

Two Moors Primary School

Inspection report

Unique Reference Number	113341
Local Authority	Devon
Inspection number	367398
Inspection dates	29–30 June 2011
Reporting inspector	Anne Wright

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	486
Appropriate authority	The governing body
Chair	Paul Hunt
Headteacher	Roy Kerrigan
Date of previous school inspection	27 February 2008
School address	Cowley Moor Road Tiverton EX16 6HH
Telephone number	01884 253006
Fax number	01884 253607
Email address	admin@twomoors.devon.sch.uk

Age group	3–11
Inspection dates	29–30 June 2011
Inspection number	367398

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report 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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2011

Introduction

This inspection was carried out by four additional inspectors. Inspectors observed 20 lessons taught by 16 teachers and dropped in briefly on other lessons and activities. Meetings were held with members of the governing body, staff and with pupils. Inspectors observed the school's work, and looked at documents, including those related to safeguarding (systems to protect pupils and keep them safe), the school development plan, pupils' work, and information about pupils' progress. They also took into account the views of pupils, staff and 132 parents and carers expressed in responses to questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The impact of work being done to improve pupils' progress, in particular in English and in mathematics across the school.
- The effectiveness of provision for pupils with special educational needs and/or disabilities and for the more able.
- The effectiveness of leaders at all levels, and of the governing body, in helping to improve the school further.

Information about the school

This is a larger than average-sized primary school with a designated children's centre on site. The children's centre was not part of the inspection. Most pupils live in the local community and are White British. The proportion of pupils known to be eligible for free school meals is above average. The proportion of pupils with special educational needs and/or disabilities is average. However, the proportion of pupils with a statement of special educational needs is high. Many of the latter have literacy and numeracy learning difficulties. Some have speech, language and communication learning difficulties. Children in the Early Years Foundation Stage are taught in the Nursery and in three Reception classes. The school has achieved the Healthy Schools Gold Award and the International School Award.

The school provides before-school care for its pupils through a breakfast club and after-school care through an after-school club. These are run by a private organisation and were not part of this inspection.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory school. 'The school has a supportive and happy learning environment.' This comment summarises the high degree of satisfaction expressed by parents and carers who commend the approachability of staff and their concern for individual children. It reflects the school's good engagement with parents and carers, and its good level of pastoral care which is a strength of this school. Consequently, pupils are happy, feel safe and behave well at Two Moors. The school is particularly successful in nurturing pupils who have a range of complex difficulties, often accommodating those who have struggled to benefit from earlier educational experiences. Pupils' well-being is further enhanced by the good extent to which they are encouraged to live healthy lifestyles, recognised in a national award. Pupils respect one another's differences well and their spiritual, moral, social and cultural development is good. Their contribution to the school and the wider community is good, evidenced, for example, by their participation in community art projects and cooking and dancing within local festivals.

Children make a successful start to their education in the warm and stimulating atmosphere of the Early Years Foundation Stage. They become eager learners and make good progress. In the main school, pupils make satisfactory progress, and attainment in Year 6 is broadly in line with the national average. Consequently, their achievement is satisfactory. Pupils' progress is uneven in Key Stage 1 and in Key Stage 2 because of inconsistencies in the quality of teaching and assessment. This leads to differences in and between subjects, and in the performance of different groups. Pupils do better in English than in mathematics. The reason why pupils' achievement is not good is, in part, the result of a considerable number of staffing changes. Another contributory factor is that the school's tracking system for checking on pupils' progress has not been sufficiently rigorous to identify underachievement and to inform personalised interventions. However, the school has identified that there are weaknesses in the progress made by different groups. To address this, they have introduced a more robust tracking system, focused additional support for pupils with special educational needs and/or disabilities, in particular for those with speech, language and communication difficulties, and a whole-school approach to some aspects of assessment for learning. These are starting to have an appropriate impact on progress.

While there are good lessons throughout the school, others do not always fully engage pupils in their learning. Activities are not always well matched to the range of pupils' needs, in particular for the more able, so that progress slows. The quality of marking is variable throughout the school and is better in English than in mathematics. Where it is good, pupils are given clear, subject-specific guidance in terms of next steps for their improvement.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Senior leaders, based on accurate self-evaluation, have identified the aspects of teaching that need to be improved. However, not all leaders and managers have been involved in the monitoring and evaluation of the school's performance. Improvements since 2008 include good engagement with parents and carers, a reduction in the number of persistent absentees, and an increasing trend for good teaching. Leaders, including members of the governing body, have a clear vision and ambition for the future, ensuring a satisfactory capacity for sustained improvement.

