

Moulton Primary School

Church Hill, Moulton, Northampton NN3 7SW

Inspection dates

12–13 July 2016

Overall effectiveness

Good

Effectiveness of leadership and management

Good

Quality of teaching, learning and assessment

Good

Personal development, behaviour and welfare

Good

Outcomes for pupils

Good

Early years provision

Good

Overall effectiveness at previous inspection

Requires improvement

Summary of key findings for parents and pupils

This is a good school

- Since the last inspection, the quality of education has improved quickly. As a result, pupils achieve good standards in mathematics, reading and writing across the school.
- The headteacher is ambitious for the school. She has set high expectations of what the school can achieve.
- The clear direction set by the headteacher has ensured that the quality of teaching has improved rapidly. As a result, pupils make good progress across a range of subjects.
- Teaching and learning are good overall. Teachers plan learning that challenges and engages pupils. Consequently, behaviour in lessons is good because pupils want to learn.
- Well-trained and effectively deployed teaching assistants play a strong role in helping all groups of pupils to progress well.
- Parents say that their concerns are addressed quickly and that their children are making good progress as a result of the recent changes.
- The early years class is happy and productive. Children are keen to explore and play because the adults make learning fun. As a result, children make good progress across the early learning goals.
- Pupils are polite, courteous and well behaved. Older pupils are keen to take on responsibility and support the adults to reward good behaviour.
- The school's work to keep pupils secure and safe is effective. Relationships throughout the school are good. Pupils say they feel very safe in school because they trust the adults who care for them.
- The governing body provides strong leadership. Governors bring a high level of skill and commitment to the leadership of the school. The governing body is determined to ensure that the school continues to improve at a fast pace.
- The attendance of pupils has improved and the rates of exclusion have diminished considerably over time.

It is not yet an outstanding school because

- The wider leadership team is new. Not all leaders are as well established in their roles as other leaders and, as a result, they are not as effective.
- Not all teachers have high enough expectations of handwriting and presentation. As a result, some pupils' books are untidy and difficult to read.
- The school does not build as effectively as it could on the good outcomes in phonics. Consequently, pupils do not gain a systematic understanding of spelling. This limits their success in writing.

Full report

What does the school need to do to improve further?

- Raise the expectation of teachers so that handwriting and presentation in all classes match the best quality in the school.
- Improve pupils' progress in writing and their achievement in spelling by ensuring that:
 - teachers build systematically on the success of the good-quality teaching of phonics in key stage 1
 - pupils have the skills they need to check and correct their own mistakes in spelling when they occur.
- Ensure that all leaders have the support and training necessary so that they become as effective as the best leaders in the school.

