inspection, resulting in very good achievement for the majority of pupils. This is true also of pupils with special educational needs for whom a 'small steps' approach is often very successful. Teachers' planning is excellent and takes into account the needs of the more able as well as the least able pupils. The development of problem-solving activities, seen as an area for improvement, is now much stronger, indicating that assessment has been used effectively in planning for this development. By providing pupils with a variety of strategies for calculating and checking their findings, teachers are developing pupils' thinking to a high level. When checking their answers, pupils are not afraid to say, "but I did it this way" or "I know another way of reaching the same answer". The enthusiasm of teachers is reflected in the high levels of interest pupils have for this subject. They respond well to work that is often very challenging. Homework is used appropriately to reinforce and extend pupils' learning.
58. Good leadership and management by a relatively new co-ordinator are supporting very good systems that have been put in place by her predecessor. Arrangements for tracking the progress of pupils as they move through the school are particularly strong. Regular assessment clearly identifies areas of weakness that can then be corrected through careful planning of future work. ICT is used very effectively to support pupils' learning. National Curriculum requirements are fully met. Progress since the last inspection has been good.

Mathematics across the curriculum

59. Opportunities for pupils to use and develop their numeracy skills in other areas of the curriculum are good. In history, pupils are familiar with time-lines and sequencing of events. Pupils use their measuring skills in design and technology, while in physical education, positioning, timing, measuring and counting feature in many lessons. ICT contributes very significantly to the development of pupils' numeracy skills; for example, they use spreadsheets

for a wide range of calculating and analytical purposes. Both in ICT and in science pupils use tables to present numerical data.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Standards are above the national average in the main school.
- Very good quality teaching and learning enable all pupils to achieve very well.
- Pupils have very positive attitudes to learning.
- There has been a very good level of improvement since the last inspection.
- Pupils with special educational needs are very well catered for in science lessons.

Commentary

60. The results of the 2003 national tests show attainment to be in line with the average across the country. However, when analysing the results for the main school only, standards are above average and for a significant number of pupils in Year 6 are well above average.
61. Over the last few years pupils in the main school have maintained above average standards in the national tests for 11 year olds in science. This is reflected in the work of pupils currently in Year 6 and is a result of the consistently very good quality teaching that they receive. Overall there has been good improvement in standards since the last inspection.
62. Teaching is very good overall. Lessons are very well planned and teachers use a very good range of strategies to ensure lessons run smoothly and that pupils understand the lesson content. Teamwork between all staff is very good and is a significant factor in the very good learning that occurs in lessons. All staff share in the very good classroom and pupil management that makes these lessons so successful and ensures that all pupils, whatever their individual needs, are fully involved in the lesson. Pupils with special educational needs are very well catered for in all lessons. Work is matched to their individual needs and level of attainment and they are very well supported by specialist teachers who present work appropriately. All lessons are typified by the very good relationships, high expectations and respect that teachers have for pupils and that pupils have for all adults in the school. This results in pupils who want to learn, listen carefully and contribute maturely and very well to discussion. All these factors came together in a very good Year 6 science lesson exploring sound, the length of strings and pitch and a number of independent variables. This lesson involved high quality investigative, collaborative, practical working. Pupils were engrossed and achieved very highly as a consequence of very good teaching, resulting in very good learning. A very notable feature of learning was the way in which pupils were able to synthesis and present information, accurately predicting outcomes.
63. The use of ICT in science is very positive. Teachers use laptop computers and projectors to present material and pupils use spreadsheets and draw accurate graphs to analyse and communicate their findings.
64. Pupils' behaviour is very good. Besides good levels of concentration, they are very considerate of others, they listen well and are aware of others' points of view. This ability to share and to get on with others enables them to work very successfully in groups and whole-class activities as well as individually.
65. Leadership and management are satisfactory. The co-ordinator, who has only recently taken over the role, has a clear understanding of the subject's strengths and weaknesses and what needs to be done to maintain, and even improve upon, pupils' good standards. To this end the

school has identified the need to continue to develop pupils' investigative work and resourcing to facilitate this aspect of science.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **very good**.

Main strengths and weaknesses

- Standards of pupils' attainment are above average.
- Teaching is very good and results in very good learning for all pupils.
- There is a very good awareness of the use of ICT in all areas of the school.
- Improvement has been very good since the last inspection.
- Pupils' attitudes and behaviour are excellent.
- Subject leadership is very good with an excellent view of future needs and development.
- Resourcing is very good and there is an innovative and very effective link with a local secondary school.

