

INSPECTION REPORT

MOAT HALL PRIMARY SCHOOL

Great Wyrley

Walsall

LEA area: Staffordshire

Unique reference number: 124191

Headteacher: Mr J Lay-Flurrie

Reporting inspector: Mr D Hardman
17794

Dates of inspection: 27 – 29 March 2000

Inspection number: 189246

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: John's Lane
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West Midlands

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Appropriate authority: Staffordshire

Name of chair of governors: Mrs B Sigley

Date of previous inspection: 20 05 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Moat Hall Primary School is a very large school situated in the community of Great Wyrley near the town of Cannock, in Staffordshire. The school serves a wide geographical area. There is a broad social mixture in the school. Many pupils' attainment on entry to the school is well below the national average although the full ability range is represented. There are 302 boys and 272 girls currently on roll and a further 21 part-time pupils in the reception classes. There are no pupils who have English as an additional language and very few from ethnic minorities. Approximately 10 per cent of pupils are eligible for free school meals, which is broadly in line with the national average. Fifteen per cent of pupils have been identified as having special educational needs, which is below the national average, and three per cent have statements of special educational need, which is above the national average. Many of these special educational needs pupils have specific learning difficulties; for example, a significant number are autistic.

HOW GOOD THE SCHOOL IS

This is a very good school. Excellent leadership by the headteacher, senior management team and governors provides clear direction for future developments. Teaching is very good and sometimes excellent. This leads to very good learning and, in the current Year 6, pupils' attainment is above the level expected for their age in English, mathematics and religious education. It is well above expected levels for science. Pupils are responsible and relationships in school are excellent. The school achieves this with expenditure that is well below the national average and consequently gives very good value for money.

What the school does well

- The leadership of the school by the headteacher, senior management team and governors is excellent. The quality of teamwork by all staff is very good and fosters a very positive ethos in the school.
- The monitoring and evaluation of the school's performance, including the pilot scheme for the school's review of its own teachers' performance, is excellent.
- Teaching is very good and sometimes excellent, which leads to very good learning.
- The procedures and provision for pupils with special educational needs are very good. As a result, pupils make good progress.
- Pupils' attitudes and behaviour are very good. Relationships and opportunities for personal development are excellent.
- The provision for pupils' spiritual, moral and cultural development is very good. It is excellent for social development.
- Procedures for child protection and for ensuring pupils' welfare are very good.

What could be improved

- The equipment the school has for the teaching of information technology. The provision for the use of information technology to develop pupils' independent skills in handling data in other subjects, particularly mathematics and science.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The headteacher, staff and governors have done as much as they could to tackle the key issues identified for development in the last report. The school now achieves the systematic development of subject specific skills because they have revised programmes of study in all subjects to reflect a focus upon developing skills. This has been supported by the introduction of Qualifications and Curriculum Authority schemes of work. The school has raised the expertise and expectations of teaching and support staff through school based and local education authority training. Teachers have evaluated curriculum processes and attainments achieved by pupils as a basis for further development and target setting for individuals and groups. As a result, the standards achieved by pupils have improved since the previous inspection.

The provision and teaching of information technology is also much improved with more confident teaching and pupils achieving higher standards than previously. Provision and standards are likely to continue to improve because of the very good development plan that identifies the acquisition of a greater range of new computers and programs to extend pupils' experiences when the national grant is available in the near future.

The planned programme to teach pupils to appreciate the diversity and richness of other cultures, seizing opportunities in various subjects is now very good. There are numerous opportunities, which teachers use very well to improve pupils' cultural knowledge and understanding. These include the study of music and religious festivals from other cultures and world faiths.

In collaboration with the local authority the toilet facilities have been upgraded and the Key Stage 1 play area was fitted with a range of interesting features. This has unfortunately been recently vandalised but the school has very good plans to provide new fittings that are intended to be vandal proof.