Inspection judgements

Effectiveness of leadership and management is good

- The headteacher is determined and clear sighted. Since the last inspection, the quality of teaching and learning has improved quickly. This is because the headteacher has set high expectations and is uncompromising in her pursuit of the best provision for the pupils of Moulton Primary School. She is well supported by the effective deputy headteacher. Together they have shared their passion for school improvement with all the staff team. It is clear that every member of staff is fully behind the vision for excellence and is working hard to bring this about.
- The headteacher has secured the trust of the parental community. During the inspection, a number of parents sought out the inspection team to say how pleased they were with the recent changes. Parents noted that their children were better challenged in their learning. Parents also noted how quickly senior leaders responded to any concerns they might have about their children. As one parent put it, 'The headteacher and her assistants are always available and willing to help which is what you want from a leadership team. The school has a great community/family feeling and the behaviour of the children is exceptional. The staff are dedicated, professional, caring, friendly and approachable.' Many parents echo this view.
- The headteacher very quickly evaluated the work of the school on arrival. Plans for development focused precisely on raising standards through improvements in the quality of teaching. Leaders' self-evaluation is extremely accurate and, as a result, actions for improvement are effective. This can be seen in the improved attainment and progress of pupils in a range of subjects, including mathematics, reading and writing.
- The headteacher is building an effective leadership team to support the work of school improvement. Subject leaders, such as the English and mathematics leads, are fully committed to bringing about improvements in the outcomes for pupils. Subject leaders observe teaching and evaluate the quality of work in pupils' books. They are beginning to challenge their colleagues to improve the quality of teaching. However, the leadership team is relatively new. Not all subject leaders have the experience and skills needed to be fully effective. Leaders are aware of this and training and support is in place to help them improve quickly. Currently, they are not as effective as they could be in evaluating school assessment information and using their evaluations to bring about more rapid school improvement.
- Leaders are vigilant and rigorous in managing the performance of teachers. Improvement targets link closely to the school's development plan. The deputy headteacher leads other staff in supporting teachers to improve their effectiveness through coaching and support. Individual action plans to address areas of weakness in teaching ensure that teachers receive appropriate training and challenge. As a result, teaching is rapidly improving.
- Leaders have recently introduced a new way of teaching the curriculum. Teachers combine a broad range of different subjects to help pupils to understand the connections between, for example, mathematics and science or history and the present day. Pupils say they enjoy this way of learning very much and that it has helped them make better progress in learning. School assessment information shows a greater engagement in learning as a result of the changes.
- Pupils' spiritual, moral, social and cultural development is well planned for. The ethos of the school is a 'Rainbow of Respect' and reflects the school's commitment to developing tolerance and fairness. Pupils are encouraged to care for others and consider their needs. Pupils recently raised a large amount of money for a school in The Gambia to provide mosquito nets for pupils. Leaders provide pupils with opportunities to consider the diversity of life in Britain through a range of visitors such as leaders of different faith groups. The school provides a wide range of further opportunities such as in music and sport. Pupils have performed their music in local and national festivals, for example.
- Leaders ensure the effective use of the pupil premium funding. Leaders support disadvantaged pupils through one-to-one support, pastoral support and extra-curricular clubs. Teaching assistants have also received a comprehensive training programme to enable them to support disadvantaged pupils more fully. This has enhanced progress for disadvantaged pupils in mathematics, reading and writing.
- The additional sports funding received by the school from the government is used to provide increased opportunities for pupils to develop their participation in a wider range of sporting activities such as archery and quick cricket. Leaders have also introduced training for teachers to gain confidence in teaching the new physical education (PE) curriculum. An analysis of teachers' views shows a growing confidence in teaching PE well. Leaders can also point to a greater proportion of pupils taking part in sporting activities such as the Moulton Fun Run.
- Leaders ensure equality of provision through focused support for pupils who have special educational

needs and/or disabilities. Effective intervention groups and better-quality teaching in the classroom mean pupils from this group are making at least expected, and in many cases better, progress from their starting points.

■ **The governance of the school**

- Since the last inspection, the quality of governance has improved substantially. Governors take their role and responsibilities extremely seriously. Governors readily challenge the work of school leaders through visits to school, analysis of assessment data and through performance management reports. Governors have a well-rounded understanding of the quality of education at the school, including the effectiveness of teaching and the personal development of pupils.
- The governing body is well led by the chair and vice-chair. They share the same ambition for school improvement as school leaders. Governors identify the skills they have to best enable them to fulfil their roles. As a result, governors work as a team to support and challenge leaders to improve. Strategic roles, such as the governor for disadvantaged pupils, ensure that the governing body is focused on improving the outcomes for vulnerable groups. The governing body has an in-depth understanding of the effectiveness of initiatives such as intervention groups for disadvantaged pupils. As a result, they are clear about how the use of pupil premium funding raises the outcomes for this group of pupils.
- The governing body ensures that the school is financially secure. Governors in the finance committee compare spending with other schools to make sure they are using the school budget to the best advantage. The school is fiscally sound.
- The governing body ensures that the performance of the headteacher is rigorously managed. The work of an external consultant supports it in this regard. As a result, the governing body has a clear understanding of the effectiveness of leadership in raising standards at the school.

- The arrangements for safeguarding are effective. There is a clear ethos of safeguarding across the school and all those spoken with during the inspection had a very clear understanding of their responsibilities in this regard. The safeguarding governor visits the school to ensure that an audit of safeguarding practice is regularly undertaken. Leaders use this audit to write action plans to secure further rigour. For example, from the audit, leaders became aware that e-safety was a relative weakness. Leaders immediately acted to provide training and support for parents, staff and pupils. This resulted in a raised awareness of the dangers of using the internet without care and attention. Pupils spoken with during the inspection had a very clear understanding of acceptable and unacceptable internet use. Leaders are vigilant in maintaining careful and chronological records for vulnerable pupils and families. Records of accidents, and risk assessments for school visits and fire drills, for example, are up to date. Teachers receive regular training in child protection and in other wider issues such as preventing extremism and radicalisation.