Commentary

66. Since the previous inspection the school has considerably improved its facilities for ICT. All classrooms are shortly to be networked and there is a central computer suite. This has resulted in pupils having lots of opportunity to learn new skills and to apply them in their work in other subjects. Standards attained by the current main school Year 6 pupils are above average with some pupils attaining well above average standards in some aspects of ICT, for example in the use of spreadsheets. A very good example of this was seen in a Year 6 higher attaining group where they were using a spreadsheet to explore number. In this especially enjoyable lesson, pupils very quickly learned new functions of the software and used them to calculate. The very good improvements in resources and staff expertise made since the previous inspection are making significant contributions to improving the standards of pupils' attainment.
67. Teaching is very good. The excellent relationship between adults and pupils is a very significant factor in the very good level of learning, which directly results from very good teaching. Teamwork between teachers and support staff is very good ensuring that all pupils are very well provided for, for example when groups move from their classroom to the computer suite for parts of the lesson. The interactive whiteboard in the computer suite was used very well as an integral part of all of lessons, thus ensuring that all pupils clearly understood the topics being learned.
68. Pupils are very well behaved. Co-operation between pupils when sharing computers in the small computer suite is often very good. On some occasions the excitement of sharing overcomes groups of pupils and concentration lapses, but this is only a small number of occasions and teachers are aware of the need to manage the use of the suite effectively.
69. Subject leadership is very good. The co-ordinator, who is the deputy head, has a high level of personal skill and is very aware of the future developments needed to continue to improve the subject and standards throughout the school. Resourcing is of a very high standard and the school has adopted a very innovative and cost-effective approach to providing high quality provision throughout the school. The links with a local secondary school, a technology college, are excellent and ensure that, through networking, pupils have access to high quality software. Senior management lead by example in the use of ICT. It is clearly very important in the development of all aspects the school, through management, teaching and learning, to raising standards and attainment.

Information and communication technology across the curriculum

70. ICT is used as an integral component of a number of subjects; for example, the use of the Internet, CD-ROMs and digital cameras is common throughout the school. During the inspection the very good use made of many of these aspects was illustrated in mathematics and science. Interactive whiteboards are very well used as a teaching tool in many subjects besides ICT. The planning and provision of ICT in all areas of the school are a major strength and ensure, through very good resources and support, linked with very good expertise, that the use of ICT across the curriculum is well founded and essential.

HUMANITIES

71. In humanities, work was sampled in religious education, one lesson was observed in geography and no lessons were seen in history. It is therefore not possible to form an overall judgement about provision in history and geography. However, the timetable and samples of pupils' work in history and geography, supported by display around the school, for example in the hall where there is a large display associated with the alterations to the local environment resulting from motorway developments, clearly show that these subjects are well represented in all classes and that pupils have appropriate access to the national curriculum.

RELIGIOUS EDUCATION

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Teachers use pupils' skills in other subjects well in religious education work.
- The school follows the guidance in the locally agreed syllabus well to develop pupils' understanding of comparative religions.
- There has been limited progress in using the resources of the local community, inviting faith speakers to school and in organising multi-faith visits.

Commentary

72. No lessons were seen, but discussions took place with Year 6 pupils and the subject co-ordinator, and work on display was sampled. The school uses the local guidelines effectively to support teaching and learning and this ensures pupils meet the expected standards for their age. By the end of Year 6 pupils are developing a good understanding of Christianity and comparative religions. They talk confidently about work on Islam; they are able to discuss the Qur'an, and explain some of the customs observed when entering a Mosque. Pupils' displayed work indicates they have listened to the story of the prophet Muhammed and then used literacy skills to write accounts in their own words. They have used art skills well to draw mosques and to decorate their work with Islamic patterns. As part of their work on Christianity pupils have researched familiar Bible stories and rewritten these in their own words. Work on display indicates pupils have developed a good understanding of Christian Bible stories. They have presented these imaginatively in the form of mini-books, with some using a word processor effectively to enhance the presentation.
73. The school has dealt with the resource issues identified at the previous inspection, including the purchase of artefacts to support teaching and learning. However, it still makes insufficient use of faith speakers, multi-faith visits and the resources of the local community to develop pupils' understanding of comparative religions further.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

ART AND DESIGN

Provision in art and design is **satisfactory, with some good features.**

No lessons were observed in art and design. This judgement has been reached by looking at pupils' work in their sketchbooks, talking to pupils, and observing the quality of display in classrooms and around the school.