STANDARDS

The table shows the standards achieved by 11-year-olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	B	B	C	C
Mathematics	C	A	B	C
Science	B	A	A	A

Key	
<i>well above average</i>	A
<i>above average</i>	B
<i>average</i>	C
<i>below average</i>	D
<i>well below average</i>	E

The table shows that in the 1999 National Curriculum tests for 11-year-olds, the school's results were about the same as the national average in English, above the average for mathematics and well above the average for science. When compared with similar schools, results were the same in English and mathematics and much better in science. These results are a credit to the school because a significant proportion of pupils had special educational needs in classes last year. The outcome of the inspection finds that, by the age of eleven, standards in English, mathematics, science and religious education are above the level expected by the age of 11. The school is maintaining high standards and setting realistic targets to improve further. The school is aware that pupils' attainment and progress in information technology could be improved.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to the school and their work. They enjoy coming to school and their enthusiasm for school life is excellent, which improves their learning.
Behaviour, in and out of classrooms	Pupils show high levels of self-discipline, they know what is expected of them and they behave very well. When they move around the building, use the dining hall and play at break times they are considerate, aware of the needs of others and support each other very well.
Personal development and relationships	Pupils' personal development is excellent. They respond very well to the school's encouragement to take responsibility for their actions. The relationships in the school are excellent because of the commitment of all the staff to the pupils in their care.
Attendance	Attendance is satisfactory and is broadly in line with the national average. Pupils arrive at school promptly, settle into class quickly and lessons start on time. There have been three fixed period exclusions from the school in the last year.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Very good	Very good	Very good

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

Twenty one lessons or part lessons were seen. Teaching was good or better in all lessons: it was good in 19 per cent, very good in 62 per cent and excellent in 19 per cent of lessons. No unsatisfactory teaching was seen during the inspection. Teaching was consistently very good for children under five. Staff develop children's language and number skills in a wide range of activities and by encouraging them to talk about what they are doing. Teaching was consistently very good in both key stages. The quality of teaching throughout the school makes a significant contribution to the way pupils acquire new knowledge, develop their ideas, learn new techniques and how to use them to improve their learning. The teaching of literacy and numeracy is very good in both key stages. Pupils with special educational needs are very well supported by good teaching that provides challenging activities. The very good teaching of basic skills, the high expectations teachers have of pupils' behaviour and effort, very well managed lessons that maintain a lively pace and lead to good concentration by all pupils make a significant contribution to pupils' learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a relevant curriculum that meets the needs of all pupils. Children under five are provided with a wide range of activities that meet the targets for children of this age. Many opportunities are provided to stimulate pupils' curiosity, interest and understanding. A wide range of activities, both in and out of school, enhances the quality of pupils' learning.
Provision for pupils with special educational needs	The school makes very good provision for pupils with special educational needs. Carefully planned work enables many of these pupils to reach standards in English, mathematics and science that are expected for their age. Teachers know their pupils very well and provide challenging activities that make a positive contribution to their attainment and learning.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' spiritual, moral and cultural development is very good; it is excellent for pupils' social development and a strength of the school. This provision makes a very significant contribution to promoting the school aims and fosters a very strong sense of community where pupils care for and respect each other.
How well the school cares for its pupils	Procedures for child protection and for ensuring pupils' welfare are very good. There are very good procedures for assessing pupils' attainment and progress. The results of assessments are used effectively to guide teachers' planning and to raise pupils' achievements.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and senior management team provide excellent leadership and give a clear educational direction for the school. The quality of teamwork by all staff is very good and fosters a very positive ethos in which all pupils are valued and their efforts well-supported.
How well the governors fulfil their responsibilities	The governing body is committed to helping the school move forward. Governors make an excellent contribution to the effective running of the school and are committed to maintaining and raising standards further.
The school's evaluation of its performance	The school knows its strengths and areas for development and has a very good grasp on how to improve. The self review programme is having a very positive impact on the quality of teaching and all staff work very hard to improve their own work and the educational opportunities provided for pupils.
The strategic use of resources	The school has sufficient staff to meet the needs of the National Curriculum and staff are well-deployed throughout the school. Support staff play an important role in the life of the school and make a significant contribution to pupils' learning. The accommodation is very well-maintained. With the exception of information technology, resources to support pupils' learning are good and used effectively. The school's finances and administration procedures are good. It costs much less to educate each pupil than is the case nationally and consequently the school provides very good value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • Their children are making good progress. • Behaviour in the school is good. • Teaching is good. • They feel they can go to the school with any questions or problems. • The school expects children to work hard. • The school helps children to become more mature and responsible. • The school is well led and managed. 	<ul style="list-style-type: none"> • The amount of homework children receive. • The way the school works with parents.