Quality of teaching, learning and assessment is good

- Since the previous inspection, the quality of teaching has improved. Leaders have successfully engaged teachers in a programme of training, coaching and self-evaluation that has inspired them. As a result, across the school, teachers challenge themselves and each other to raise their expectations of what pupils can achieve. Subsequently, the rates at which pupils make progress in learning have increased rapidly.
- Teachers' planning for learning is effective. Teachers' assessment of what pupils can do is accurate. The tasks pupils undertake support them to think carefully about what they are learning. Teachers enable pupils to consolidate their learning and deepen their understanding through practising new concepts and skills until they can use them confidently. Pupils who fall behind are quickly supported within lessons or as part of highly focused intervention groups to bridge learning gaps. Consequently, pupils gain skills and knowledge at fast rates.
- Teachers question pupils skilfully. Teachers probe pupils' understanding and challenge their ideas and conclusions. This feedback occurs during teaching time and in pupils' books. This has not only proved effective in supporting pupils to deepen their understanding of new learning but has also had a positive impact on pupils' growing resilience and reasoning skills. Pupils clearly enjoy learning and willingly accept challenges that their teachers give them.
- Relationships between pupils and adults are strong. Pupils say they know that the adults who work with them will support them and make new learning clear. Leaders have engaged teaching assistants in a wide programme of training and development. This has resulted in teaching assistants providing valuable and consistent support to pupils working in smaller groups or within classes. The quality of teaching assistants' questions mirrors the quality of teachers' questions. As a result, teaching assistants are equally

effective in challenging and supporting pupils to make good progress in learning.

- Pupils particularly enjoy the new opportunities they have to read widely and often. This is a significant improvement from the previous inspection. In reading lessons with their teachers, or through opportunities to take books home from the library, pupils spoke enthusiastically about their enjoyment of books. One pupil spoken with was able to name many examples of the different genres of books they had encountered during this current year. As a result of this focus, the standards in reading have risen considerably this year.
- It is clear from pupils' books that pupils are making better progress across a wide range of subjects. Teachers give pupils opportunities to 'find out' information and answer questions they may have about, for example, predators or explorers. Presentation of work is generally neat and well ordered. However, this is not so across the school. Pupils do not always follow the school's policy on joined handwriting and not all teachers require this of their pupils. Not all teachers have high enough expectations of pupils and, as a result, not all pupils rise to the challenge of presenting their work with pride and consistency.

Personal development, behaviour and welfare

is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. The ethos of respect for others' rights can be seen throughout the school. Pupils value receiving rainbow cards that demonstrate their cooperation with the ethos. For example, a child from the Reception class had finished his lunch and was walking back along the corridor to his classroom. A Year 6 monitor saw his sensible walking and rewarded him with a rainbow card for respecting others in his walking. His pride was palpable because the card meant so much to him.
- Pupils are confident and self-assured. In speaking with pupils during the inspection, the inspectors were impressed with how articulate and considered pupils were. Pupils speak appropriately with adults and each other. It is clear that adults respect the pupils' views and, as a result, pupils have opportunities to change aspects of school life such as how they learn in lessons.
- Pupils willingly take responsibility and enjoy supporting the adults in managing the school through being monitors and helpers for younger pupils. Pupils spoken with during the inspection said they would welcome further opportunities to take responsibility in the school. This speaks of their commitment to make Moulton Primary an 'even better place to be'.
- Pupils told inspectors that they learn about the different forms bullying might take. A recent focus on cyber bullying raised pupils' awareness of their own safety on the internet. Pupils understand that, while bullying may happen, it is rare. Pupils and parents expressed confidence that the headteacher and her team would take bullying seriously and stop it should it occur. Although older pupils learn about alternative lifestyles in personal, social and health education, this aspect of their development is not as well developed. Leaders have plans in place to address this.
- The school takes the welfare of its pupils seriously. For example, the school playground is too small for the number of pupils. As a result, injuries from bumps and falls were high. Leaders acted decisively and staggered playtimes to address this welfare issue. The number of playground injuries has decreased considerably. During the inspection, pupils spoken with said they had appreciated leaders' decision to tackle this problematic situation quickly. This same care and attention can be seen in beginning and end of day procedures to ensure that pupils are safe not only in school but also on the school grounds.
- Pupils say they are safe and say they feel safe in school. In response to Parent View, and in the text messaging service, parents agree that their children are safe at school.
- Only on rare occasions do pupils' attitudes to learning let them down. A small number of pupils do not show pride in their work and their presentation and handwriting lets them down.