Main strengths and weaknesses

- Work is well presented in and around school, indicating that value is placed on pupils' work.
- The accuracy of pupils' pencil drawings and accompanying shading is good.
- Collage displays, which incorporate the use of textiles, are very effective.
- Good use is made of the local environment to develop a variety of techniques.
- Teaching of art and design needs to further develop pupils' in-depth skills and knowledge and understanding.
- Display does not always clearly identify which pupils were responsible for producing the work.

Commentary

74. By the end of Year 6, standards are average. Pupils demonstrate that they can work with a variety of tools and media, particularly when creating collages. The 'labours of Hercules' have been effectively depicted in this way. Tie and dye techniques are used to develop creative art and design patterns. Pupils explore line and pattern well and use musical stimuli to create patterns and pictures. Australian Aboriginal painting inspires some of their pastel compositions. Pupils are beginning to develop good shading techniques in their pencil drawings. Illustrations are often used to accompany written work, such as poetry. Although pupils work in the medium of clay, no evidence of this work was available.
75. Some impressive artwork is on display in the hall, which has involved the whole school. Working with McAlpines, the school's new business partners, pupils have developed some very effective techniques to represent various aspects of the current motorway-widening scheme. Drawings and paintings show a variety of mechanical equipment, power pylons, wheel designs and tyre treads, metal gantries and soil erosion. All this followed an informative presentation and video evidence by the firm, which acted as a stimulus and produced a wide range of ideas.
76. Pupils enjoy art and design but when questioned were unsure about some of the processes they had been involved with. They were unable to think of a British artist, and could name only Vincent van Gogh and Picasso with any certainty. Sketchbooks are used well and work is regularly marked.
77. The school is currently piloting an assessment scheme for art with the local education authority advisor. The quality of display has improved since the last inspection and is now good. Overall improvement has been satisfactory.

DESIGN AND TECHNOLOGY

78. Evidence is drawn from one lesson of design and technology, discussions with pupils in Year 6, displays of pupils' work, and activities taking place during the school's options afternoon where pupils are involved in a variety of practical activities. On the basis of the evidence available it is not possible to make a judgement about provision in the subject or the quality of teaching, overall. However, work seen indicates pupils' attainment is broadly in line with national expectations by the end of Year 6.

79. Pupils in Year 6 talk confidently about their work in design and technology and particularly about the controllable vehicles they made in Year 5. They had enjoyed dismantling a radio-controlled jeep to see how it worked. Using this knowledge they progressed to their own designs. They used skills developed in science to make a circuit, linked to a power source, which would work a motor inside their vehicles. When they had finished making and testing their models pupils completed an evaluation to decide what had worked well, and what could be improved next time.
80. The school has developed a good link with a local technology college, working with one of their specialist teachers to complete several design and technology projects. Pupils have visited the college and experienced working with a variety of tools and equipment to extend the range of opportunities normally available to them. Moorlands school staff have also benefited from this college link by participating in a technology day that increased their expertise in the subject. On the school's options afternoon, valuable art and design and design and technology work was taking place, focused on developing pupils' skills in these subjects, as they made an 'Iron Man', and designed and made individual greetings cards.

MUSIC

Provision in music is **very good**.

Main strengths and weaknesses

- Music is a strength of the school.
- Standards of attainment are well above expectation.
- Pupils' musical skills are very well developed in the choir and orchestra.
- Music is well led and managed by a teacher with considerable expertise.
- Pupils do not have opportunities to develop compositional skills using computers.

Commentary

81. Music plays a very important part in the life of the school and offers all children an opportunity to become involved in additional musical activities. Pupils start to play the recorder when they enter Year 3, and many continue to do so throughout the school, reaching a very high standard by the end of Year 6. A number of specialist teachers visit the school each week to instruct pupils in flute, clarinet, cornet, trumpet, trombone, violin and cello. As a result of this very good teaching, and pupils' commitment to practice, many reach very high standards and are entered for grade 4 external examinations. Pupils' musical skills are also developed very well in classroom lessons. By the end of Year 6, standards of attainment are well above those expected nationally, and pupils achieve very well. Pupils with special educational needs, and those with English as an additional language, make very good progress and achieve very well in relation to their capabilities. There are no significant differences in the attainment of boys and girls. Music has continued to be a strength of the school since the previous inspection because high standards of attainment have been maintained, and provision has continued to improve due to the skill and expertise of specialist staff.
82. Only two lessons were seen, and the quality of teaching was good in one and very good in the other. There were also observations of choir, orchestra and recorder practices where the quality of teaching was never less than very good. As a result of this very good teaching, pupils' musical skills are developed very well, for example, when working on challenging pieces for a forthcoming competition in Liverpool. The choir's performance of 'Evening Prayer' was sung sweetly, with very good diction and excellent contrasting loud and soft sections. The orchestra's version of the Beatles' song 'Lucy in the Sky with Diamonds' included a challenging cello passage and lively percussion part. Pupils responded very well to the teacher's guidance on how to improve the quality of performance, and persevered in putting this into practice. These enriching extra-curricular activities are providing opportunities for pupils to become very

