

# Moretonhampstead Primary School

Betton Way, Moretonhampstead, Newton Abbot, Devon, TQ13 8NA

**Inspection dates** 27–28 February 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is a good school.

- Moretonhampstead is a rapidly improving school that holds a respected position at the heart of the community that it serves so well.
- The school is led extremely well by an inspirational headteacher who is very effectively supported by a skilled team of senior staff and experienced governors.
- As a team, leaders and managers have sustained a strong drive for improvement since the previous inspection, most notably developing very supportive links with parents and bringing pupils' speaking and reading skills to a high standard.
- An increasing number of pupils in all classes are on course to reach above nationally expected levels of attainment, further demonstrating the school's strong capacity to improve into the future.
- Teaching is typically good, with all staff demonstrating excellent skills in managing pupils' behaviour, promoting pupils' exemplary attitudes to learning and encouraging pupils to learn well by expressing and sharing their ideas with each other.
- As a result, pupils make good progress and attainment is above average overall, reflecting good achievement.
- High quality care, support and guidance from all staff and an excellent range of learning activities also promote the pupils' outstanding behaviour and relationships.
- Consequently, pupils feel, and are kept, very safe and greatly enjoy coming to school.

### It is not yet an outstanding school because

- Occasionally, teachers do not provide pupils with work that is sufficiently matched to their differing abilities, which would enable them to make even better progress.
- At times, opportunities to further develop and use pupils' numeracy skills when learning across the range of subjects are not taken.

## Information about this inspection

- The inspector visited 11 lessons and was accompanied by the headteacher during these observations.
- The inspector observed morning playtime and lunch breaks and also attended an assembly.
- Meetings were held with members of the school council and many other pupils were spoken to during lessons and breaktimes. The inspector met with governors and had a telephone conversation with a representative of the local authority.
- The inspector held meetings with school staff, including senior leaders.
- The inspector took account of 10 staff questionnaires.
- The inspector also took account of 37 parents' responses to the on-line questionnaire (Parent View) in planning and undertaking the inspection. The inspector also spoke informally with a number of parents.
- The inspector observed the school's work, and looked at a number of documents, including the school's own data on pupils' progress, planning and leaders' checks on the quality of teaching, records relating to behaviour and attendance, and documents relating to safeguarding.

## Inspection team

Alex Baxter, Lead inspector

Additional Inspector

## Full report

### Information about this school

- This school is below average in size.
- Most pupils attending the school are of White British heritage.
- The proportion of disabled pupils and those with special educational needs supported through school action is below the national average. The proportion supported by school action plus or with a statement of special educational needs is below average.
- The proportion of pupils for whom the school receives the pupil premium (additional government funding for pupils known to be eligible for free school meals, children who are looked after by the local authority and the children of service families) is below average.
- The proportion of pupils joining or leaving the school at other than the normal times is above average.
- Children in the Early Years Foundation Stage are taught in one Reception class.
- The school meets the government's current floor standards, which set out the minimum expectations for pupils' attainment and progress.
- The school holds several awards, including the Artsmark Gold award achieved in 2012.

### What does the school need to do to improve further?

- Lift the quality of teaching and raise pupils' achievements by:
  - ensuring that teachers adapt their planning and respond in lessons to the progress of individual pupils, to reshape tasks and improve learning
  - providing further opportunities for pupils to apply and extend their numeracy skills across the range of subjects.

## Inspection judgements

### The achievement of pupils is good

- Children's skills on entry mostly match those expected for their age, but this varies from year to year, and often language skills are less well developed.
- Good teaching and timely additional adult support in all classes have brought pupils' attainment in English and mathematics by the end of Year 6 to an above average standard. From the variety of starting points in Reception this represents good achievement by the pupils.
- Observations of pupils' perceptive contributions in lessons show that in response to the teachers' very effective questioning and raised expectations pupils develop their speaking, listening and reading skills extremely well.
- For example, pupils in Years 4 and 5 discussed and knowledgeably identified the key features most likely to persuade people to attend the town's food festival.
- Observations of pupils' learning in mathematics show that at times a few pupils could still make better progress. Even so, the school checks on pupils' progress, and evaluations of their work show that an increasing proportion of pupils are making better than expected progress in writing and numeracy as they move through the school.
- Disabled pupils and those with special educational needs are fully integrated in lessons, promoting equality of opportunity. They are fully included in all aspects of learning, receive very sensitive support from teaching assistants and make similarly good progress to other pupils.
- All groups of pupils who benefit from the pupil premium reach similar levels of attainment to other pupils in the school in both English and mathematics as measured by their average point scores at the end of Key Stage 2. This is because early identification of their needs and the provision of additional one-to-one adult support for these pupils in literacy and numeracy have lifted their achievement.
- Pupils who join the school later than the usual times also have their needs met at an early stage and progress as well as their peers.
- The school sustains a strong emphasis on developing pupils' reading skills. This includes working in close partnership with parents to encourage continued reading at home. Additionally, the consistent focus on teaching phonics (learning the sounds of letters) promotes pupils' excellent progress in reading and enables many to demonstrate well above average skills by the time they leave the school.