Behaviour

- The behaviour of pupils is good. Pupils and parents agree that the behaviour inspectors saw during the inspection is typical of day-to-day behaviour at school.
- Around school, in classrooms, and at playtimes, pupils socialise well together. At the beginning of the day and at the end of playtime, pupils entered school sensibly and quietly.
- Pupils' attitudes to learning are also good. Pupils fully engage in their tasks, particularly when tasks challenge and interest them. However, where learning tasks, such as spelling practice, do not interest or support them, their work is of poor quality and therefore the task is ineffective in ensuring that pupils

make good progress.

- Attendance has improved this year. The proportion of pupils attending school regularly is broadly in line with the national average. Recently, the attendance of disadvantaged pupils was a concern. School leaders addressed this vigorously and offered families of disadvantaged pupils support to ensure that their children attended school regularly. Current attendance data shows that disadvantaged pupils' attendance has risen considerably this school year.

Outcomes for pupils

are good

- Pupils' outcomes in mathematics, reading and writing are improving quickly because leaders have improved the quality of teaching, learning and assessment. A more exciting curriculum and better assessment of pupils' abilities have contributed to the rapid progress pupils make in a wide range of subjects.
- In 2015, the end of key stage assessment outcomes for Year 6 at Level 4 and Level 5 in mathematics, reading, writing and grammar, punctuation and spelling were broadly in line with the national average. Boys' attainment in grammar, punctuation and spelling was significantly below that of boys nationally at Level 4. At Level 5, girls' attainment was significantly above that of all girls nationally.
- Current, unvalidated assessment information for the 2016 Year 6 tests shows that pupils' attainment in mathematics, reading, writing and grammar, punctuation and spelling is above the national average. This demonstrates that pupils make good progress from their starting points and their standards are improving overall. There is still a gap between boys' and girls' attainment, particularly in mathematics. However, in other year groups this gap is not significant in any subject. Boys' and girls' attainment and progress are similar in key stage 1 and key stage 2.
- Attainment in the 2015 Year 2 assessments shows that pupils leave key stage 1 significantly above the national average in mathematics, reading and writing. In the unvalidated 2016 Year 2 tests, the majority of pupils reached the expected standard in all three subjects.
- In 2015, the proportion of pupils achieving the standard in the Year 1 phonics test was above average. The school's current data shows the proportion achieving the standard in 2016 is similar to last year. This results in pupils being well prepared for developing their writing skills. However, teachers do not always capitalise on this good start and pupils' spelling across the school is inconsistent.
- Currently, the school's assessment information and the work in pupils' books show the majority of pupils are working at age-related expectations in mathematics, reading, writing and grammar, and in punctuation. From their starting points, pupils' progress is accelerating and the majority of pupils are making good progress in learning in all three subjects. School assessment information shows that all the most able pupils are working at age-related expectations, with many working above this. Assessment data shows that as a group they make at least good progress in learning.
- Disadvantaged pupils' attainment in mathematics, reading and writing is similar to that of their peers and gaps in attainment between them and their peers are closing across the school.
- Pupils who have special educational needs and/or disabilities make at least expected progress in mathematics, reading and writing. This is because leaders carefully track their learning needs and ensure that the interventions to support their learning are precise and accessible for them. Pupils who have special educational needs and/or disabilities work closely with their peers and spend most of their time in class learning alongside them. Teachers use small groups to support them when necessary. This ensures that these pupils do not miss out on the learning experiences shared by all pupils.

Early years provision

is good

- The leader of the early years has an accurate view of the effectiveness of early years provision. Teaching, learning and children's attainment are good.
- Children enter the school with skills and abilities that are at least typical for their age. School entry data shows a high proportion enter school with skills and abilities above their age across all seven early learning goals. Children make good progress and the proportion of children attaining a good level of development in 2015 was slightly above the national average. In 2016, this proportion has increased and is now above the national average for last year. The proportion exceeding a good level of development in 2016 is high, particularly in number, space, shape and measure and reading. However, in writing children do not attain as highly. Leaders already have plans in place to address this for the coming year.
- In 2015, disadvantaged pupils' attainment was well below that of their peers in all seven early learning

goals. Leaders acted quickly to address this gap and current data shows the gaps have closed considerably, with gaps in all the early learning goals closing. Progress for this group of pupils is now good.

