

The John Harrox Primary School, Moulton

Broad Lane, Moulton, Spalding, PE12 6PN

Inspection dates 5–6 November 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Pupils' achievement is not good. From starting points which are in line with those expected for their ages, pupils reach only average standards by the end of Year 6 in reading, writing and mathematics.
- Teaching is inconsistent across the school. In some lessons, teachers' expectations are not high enough and work set in lessons is not always challenging enough.
- When teachers mark pupils' work they do not consistently give pupils clear advice about how they can improve their work.
- Teachers do not always require pupils to read and act upon the advice they give them when they mark their work.
- Procedures for holding teachers to account for pupils' achievement have only recently been introduced and are not yet fully effective in making sure that pupils make the progress they should.
- While action has been taken to improve the effectiveness of the governing body, procedures to monitor the school's performance are not yet fully in place and are not rigorous enough.
- In some lessons, pupils become inattentive when the pace of learning is slow.

The school has the following strengths

- Good provision is made for children in the Early Years Foundation Stage, and they make good progress in the Reception Year.
- Pupils have access to a wide range of extra-curricular activities and take-up of the activities is high.
- The headteacher has a clear view of the school's strengths and weaknesses, and recent initiatives are helping to improve teaching.
- Teaching assistants provide well-directed support for disabled pupils and those who have special educational needs so that these pupils achieve as well as their classmates.

Information about this inspection

- Inspectors observed teaching in all classes. They observed 20 lessons, some of them jointly with the headteacher and assistant headteacher, and made brief visits to several more. They examined the work in pupils’ books and listened to a sample of pupils read.
- Inspectors held discussions with pupils, parents and carers, staff, governors, and an officer representing the local authority.
- Inspectors looked at a wide range of documents covering safeguarding and child protection, attendance, behaviour, pupils’ progress and attainment, the work of the governing body, the school improvement plan, and the monitoring of teaching quality.
- They consulted the Parent View website, where 31 parents and carers had posted responses to the online questionnaire, and analysed 13 questionnaires completed by staff.

Inspection team

Janet Bates, Lead inspector	Additional Inspector
Richard Marsden	Additional Inspector
Aune Turkson-Jones	Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized primary school.
- Most pupils are White British. A very small minority are from other ethnic groups and very few speak English as an additional language.
- The proportion of pupils for whom the school receives the pupil premium is below average. This is additional government funding which in this school applies to pupils known to be eligible for free school meals or who are in local authority care.
- The proportion of disabled pupils and those who have special educational needs supported through school action is currently below average. The proportion supported at school action plus or with a statement of special education needs is also below average.
- The Early Years Foundation Stage consists of children in the Reception Year. The large majority of these are taught in the Reception class. A minority are in a mixed-age class with Year 1 pupils. Most other pupils are taught in mixed-age classes spanning two year groups.
- The current headteacher has been in post since January 2013.
- The school meets the government's current floor standards, which set the minimum expectations for attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Improve teaching so that it is consistently good or better in all classes by making sure that:
 - teachers create more opportunities for pupils to undertake extended writing in lessons other than English
 - when teachers mark pupils' work, they consistently give advice which shows pupils clearly what they need to do next to improve
 - in all classes, teachers always give pupils the time to read and act upon the advice they receive when teachers mark their work.
- Increase the level of challenge offered to pupils, and make sure that all pupils are fully and actively involved in their learning at all times, so that more of them exceed average rates of progress and reach above-average standards in English and mathematics by the end of Year 6.
- Strengthen leadership and management, and accelerate the rate at which the school improves, by:
 - increasing the rigour with which governors and leaders at all levels monitor teaching, with a sharper focus on pupils' achievement in English and mathematics
 - making sure that leaders follow up on points for improvement and show how these are being tackled.

An external review of governance should be undertaken to assess how this aspect of leadership and governance may be improved.