Parents consider that they have a good partnership with the school and express satisfaction with virtually all areas of its life and work. Inspection findings confirm the positive views expressed by parents about the school. The school notifies parents of a timetable for homework for each year group and the inspection team found that an appropriate amount is set by the school to help raise standards and improve pupils' progress. The school works very well with parents. Regular, informative newsletters, an 'open door' policy and discussion

evenings, where teachers, parents and pupils discuss achievements and set targets for improvement, make a very significant contribution to the partnership with parents.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

- 1. The leadership of the school by the head teacher, senior management team and governors is excellent. The quality of teamwork by all staff is very good and fosters a very positive ethos in the school.**
2. The headteacher, senior management team and governors give a clear educational direction for the school. The decision to have two deputy headteachers is an initiative which is making a very positive contribution to the running of the school. Together with the headteacher they form a team whose dynamic approach and enthusiasm fosters a very positive ethos in the school, where all staff and pupils are valued and their efforts very well supported. The governors take their responsibilities very seriously and make a very positive contribution to helping the school move forward. The school leadership has responded very effectively to the last inspection and all issues identified for improvement have been successfully addressed.
3. The school development plan is a very detailed and effective management tool, which clearly identifies the priorities and targets to be tackled and guides the work of the school. It provides a baseline against which future development can be measured and is having a positive effect on the future direction of the school. Educational and financial planning are clearly cross-referenced. Priorities include the continued monitoring of the curriculum in order to improve further pupils' attainment and learning. The school knows its strengths and areas for development and has a good grasp on how to improve. The school uses a wide range of assessment procedures to monitor pupils' attainment and progress and target specific areas when required. All staff work hard to improve their own work and the educational opportunities presented to pupils. The school has clear targets for improvements. For example, the school has identified the need to purchase new equipment and resources to improve pupils' attainment and progress in information technology.
4. The governors keep themselves very well informed and are not afraid to challenge decisions about spending and curriculum. They ensure that the school competes for best value. The very good committee structure enables them to support the head teacher and meet their statutory responsibilities. There are link governors in place for literacy, numeracy and special educational needs who visit the school regularly and effectively monitor the delivery of the curriculum. The chair of the governors works very closely with the headteacher and they meet regularly to discuss the school and its work. The school's aims are clearly expressed and have been collaboratively developed and agreed. The governors have a clear picture of the work of the school and are particularly pleased with the attainment and learning of all pupils.
5. All staff have a shared commitment to raising standards. They have succeeded in creating a learning environment where relationships are excellent and pupils feel secure and valued. A very positive ethos reflects the school's commitment to achieve the highest educational standards and equal opportunity for all pupils. Their contribution to the effective running of the school is very good.
- 6. The monitoring and evaluation of the school's performance, including the pilot scheme for the school's review of its own teachers' performance, is excellent.**
7. Since the last inspection, the headteacher, senior management team and subject co-ordinators have led the way in monitoring the quality of teaching. The most recent initiative in this monitoring is the moderated self-review in which, in co-operation with the local education authority, teachers are paired with a colleague moderator. There are two

organised observations of each other's lessons looking at a particular aspect of teaching and learning. This is followed by a frank discussion and evaluation of the activity and targets are set for future teaching and learning. As a result, teachers are more aware of their strengths and areas for development in their teaching. This system is working very well and, by providing a model for future observations in other subjects, ensures that the school is in a good position to continue to improve the quality of teaching and learning. The appointment of two deputy headteachers is having a positive impact on the leadership of the school. There is a clear advantage for the senior management team in having three different team members with a variety of interests and perspectives of the school. They engage in detailed and lengthy discussions and evaluations of initiatives, which are then discussed with staff and governors before being used to guide the future planning for the school.