Up to 40% of the schools whose overall effectiveness is judged to be satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Raise pupils' attainment to consistently above average levels and accelerate their progress in English and mathematics by:
 - making teaching consistently good through ensuring teachers set challenging activities that closely match pupils' capabilities, in particular for the more able.
- Improve teachers' use of assessment through greater consistency in marking so that pupils are given clear next steps for improvement.
- Strengthen further the involvement of leaders and managers at all levels in monitoring and evaluating the school's performance.

Outcomes for individuals and groups of pupils**3**

Pupils are generally enthusiastic and interested learners. They happily offer their ideas in lessons and work well in pairs and small groups reflecting good personal and social skills. Good learning is becoming more evident, especially where pupils are challenged at an appropriate level, as, for example, during a Year 4 mathematics lesson where pupils were asked to demonstrate their understanding of subtraction by using the whiteboard to model solutions to challenging problems. However, this level of challenge is not present in all lessons. Consequently, the progress of more-able pupils slows.

A range of intervention programmes is starting to prove effective in improving the progress of pupils with special educational needs and/or disabilities, leading to their satisfactory progress and, for some, good progress, in developing the skills necessary to fully participate in the life of the school. However, the curriculum does not always match the learning needs and aptitudes of all pupils. As a result, in lessons, pupils are not always fully engaged and learning slows.

Pupils show a good awareness of the need to lead a healthy lifestyle and many are keen participants in a wide range of sports-related activities, such as swimming, cricket and the Exmoor Challenge. Pupils are clear that there is little bullying and they would readily turn to an adult if they were concerned. Pupils contribute well to the running of the school by taking on a variety of responsibilities, such as prefects, play leaders and organising the tuck shop. Pupils' contribution to the wider community is good; for example, pupils raise funds to support charities, as evidenced by the £1,020 raised in the wake of the recent Japanese earthquake. Pupils' average attendance, combined with their satisfactory skills in literacy, numeracy, and information and communication technology, mean they are adequately prepared for secondary school and the world of work.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Initiatives have been introduced to enhance key aspects of provision and to improve pupils' achievement, such as 'talk for writing'. The quality of teaching is improving. Strengths include good relationships with pupils, good teacher subject knowledge and the effective deployment of teaching assistants. Enjoyment of learning is enhanced by a curriculum that is more relevant. For example, the school takes every opportunity to capitalise on its exciting learning environment through enabling pupils to attend the uniquely created 'forest school'. An extensive programme of visits, visitors to the school and extra-curricular activities further extends their learning experience. Residential trips, such as to Wimbleball for Year 5 pupils and to Brittany for Year 6 pupils, provide them with memorable experiences. However, the curriculum offer in some lessons does not appropriately match the needs of all learners.

There have been some improvements in assessment, in particular in English. However, assessment is not yet used precisely enough in mathematics to ensure that activities take learning forward at a fast enough rate for all pupils, especially the more able. Marking across the school is inconsistent in terms of helping pupils to understand how to improve their work.

The school's good care of its pupils is evident in its support for pupils whose circumstances make them potentially vulnerable. For example, members of staff work in close

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

partnership with their parents and carers, and good links with outside agencies help to support their needs. Thorough transition arrangements are in place to support pupils when they are joining or leaving the school, so that they settle quickly.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The leadership of the headteacher has resulted in a shared vision for the school, and staff morale is high, as reflected by a member of staff who said, 'I am proud to work at Two Moors; everyone works well as a great team.' Accurate self-evaluation of various aspects of the school's performance has been used effectively to inform priorities for further improvement. These are well founded. However, leaders and managers at all levels have not been actively involved in the process of monitoring and evaluating the school's work. There is an improvement in the quality of teaching, as a result of regular professional development opportunities. Challenging targets are now set for pupils' performance in the national tests at the end of Year 6.

The governing body is effective in ensuring that the school meets its statutory requirements, for example with regard to the safeguarding of children. Arrangements in this respect are good and are constantly updated to reflect their high priority within the school. The governing body is committed and is well organised to support the school. It is becoming more proactive in asking challenging questions about the school's effectiveness.