Inspection judgements

The achievement of pupils requires improvement

- Children join the Early Years Foundation Stage with knowledge and skills which are expected for their age. They make good progress in the Reception year but, as they move up the school, their progress is inconsistent. The proportion of pupils who exceed the expected rates of progress are below average in reading, writing and mathematics.
- In national assessments in 2013, the proportion of Year 6 pupils who attained the expected level in both English and mathematics was average. Some of the school's most able pupils exceed the nationally expected standards in English and mathematics. However, the level of challenge offered to pupils means that the proportion doing so is lower than those found nationally. Too few pupils reach above-average standards in reading, writing and mathematics compared to pupils nationally. Standards have fallen since the previous inspection.
- There has been variation in the attainment of boys and girls in recent years. Inspectors checked carefully the progress of boys and girls across the year groups, however, and found that there are now no significant differences in their achievement rates.
- There were not enough pupils known to be eligible for free school meals in Year 6 in 2013 to comment on their attainment without identifying them. Across the year groups, these pupils make similar progress to other pupils in reading, writing and mathematics, and the gaps in attainment between pupils known to be eligible for free school meals and other pupils are beginning to close. The pupil premium has been allocated to support the training of teaching assistants, and the impact of the training can be seen in the support they give to individuals and small groups of pupils in order to accelerate their progress. The funding is also now used for one-to-one support and to ensure that all pupils can take part in extra-curricular experiences, such as trips and visits.
- Disabled pupils and those who have special educational needs, as well as the small number who speak English as an additional language, achieve in line with other pupils in reading, writing and mathematics. Carefully planned and individualised support ensures that these groups make similar progress over time to their classmates.
- The school teaches phonics (the sounds that letters make) effectively. Results in the national check on standards in phonics in 2013 show that the standards reached by Year 1 pupils were above average.
- Standards in reading are average overall. The most-able pupils read fluently and with expression, showing reading skills above those expected for their age. Less-able pupils are more hesitant and inclined to guess words, but are able to correct themselves using the techniques they have been taught to use when they meet unfamiliar words. Pupils of all abilities talk enthusiastically about their enjoyment of reading.
- Standards in writing are average. Pupils are encouraged to write in different styles and for different audiences but are not given enough opportunities to practise longer pieces of writing, especially in subjects other than English.
- Standards in mathematics are average. Pupils are engaged and motivated as they work through open-ended tasks that allow them to work both independently and with other pupils. In this subject and in English, however, a lack of challenge and low expectations hold back progress.

This explains why more pupils do not reach the higher levels of attainment.

The quality of teaching

requires improvement

- The teaching seen in the majority of lessons during the inspection was good. However, over time, teaching has not been good enough to ensure that all pupils make good progress in reading, writing and mathematics. Teaching, therefore, still requires improvement.
- Teachers' expectations of what pupils can achieve are not consistently high. Pupils told inspectors that sometimes the work is too easy for them. In lessons seen, in a range of subjects, the pace of learning slowed when work was not sufficiently demanding.
- Teachers mark pupils' work regularly, but the quality of marking is inconsistent between different classes and between subjects. The best marking gives pupils clear advice about how to improve but, too often, marking does not provide guidance that is precise enough to help all pupils to improve their work. Some comments are difficult for pupils to understand. Sometimes, pupils are not required to show that they have read their teachers' advice and acted on it.
- Where teaching is good, lessons capture pupils' interest and imagination, actively involve them in their own learning, and give them suitably demanding tasks. In a mathematics lesson in Years 5 and 6, for example, a swift introduction to mental mathematics multiplication problems was followed by a good balance of group work and adult guidance. Pupils were keen to try out new methods of tackling problems, both independently and with other pupils. As a result, they made good progress.
- By contrast, in an English lesson in Years 3 and 4, pupils were asked to improve a piece of written work. A number of pupils did not fully understand the instructions because the instructions were too vague. The pace of learning slowed while the pupils' confusion was being sorted out.
- Teaching assistants and other adult volunteers provide valuable support for teachers. They support pupils in lessons, in small groups and in one-to-one activities. They use careful questioning and demonstration of ideas. As a result, disabled pupils, those who have special educational needs and the small number who speak English as an additional language are helped to make progress at the same rate as other pupils.
- Teaching in the Early Years Foundation Stage is good, with an appropriate balance of activities led by adults or chosen by children themselves. Children have a range of opportunities to explore and to develop their independence.