8. Staff with leadership and management responsibilities continue to contribute to the effective running of the school. Subject co-ordinators support their colleagues in the classroom and they are aware of how their subjects need to develop. A good example of this is information technology. The quality of teaching and coverage of the National Curriculum for information technology was a key issue in the last inspection. Now, as a result of hard work by all staff and very good leadership by the co-ordinator, teaching has improved considerably and pupils' attainment matches the level expected for their age by the end of Key Stage 2. Despite this, the co-ordinator is aware that more work needs to be done to further extend pupils' experiences and raise standards. The school is in a good position to move forward in information technology because the government grant will soon be available to improve resources. Teachers are prepared to work effectively together, sharing good practice and examining ways to use the established computer suite to even better effect.
9. The school regularly monitors the attainment of groups of pupils, through their performance in statutory and optional tests and by their progress during the year. The results are analysed by the senior management team and subject leaders to identify priority areas for development, such as the setting of classes. Subject co-ordinators and year teams meet weekly, monitor the planning for each year group and work very effectively to improve the quality of teaching, planning and pupils' learning. Attendance is monitored weekly by a deputy headteacher in response to individual concerns.
10. The school monitors the use of finances and the school's performance in achieving the targets set in the school development plan. As well as using data from all staff, the school evaluates the attitudes and behaviour of pupils through meetings between staff, parents and pupils and by extensive use of discussions which incorporate pupils' self analysis, noted in their records of achievement. These activities make a very positive contribution to the school's excellent evaluation of its performance
- 11. Teaching is very good and sometimes excellent, which leads to very good learning.**
12. Twenty one lessons or part lessons were seen. Teaching was very good for children under five and in both key stages. The headteacher and staff are implementing the school's policy for monitoring and improving teaching and it is being used effectively to raise the quality of all teachers' performance. The quality of teaching throughout the school makes a significant contribution to pupils' attainment and progress. The teaching of basic skills is very good throughout the school. Pupils with special educational needs are very well supported by very good teaching. The quality of the teamwork by teachers, support staff and volunteers has a very positive impact on pupils' learning and the high standards they achieve in English, mathematics and science. All this shows clearly that the school is taking a serious approach to the maintenance and improvement of teaching.