skilled musicians. Pupils are also developing very good skills in classroom lessons. For example, in a very good lesson in Year 6, pupils built up several layers of accompaniment on glockenspiels, xylophones, trumpets, cellos and recorders to the round 'Nanuma'. They rose to the challenge of finding the missing notes of a partially completed score very well. The teacher skilfully added parts as the lesson developed, managing to include all pupils in a grand performance. All pupils made very good progress in this lesson as a result of the very good teaching and their very positive attitudes to music.

83. Leadership and management of the subject are good. The co-ordinator works in several year groups and this contributes to very good continuity and progression in the subject. At present there are no formal assessment procedures to track individual pupils' progress in lessons, but the school has plans to introduce these when it has considered the format this should take. Pupils have opportunities to develop compositional skills in lessons, but these are not extended through opportunities to work with composition software in the computer suite. The co-ordinator's action plan has identified this as an area for development and plans to introduce these additional opportunities.

PHYSICAL EDUCATION

Provision for pupils in physical education is **good**.

Main strengths and weaknesses

- Very good teaching promotes good learning and achievement of pupils with wide-ranging needs.
- There is no fixed climbing equipment, which rules out an element of pupils' gymnastics development.
- Extra-curricular sporting provision is good but the range of activities available focuses only on games.

Commentary

84. Standards in physical education are average. By the age of 11, pupils are beginning to acquire a good sense of rhythm in dance. A few are somewhat inhibited when performing in front of others. Pupils have satisfactory hand/eye co-ordination in games involving throwing and catching. Shooting skills in netball are variable, with girls achieving slightly better than boys because of the care they take. Pupils demonstrate a clear understanding of theoretical aspects of games and the basic rules under which they play. This was clearly demonstrated in a wet-weather lesson when pupils were able to devise their own group games related to hockey. Pupils with special educational needs demonstrate good achievement along with the majority of other pupils. Their work in gymnastics is well controlled due to very good teaching, which makes them focus on the quality of their work from the outset. Although swimming was not observed, every effort is made to ensure that all pupils can swim by the time they leave school.
85. The quality of teaching is very good and this is one area that has shown significant improvement since the last inspection. Relationships among pupils and teachers are very good and, combined with very good class control, lead to good behaviour in almost all lessons. Pupils work well together and show a high level of interest in what they are doing. They make a good effort to respond to instructions and are therefore able to operate in safety. Teachers place a strong emphasis on pupils' ability to evaluate what they and others are doing, which leads to greater understanding. Very occasionally, the pace of a lesson is too slow and activities do not provide enough challenge. Similarly, where a teacher's subject knowledge is not secure, pupils' mistakes are not corrected.
86. A relatively newly appointed co-ordinator provides satisfactory leadership and management. Participation in sport is part of a very good programme of out-of-hours' activities. Although consumable resources are good there is currently no fixed climbing equipment and this rules

out an element of pupils' gymnastic development. This situation has not improved since the last inspection. Overall improvement has been satisfactory.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision for pupils' personal, social and health education is **very good**.

Provision for the development of pupils' personal, social and health education is timetabled for all classes and, although only a small amount of dedicated activity was seen in this important area, these areas permeate all school activities, are planned for in many lessons and activities and are integral to pupils' education. As a subject, however, personal, social and health education it is still in its infancy with structures and a scheme of work currently being developed.

Commentary

87. This area is a very significant part of the school's work and a lot of effort is put into developing pupils' personal and social skills. Assemblies play an excellent and important part in this, with classes learning to take responsibility, listening to the thoughts and feelings of others, developing self-confidence and performing, for example when presenting class assemblies or singing or playing musical instruments. Assemblies also afford opportunities for celebration of pupils' achievements and things they have done well, with a weekly opportunity for parents to attend.
88. With a wide-ranging intake the school feels that it essential to develop pupils' responsibility, their independence and their self-esteem. To this end the school has clear structures and guidance for a rewards system which values individual effort and achievement, not only in response to lessons, such as in answering questions, but also when pupils help each other and contribute to the school community as a whole. The school ethos is very much centred on the school as a caring, valuing community and it is extremely successful in this.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	1
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	2
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	3
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	2
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	2

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