- Children settle very quickly into school because adults prepare children effectively for transition into school. Early years teachers visit the settings children come from. Right from the start teachers waste no time in planning learning that develops the skills and attributes already gained in the children's pre-school settings. Children attach to their key adults very quickly and, as a result, no time is wasted in moving children forward from their starting points.
- Parents speak highly about how quickly their children settle. Parents appreciate being able to contribute to their children's learning through the electronic system the school uses to track children's progress. Adults work well to form a productive partnership with parents to the benefit of the children.
- Adults in school know the children very well. They observe children's learning and listen carefully to what interests them. As a result, teachers plan learning based closely on children's needs and interests. For example, during the inspection, inspectors entered a pirate ship. Throughout both Reception classes, treasure maps, pirate hats and 'all things fishy' abounded. The level of engagement of the children was high. One child excitedly told the inspector that 'Pirates are sending us pieces of a treasure map!' She went on to explain that one piece would come every day until it was complete.
- The learning environment fully supports children's learning across all the early learning goals, both indoors and outside. Adults enable children to practise their skills and learning through well-planned play. As a result, children very quickly gain the skills and knowledge needed to prepare them for the next stage of learning in Year 1. The good-quality learning in phonics ensures that high numbers of pupils in Year 1 meet the expected standard.
- Safeguarding in the early years is effective. Leaders ensure that staff are trained in paediatric first aid and that welfare requirements for this age group are fully met.

School details

Unique reference number	122102
Local authority	Northamptonshire
Inspection number	10009087

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	430
Appropriate authority	The governing body
Chair	Kelvin Yarker
Headteacher	Debbie Bastin
Telephone number	01604 643061
Website	www.moultonprimaryschool.co.uk
Email address	admin@moulton-pri.northants-ecl.gov.uk
Date of previous inspection	15–16 January 2014

Information about this school

- The school is larger than most primary schools.
- Most pupils are from White British backgrounds. Very few pupils are at an early stage of learning English as an additional language.
- The proportion of pupils supported by the pupil premium is below average. The pupil premium is additional funding for pupils known to be eligible for free school meals and those looked after by the local authority.
- The proportion of pupils who have special educational needs and/or disabilities is average.
- The proportion of pupils supported through a statement of special educational needs or through an education, health and care plan is above average.
- The school meets the government's current floor standards, which are the minimum requirements for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school meets requirements on the publication of specified information on its website.
- The school works closely with the local cluster of schools and leads other schools within the cluster in developing coaching and support to improve the quality of teaching.

Information about this inspection

- The inspectors observed 19 parts of lessons, eight jointly with either the headteacher or deputy headteacher.
- The inspectors scrutinised a large sample of pupils' work jointly with the headteacher, deputy headteacher, the inclusion manager and another senior leader. The inspectors also looked at pupils' books while visiting lessons and looked at the pupils' work around the school.
- The lead inspector met with the chair and vice-chair of the governing body and two other governors.
- Meetings were held with the headteacher and deputy headteacher, the leaders of English and mathematics, the early years leader, the special educational needs leader, the curriculum leader, and the leaders of modern foreign languages, science, personal, social and health education, and information and communication technology. A meeting was also held with the sports leader. An inspector gathered the views of the local authority through a telephone conversation with the school improvement adviser.
- The inspectors spoke with pupils during visits to lessons and at lunchtime and playtime. The inspectors also spoke with two groups of pupils more formally.
- The inspectors analysed a large range of school documentation including school performance information on the attainment and progress of pupils, attendance, safeguarding and the checks leaders make on the quality of teaching.
- The views of parents were gathered through the 83 responses to Parent View, Ofsted's online questionnaire and the 22 responses to Ofsted's free text service. Inspectors also took into account the views of parents in the playground.
- The views of staff were gathered through meetings during the inspection and through the 40 responses to the staff questionnaire.

Inspection team

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