13. The teaching of English is very good and sometimes excellent. Teachers' planning is clearly linked to the requirements of the National Literacy Strategy. Teachers plan their lessons well and work is well matched to individual pupils' needs. For example, in a Year 1 lesson, the teacher set challenging tasks for pupils when developing their ability to read for information. Group tasks were set, each with a different focus; for example, one group had to use their research skills to find the names of parts of a dinosaur. Using different books, they made good progress and completed the task in the time allowed. Pupils' relationships with teachers and other adults in the classroom ensure that they achieve well. In many lessons pupils' very positive attitudes, high levels of concentration, eagerness to do well, very good behaviour and an ability to share ideas make a very positive contribution to pupils' learning. For example, in a Year 6 shared reading session pupils showed their maturity and ability to empathise with the characters in the story 'Leaving Home' and explained that: 'the distress was caused by having to leave parents behind and not being fully aware of what was happening'.
14. The teaching of mathematics is consistently very good and sometimes excellent. Teachers effectively use the National Numeracy Strategy and plan lessons that are challenging and interesting. For example, in a Year 5 mathematics lesson, pupils used a warm up exercise to try to beat their own best time to complete a number grid using mental addition and subtraction operations. A high number of pupils beat their own best score and the pleasure they felt was evident in their faces. Lessons are very well planned and teachers ensure that all pupils know the specific objectives to be learned. For example, in a Year 2 lesson on data handling, pupils were taught how to construct pictograms using information they had collected on weather patterns. Very good use of questions enabled the teacher to assess pupils' understanding and help them to use their tally charts to construct their pictograms. Teachers' expectations are very high and they expect the best of all pupils. Pupils respond well to the challenge in lessons. In all year groups, pupils are encouraged to be independent as they work and they clearly understand that they have to get on with their tasks as the class teacher works with other groups.
15. Teachers in both key stages use time efficiently and, in the best lessons, they make very clear to pupils the amount of time allocated to tasks. For example, in a Year 6 science lesson a clear target was set for pupils to experiment with pulse rates and to record accurately their findings after one minute of exercise in different activities. In this activity, the teacher assessed pupils' work well, the areas of difficulty were identified and good humour used to help pupils. This led to a very stimulating session, where the co-operation of pupils in mixed groups was excellent and greatly enhanced their learning and social development.
16. **The procedures and provision for pupils with special educational needs are very good. As a result, pupils make good progress.**
17. The school makes very good provision for pupils with special educational needs and fulfils all legal requirements. Very good policies and procedures aimed at ensuring early identification and support are in place. Pupils are identified early in their school life and appropriate action is taken to provide clear, well-defined targets to help them overcome their difficulties. The special needs register is well organised and up-to-date and any changes in the circumstances of pupils are noted and, if necessary, acted upon. Having identified pupils who need additional support, teachers and the co-ordinator work closely together to create individual education plans for learning. The good quality of these, coupled with very good teaching, are reasons why pupils often catch up with their classmates. Pupils' views are taken into account when setting targets and these are recorded in pupils' own records of achievements. Parents are suitably involved in the review of their children's progress. The school liaises very well with outside agencies

when necessary. Workshops for parents, funded by the home/school partnership, provide activities which support pupils' learning.

18. The teaching of pupils with special educational needs is very good and is particularly successful during literacy and numeracy lessons. Teachers have high expectations of their pupils. They ensure that work is well matched to individual ability levels and to the targets contained within individual education plans. Pupils are set challenging tasks and activities, which is having a direct impact on the good progress made. All pupils work within the programmes of study of the National Curriculum. Lessons are planned effectively, with tasks and activities for all ability levels. There is close teamwork between class teachers, support teachers and assistants and all staff are familiar with the information in the education plans for pupils in the class. They use this information well to plan appropriate work for pupils that meets their needs and enables them to make progress and maintain motivation. The attitudes of pupils with special educational needs are very good in lessons. Pupils with special educational needs are wholly integrated into all aspects of school life and have positive relationships with their peers and adults. This very positive attitude makes a very good contribution to their learning and the good progress they make throughout their time in school.
19. **Pupils' attitudes and behaviour are very good. Relationships and opportunities for personal development are excellent.**
20. The behaviour of pupils remains very good. They clearly enjoy coming to school and their enthusiasm for all aspects of school life is excellent. This has a very positive impact and increases the rate of their learning.
21. Pupils, from the time they enter the school, have very good attitudes towards school and their work. This is borne out by observations in lessons and through formal and informal discussions with pupils. Pupils are interested in all aspects of the curriculum and respond positively to the many opportunities that the school provides. These attitudes make a positive contribution to all pupils' learning and the progress they make during their time in school. Pupils enjoy their lessons and show a keenness to learn. For example, in a Year 3 science lesson, pupils were enthralled by the teacher's use of dental moulds to demonstrate the structure and purpose of teeth. They enjoyed the practical activity and considered carefully which teeth they were using to bite or grind an apple segment.
22. Pupils have a very good understanding of expected behaviour and school rules. Their behaviour in the dining hall, around school and in the playground is very good. Pupils are polite, well mannered and keen to talk to visitors. Pupils behave very well in lessons and they are very courteous to adults. Pupils behave very well in assemblies and are very interested in the proceedings. There was no sign of bullying or aggressive behaviour in the playground during the inspection and there is no evidence of any anti-social behaviour. This positive picture is supported by parents' views expressed in their response to the questionnaire.
23. Relationships between pupils and between pupils and adults are excellent. All staff know their pupils very well and pupils are treated in a very mature manner. Pupils collaborate very well when working on group tasks and respect and listen to one another's views. Teachers are keenly aware of pupils' needs. Young children in the reception class were observed regularly sharing resources and co-operating well with adults in their work and they worked effectively together in pairs and small groups to carry out activities. Throughout the school pupils work well on individual tasks, concentrate and do their best. In the playground pupils relate well to each other and play amicably in small and large groups.