### The quality of teaching is good

- The quality of teaching has improved well since the previous inspection and improvement continues at a quickening pace.
- In all classes, teachers and other adults skilfully manage pupils' behaviour and provide enjoyable learning experiences. For example, children in Reception enjoy a wide range of practical activities, either indoors in the 'construction site' or outside in the 'den'.
- All teachers make good use of information and communication technology either in the form of interactive whiteboards to stimulate pupils' interest at the start of lessons or to promote pupils' individual learning using notebook and learning pad computers. For example, the teacher in Year 1 made lively use of the interactive whiteboard to develop the pupils' phonic skills.
- Teachers in all classes question the pupils very effectively to check their progress and draw out and value their ideas and promote new learning. This strong emphasis on discussion is a key factor promoting the pupils' excellent attitudes to learning and speaking, listening and reading skills.
- For example, teaching in the Years 3 and 4 class successfully advanced pupils' understanding of the purpose of subordinate and subjective conjunctions enthusing them to write more expressively in their 'Super Hero' stories.

- Teachers also mark the pupils' work carefully and develop their ability to check their own work. Comments are positive and, particularly in literacy, give pupils clear guidance about how to improve and lead to pupils responding purposefully to teachers' marking.
- Teaching is not outstanding because at times, for a few pupils across the range of abilities, the work initially set by teachers is not matched closely enough to the pupils' abilities to speed up their progress.
- Even so, in many lessons observed, as a result of the exceptionally positive relationships and pupils' wholehearted engagement in learning promoted by all staff, pupils sustain good progress.
- Pupils have excellent opportunities to use and enhance their literacy skills in other subjects, for example in history writing about Sir Francis Drake. A mathematics and art day and increasing learning activities outdoors reflect the school's continuing efforts to bring opportunities to enrich pupils' numeracy skills across other subjects to a similar level.

### **The behaviour and safety of pupils** are outstanding

- As at the time of the previous inspection, pupils' behaviour continues to be outstanding. This view is also shared by pupils, staff, governors and parents.
- Exceptional strengths, such as the very welcoming start to each day, are enriched by the way the headteacher and other staff greet pupils and their parents and have been securely sustained.
- Pupils show exemplary attitudes to learning and most give of their best in lessons and make strong contributions to their progress.
- Pupils continue to show concern for each other and those in need, and undertake their responsibilities very diligently. For example, older pupils talk with pride about how they act a Class Buddies in support of younger pupils. This was witnessed by the inspector as Year 6 pupils made sure that children in Reception climbed the stairs safely at the start of school.
- Pupils have a very clear understanding of how to stay safe and, because of activities such as anti-bullying week, know about the different forms that bullying can take. For example, pupils' posters warning about bullying, such as cyber bullying, are displayed around the school.
- Pupils say that they greatly enjoy school and feel very safe because, 'Everybody really gets along here and we enjoy learning the fun way.'
- Attendance is above average, reflecting the headteacher's strong promotion of good attendance, very supportive links with parents and pupils' confidence in coming to school.

### **The leadership and management** are outstanding

- The headteacher provides the school with visionary and high quality leadership. She sustains a strong drive for improvement and is extremely well supported by senior staff and governors. Parents too, especially through the Parent Forum, make valued contributions, for example helping to ensure that homework meets pupils' needs and interests.
- The school has fully addressed the areas for improvement identified at the time of the previous inspection, especially by embedding strong procedures for checking pupils' progress.
- As a result, staff identify pupils' needs at a very early stage and by providing effective support are quickening the rate of pupils' progress through the school.
- Significant improvements in the provision for pupils with special educational needs, in sharply targeting support for pupils in receipt of the pupil premium and in accelerating the progress of more able pupils, have enhanced pupils' learning.
- Leaders and managers continue the drive to bring the high-quality teaching needed to sustain high levels of achievement. Staff at all levels are carefully appraised and supported and their skills have been further developed through frequent training opportunities.
- Improved staff skills and the resulting success in securing pupils' high quality reading, speaking and listening skills are now helping to more rapidly improve pupils' writing and numeracy skills.

- All staff provide high quality care and fully safeguard pupils' welfare.
- Learning opportunities across the range of subjects are creatively planned and regularly reviewed to stimulate pupils' interest and strongly promote their spiritual, moral, social and cultural development.
- There is a particularly successful focus on developing pupils' skills in art, as seen by the Artsmark Gold award. The pupils' understanding of the local and wider international community is emphasised, for example, through visits by Cultural Champions, and British citizens from other cultural backgrounds.
- The local authority provides light touch support to this good, rapidly improving school.
- **The governance of the school:**
  - Governors work very closely with the headteacher and play an important role in keeping the school at the centre of the community and in driving improvement. Governors receive a wealth of data and carefully evaluated information about pupils' achievements from the headteacher. They know that the achievement of pupils in this school compares well with other schools and that standards are rising rapidly. Their rigorous and supportive questioning contributes to priorities identified in the comprehensive school development plans compiled by the headteacher. In addition, governors keep their training up to date, for example, keeping pupils safe by learning how to check newly appointed staff. Governors also undertake carefully organised visits to see the school in action. For example, each governor is linked to a subject or aspect and a particular member of staff and reports regularly to the governing body on their findings. As a result, governors have very good knowledge of the quality of teaching and how well pupils are doing. Governors have supported the headteacher in her efforts to improve the quality of teaching. For example, they question her and check regularly that teachers' performance and salary progression are linked to staff, pupils and school needs and are used very effectively to improve the quality of teaching and team leadership. Governors are also very knowledgeable about the use of additional funding and check that pupils supported by the pupil premium receive the additional adult help they need to achieve as well as other pupils.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	113208
<b>Local authority</b>	Devon
<b>Inspection number</b>	403198

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	134
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Vivienne Hodges
<b>Headteacher</b>	Nina Newington
<b>Date of previous school inspection</b>	13 May 2008
<b>Telephone number</b>	01647440482
<b>Fax number</b>	01647440482
<b>Email address</b>	admin@moretonhampstead



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