The behaviour and safety of pupils

requires improvement

- Pupils' attention wanders at times, and teachers too often have to remind individuals of the need to concentrate on their work, particularly in lessons where work is not suitably challenging. For this reason, behaviour and safety require improvement.
- Nevertheless, the school is a calm and well-ordered community. Most pupils show polite and caring attitudes towards each other, staff and visitors. Both boys and girls show enthusiasm for their school and are proud to be a part of it.
- Pupils say that they feel safe in the school and on the playground. They report that bullying is

rare and is dealt with promptly when it does occur. They understand the different forms that bullying can take, including name-calling and cyber-bullying. Wide-ranging e-safety training is regularly included in lessons.

- The needs of a very small number of pupils with significant behavioural problems are now well managed by the school. Staff have been given additional training in behaviour management and the school has appropriate support from outside agencies. This has allowed these pupils to settle into school and to take advantage of the learning opportunities made available to them.
- Pupils develop social skills well in the breakfast and after-school clubs, as well as through taking on responsibilities in school as monitors, playground buddies or school council members. They respond well to opportunities to help people less fortunate than themselves through charity fundraising.
- Attendance continues to improve as a result of initiatives by the school to encourage pupils to attend. It is consistently above average.
- Pupils have an awareness of other cultures and beliefs and communities. They have regular opportunities to respond imaginatively and creatively to music and art.

The leadership and management requires improvement

- Leadership and management require improvement because leaders have not yet secured good achievement or consistently good teaching.
- Leaders and managers have appropriate priorities and targets for development based on an accurate view of the school's work. In the short time since taking up post, the headteacher has refined procedures to collect and analyse information about pupils' attainment and progress. This information provides leaders with a clear understanding of how much progress pupils are making in different classes. As yet, though, these processes have not brought about the necessary improvements in English and mathematics.
- The headteacher has revised the procedures to monitor teachers' performance and to increase their accountability for pupils' achievement. All teachers have objectives to make sure that pupils make more rapid progress in English and mathematics, but these have not as yet had the desired impact.
- Teachers have access to training programmes which are helping them to extend their skills. Leaders carry out regular observations of teaching, offering teachers detailed and precise advice about how they can improve their practice. However, the impact of this has not been rigorously monitored and the pace of improvement has not been fast enough to make sure that teaching is consistently good.
- Pupils learn a broad and balanced range of subjects. The school offers interesting opportunities for pupils to learn through a variety of first-hand experiences and visiting speakers. For example, Year 1 pupils had a visit from a parent during the inspection to talk about Diwali. There is a good range of out-of-school activities, including a variety of sports and opportunities to learn to play musical instruments.
- The school plans to use the new primary school sport funding to extend the range of sports opportunities offered to pupils, and to extend teachers' expertise in teaching different sports.

- Parents report that their children are safe and well cared for. A number of parents support the school as classroom volunteers, and attendance at parents' meetings is good.
- Leaders make sure that there is no discrimination of any kind. All pupils are able to take a full part in school life regardless of background or need.
- The local authority is providing appropriate advice, support and training, which is valued by the school.
- **The governance of the school:**
 - The governing body is fully supportive of the school and keen to see rapid improvement. Governance requires improvement because governors have only recently begun to develop an independent, critical view of the school's work. They now have an improved understanding of the school's strengths and areas for development, and how its performance relates to schools nationally. However, they do not hold teachers to account with sufficient rigour for pupils' achievement in English and mathematics by making sure that teachers' pay and salary progression are linked to pupils' progress. Governors now ensure that they make formal visits to the school themselves and have specific responsibilities linked to different aspects of the school development plan. They take up relevant training opportunities. Governors are aware of the ways the pupil premium funding has been spent. They make sure that the school's procedures for safeguarding children fully meet national requirements and that all children are kept safe.

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

Unique reference number	120418
Local authority	Lincolnshire
Inspection number	413020

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	271
Appropriate authority	The governing body
Chair	Jeremy Hitcham
Headteacher	Daniel Pilsworth
Date of previous school inspection	24 May 2010
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