24. Pupils are very keen to take responsibility and show initiative. For example, they willingly set out resources for assembly and clear away after it without supervision. At lunchtime, pupils of all ages offer drinks to visitors and clear tables without being asked. They collect and donate generous sums of money to a variety of charities. The contribution to pupils' personal and social development is enhanced by residential visits where they work and play co-operatively in a wide range of academic and physical activities. The school and its resources are well looked after by all pupils who were observed hanging up coats that had fallen on the floor. All these opportunities help to advance their personal development. Pupils' current attitudes, behaviour and personal development represent an improvement since the previous inspection, when there was a need to create more opportunities for pupils to exercise initiative and responsibility. The school is well placed to maintain these high standards and continue to develop this aspect of pupils' education.
- 25. The provision for pupils' spiritual, moral and cultural development is very good. It is excellent for social development.**
26. This aspect of school life has improved considerably since the previous inspection to become a very strong feature, central to the work of the school. It makes a significant contribution to the stated aims of the school. Pupils are given many opportunities that lead them to become sensitive and considerate young people with a firm understanding of their role in society. The school provides an excellent ethos, which generates a happy, caring and supportive environment. The school is well placed to maintain this provision.
27. The provision for pupils' spiritual development is very good. It is promoted thoughtfully through carefully planned opportunities in the curriculum and daily assemblies. Staff conduct collective worship in a calm atmosphere and they make time for quiet prayer and reflection. For example, in a Key Stage 2 assembly the theme of unexpected change was used to create a sense of awe for a lady who recovered her sight and saw the beauty of a flower for the first time. Pupils were encouraged to think positively about their own senses and what they do well. This celebration of pupils' own talents makes a significant contribution to pupils' awareness of the spiritual aspects of life. In subjects such as English, music, art and religious education, teachers enable pupils to gain spiritual awareness through work and discussion. For instance, in a Year 6 English lesson, pupils showed a sense of empathy with the children in a story who had to leave their home and parents behind when they were evacuated. Teachers provide pupils with many very good opportunities to explore their inner feelings in quiet discussion. For example, in religious education lessons pupils become more aware of the meaning of prayers by writing their own.
28. The provision for pupils' moral development is very good. Staff provide a very strong moral code. They provide clear guidelines for acceptable behaviour and take advantage of opportunities to make pupils aware of the difference between right and wrong. In some classes, pupils are involved in the making of class rules and clearly follow them by demonstrating very high standards of personal behaviour and honesty. There are many opportunities for staff to promote moral values by emphasising the importance of listening to others, abiding by rules, playing fairly and taking responsible decisions. Pupils are made aware of the plight of people from other communities who experience poverty and are all the more appreciative of the opportunities that they have. Throughout the school, there is a strong sense of community, which actively supports regular reflection on issues that impinge upon the pupils' lives; for example, new and younger pupils are always cared for and made to feel welcome on arrival. Pupils are provided with opportunities to examine their own and others' faiths and beliefs as they learn about Christianity and other world religions such as Buddhism and Islam.