The school is inclusive and welcomes all pupils. School staff actively promote good relationships with parents and carers through family learning workshops. The school promotes equality of opportunity satisfactorily and strives diligently to overcome discrimination. However, its work to ensure that all achieve equally well is in the early stages.

The school is a cohesive community and links with a variety of agencies to contribute positively to pupils' well-being. Other partnership links contribute to pupils' satisfactory achievement. The school lies at the heart of the local community and its good links with other schools in other countries have been recognised by the achievement of the International School Award. The school is working on developing links with other schools within the United Kingdom.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children settle quickly in Reception. This is because of the good care and welcoming learning environment both inside and outside, the positive relationships, and effective liaison with parents and carers. Consequently, children feel safe and secure.

Children enter the Early Years Foundation Stage with skills and abilities that are well below those typical for their age, especially in their personal, social and emotional development, and in their language and communication skills. Children make good progress overall in all areas of learning. They make especially good progress in their personal, social and emotional development, and in their speaking and listening skills, because of the high emphasis placed by teachers on the development of these skills. As a result, children cooperate well with other children, take turns and make choices. The quality of teaching is good because it is centred on the individual needs of the child. Consequently, pupils enter Year 1 with knowledge and skills that are much improved but remain below those typical for their age, in particular in their basic understanding of reading and writing.

Children are happy and are well behaved. They enjoy their learning activities. This was evident when children in Reception were observed fully engaged in imaginative play making symmetrical butterflies and painting symmetrical ladybirds. The balance of adult-led and child-initiated learning is good.

The leadership and management of the Early Years Foundation Stage are good. Detailed strategic plans outline a clear direction for improvement. Consequently, members of staff work effectively as a team to assess and track children's progress to identify strengths and areas for improvement. The school is aware that the tracker system is in the early stages of development to record the individual progress of children.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

A lower than average proportion of parents and carers completed the inspection questionnaire, but responses were positive about all aspects of the school. They particularly appreciate how much their children enjoy school and how safe they are, with one parent commenting, 'I hope my child enjoys high school as much as she has enjoyed being at Two Moors Primary.' A few concerns were expressed by parents and carers relating to bullying. The inspectors found behaviour to be good during this inspection within lessons, on the playground and around the school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Two Moors Primary School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 132 completed questionnaires by the end of the on-site inspection. In total, there are 486 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	83	63	46	35	2	2	0	0
The school keeps my child safe	70	53	58	44	3	2	0	0
My school informs me about my child's progress	49	37	76	58	5	4	0	0
My child is making enough progress at this school	51	39	68	52	9	7	0	0
The teaching is good at this school	74	56	55	42	3	2	0	0
The school helps me to support my child's learning	49	37	75	57	5	4	0	0
The school helps my child to have a healthy lifestyle	70	53	57	43	3	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	66	50	52	39	7	5	0	0
The school meets my child's particular needs	50	38	69	52	6	5	0	0
The school deals effectively with unacceptable behaviour	44	33	61	46	15	11	2	2
The school takes account of my suggestions and concerns	52	39	64	48	11	8	0	0
The school is led and managed effectively	78	59	52	39	2	2	0	0
Overall, I am happy with my child's experience at this school	80	61	45	34	5	4	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



1 July 2011

Dear Pupils

Inspection of Two Moors Primary School, Tiverton EX16 6HH

Thank you for the warm welcome that you gave to the inspectors when we recently visited your school, and special thanks to those of you who took the time to talk to us or tell us your views about the school through the questionnaire. We are pleased to see that almost all of you enjoy school. Your school provides you with a satisfactory education and does some things particularly well. You have lots of opportunities to participate in clubs and visits. This helps you to develop good skills in working together and appreciating others' needs. Your behaviour is good and your headteacher and staff take good care of you. As a result, you have a good understanding of the importance of keeping healthy and of staying safe. You contribute well to the school and the wider community of Tiverton.

To help the school improve further, we have asked teachers and leaders to do the following:

- Help you to improve your work in English and mathematics by making sure that the work is set at the right level, in particular for those of you who may find the work a bit easier, and for those of you who may find the work more difficult.
- Mark your books to show you clearly how to improve your work. You can help by thinking carefully about how much you understand.

We have also asked all leaders to take part in monitoring and evaluating how well the school is performing. We wish you all well for the future.

Yours sincerely

Anne Wright

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.