29. The provision for pupils' cultural development is very good. Through careful curricular planning, pupils are provided with many opportunities to learn about their own and other cultures in art, history, geography, music, religious education and English. They study the works of the artists Renoir and Monet and greatly benefit from the work of a local artist in the unique paintings in the school corridors. The school promotes music, dance and song, familiar and foreign. The range of musical opportunities for pupils makes a significant contribution to their cultural development. They know Christian traditions and the school ensures that pupils gain an understanding of other cultures and faiths. They learn of Hinduism in lessons; practical food tasting and the examination of religious artefacts bring alive the culture of this faith. A very wide range of visits to places of interest both locally and further afield makes a significant contribution to pupils' knowledge of their own cultural traditions.
30. The provision for pupils' social development is excellent. The excellent relationships in the school contribute strongly to pupils' very good attitudes to social behaviour and self-discipline. Staff are very good role models, promoting values such as courtesy and respect for others. They encourage pupils to work together co-operatively and fairly in lessons in subjects such as science and physical education and to act on their own initiative. They create opportunities to guide pupils towards taking responsibility for themselves and for others. For example, two pupils organise and run their own teams to produce a newspaper and to sort out the tokens collected for school books and equipment. This example of mature, responsible attitudes is reflected in the teamwork of all pupils helping to complete the tasks in their own time. All staff are very successful in promoting pupils' enthusiasm for school. Moat Hall is a very caring community where all pupils are valued. Consequently, pupils' self-esteem is very high.
- 31. Procedures for child protection and for ensuring pupils' welfare are very good.**
32. The school continues to be a very caring community. All staff know their pupils very well and excellent relationships are evident. These underpin the success the school achieves in all elements of this aspect of school life, as well as the success and confidence enjoyed by individual pupils. Very good strategies are in place for child protection. A detailed policy closely follows the Local Education Authority's guidelines. Staff are aware that the headteacher is the named person responsible and of the procedures they must follow if they feel a child is at risk of significant harm. The headteacher has received training, which is updated and shared with all staff on a regular basis. Similarly, the school makes very good provision to ensure the health and safety of its pupils and staff. A clear policy is in place and its recommendations are put into practice on a day-to-day basis. For example, teachers are on duty in the morning as pupils arrive and very good supervision ensures safe playtimes. The lunchtime break is well supervised and accidents or illness are dealt with promptly and efficiently. Pupils of all ages move around inside the building in a sensible, orderly manner and their behaviour during wet playtimes when they are in school is very impressive. For example, pupils were brought inside when rain started and they moved sensibly to classrooms and selected games and books or chatted quietly amongst themselves, without any prompting from staff.
33. Informal systems are used to monitor pupils' personal development. These are based upon the excellent relationships between staff and pupils and the fact that each pupil is known very well. Many opportunities are provided to promote pupils' personal development. Pupils are encouraged to take responsibility for their actions and learning. They work in pairs or larger groups. They show understanding, respect, tolerance and friendship to others. Older pupils care for younger pupils. They select equipment for their tasks or set out equipment for others, for example pupils prepare the hall each day for assembly. A week's residential visit is provided for the oldest pupils each year. This experience is enjoyed by all and is an excellent way to promote and monitor pupils' personal development.

34. The school policy on behaviour includes a monitoring report for pupils' behaviour at playtimes, which is obviously understood and implemented by all staff. No incidents of bullying or misbehaviour were seen during the inspection and all pupils were clear about what they must do if someone frightened or hurt them. Provision for monitoring pupils' attendance is very good; unexplained absences are followed up immediately, indicating the high level of care the school provides for its pupils. Staff prefer to encourage good attendance by ensuring that pupils enjoy coming to school. The interesting lessons, high quality teaching, very good relationships and very caring ethos help to maintain pupils' attendance.

WHAT COULD BE IMPROVED

35. **The equipment the school has for the teaching of information technology. The provision for the use of information technology to develop pupils' independent skills in handling data in other subjects, particularly mathematics and science.**
36. Since the last inspection, the school has done as much as it could to tackle the issue of developing the use of information technology across the curriculum. It has been successful in improving the quality of teaching and the curriculum and in raising standards to a level that is in line with expectations at the end of both key stages. The school is waiting for the national grant for improving facilities for information technology. The headteacher and co-ordinator are keen to raise standards further and have a very good plan for doing so.
37. Although the school has sufficient resources to cover the requirements of the National Curriculum, it is aware that the provision of extra resources, including more modern computers and a wider range of programs, is essential for the further development of the subject. The provision of the computer suite has been successful and has resulted in an improvement in the teaching of information technology because staff can teach larger groups of pupils the skills they need. However, the siting of the suite, at the end of a corridor, sometimes means that classes are disrupted by pupils returning from other activities, such as assemblies. The school is aware of this and is actively examining the use of the Key Stage 2 library and computer suite with a view to making a combined resource area to further develop pupils' independent research and information technology skills and provide an area that can be timetabled for use when disruption is at a minimum.
38. The school has recognised that teachers will need further training if they are to keep up to date with fast changing technology and in particular if they are to make use of the internet and electronic mail to support pupils' learning. The school development plan includes the establishment of a more efficient network in the information technology suite and the further audit of training needs for staff when the National Grid for Learning grant is available. The school has been informed that this will be in the near future. Further development is hindered because of the limited range of resources to support and extend the curriculum, particularly in mathematics and science. The school has made improvements in provision since the previous inspection and there is a clear commitment to provide the resources required to extend the range of pupils' experiences. As a result, the school is well placed to make further improvements.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

39. To raise standards and further develop the quality of education the governors, head teacher and staff should:

Improve pupils' progress and raise attainment by the end of Key Stage 2 in information technology by:

- providing more resources to ensure that pupils have opportunities to cover the programmes of study of the National Curriculum in more depth;
- ensuring that information technology is used consistently in other subjects, particularly mathematics and science, to further develop pupils' independent skills in data handling.

NB. The school has identified this issue in its own priorities and has a very good action plan in place to address this matter.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	21
Number of discussions with staff, governors, other adults and pupils	22

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
19	62	19	0	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		585
Number of full-time pupils eligible for free school meals		59

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		18
Number of pupils on the school's special educational needs register		92

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	30
Pupils who left the school other than at the usual time of leaving	25

Attendance

Authorised absence	%
School data	5.2
National comparative data	5.4

Unauthorised absence	%
School data	0.2
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	45	43	88

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	40	38	41
	Girls	41	40	42
	Total	81	78	83
Percentage of pupils at NC level 2 or above	School	92 (83)	89 (84)	94 (92)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	40	39	42
	Girls	41	41	42
	Total	81	80	84
Percentage of pupils at NC level 2 or above	School	92 (89)	91 (91)	95 (93)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	45	39	84

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	31	35	43
	Girls	32	31	37
	Total	63	66	80
Percentage of pupils at NC level 4 or above	School	75 (76)	79 (87)	95 (97)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	32	35	38
	Girls	33	31	35
	Total	65	66	73
Percentage of pupils at NC level 4 or above	School	77 (83)	78 (85)	86 (90)
	National	68 (65)	69 (65)	75 (72)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	3
Indian	2
Pakistani	0
Bangladeshi	0
Chinese	0
White	484
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	3	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	24
Number of pupils per qualified teacher	27.9
Average class size	26.6

Education support staff: YR – Y6

Total number of education support staff	15
Total aggregate hours worked per week	299

Financial information

Financial year	1999
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	£
Total income	792,583
Total expenditure	780,636
Expenditure per pupil	1,405
Balance brought forward from previous year	14,270
Balance carried forward to next year	26,217

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	1,000
Number of questionnaires returned	217

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	38	5	0	1
My child is making good progress in school.	48	48	2	0	0
Behaviour in the school is good.	44	49	3	0	4
My child gets the right amount of work to do at home.	36	48	12	2	2
The teaching is good.	50	47	1	0	1
I am kept well informed about how my child is getting on.	38	49	10	3	0
I would feel comfortable about approaching the school with questions or a problem.	59	30	7	2	1
The school expects my child to work hard and achieve his or her best.	59	39	0	0	1
The school works closely with parents.	39	48	11	1	1
The school is well led and managed.	47	43	5	1	4
The school is helping my child become mature and responsible.	46	48	4	1	1
The school provides an interesting range of activities outside lessons.	39	45	4	0	11