

# Moulton Primary School

Church Hill, Moulton, Northampton, NN3 7SW

**Inspection dates** 15–16 January 2014

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
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 has not been consistently good across different subjects and year groups, especially for the most able in mathematics and reading.
- The quality of teaching in mathematics and reading is too variable, resulting in few pupils making good progress.
- Activities in some lessons are sometimes too easy, and teachers do not check that pupils learn enough when working on their own. Time is wasted as pupils become restless, which slows progress.
- Pupils do not receive enough helpful marking to know how to improve their work. This holds back the progress of the most able.
- In some lessons, pupils' learning is not good because teaching assistants are not given clear advice about how to support them.
- Leaders' lesson observations do not look closely enough at the effects of teaching on pupils' learning, and their checks on the impact of marking are not yet supporting good achievement.
- Subject leaders have not supported enough improvements to teaching and learning.
- Governors' views about the quality of teaching are not currently accurate, and this limits their contribution in challenging leaders to improve teaching and learning.

### The school has the following strengths

- Pupils' achievement in writing is improving more quickly than in mathematics and reading.
- The school promotes pupils' spiritual, moral, social and cultural development well. They feel safe and secure, and generally behave well around the school.
- Leaders' use of performance information has improved since the previous inspection, and this is why the school improvement plan is now an effective tool for raising standards.

## Information about this inspection

- Inspectors observed 22 lessons, one of which was jointly observed with the headteacher. A number of shorter lesson visits also took place.
- Inspectors studied a range of evidence, including the school’s self-evaluation documents, improvement plan, performance management information and pupil progress records.
- Inspectors studied safeguarding, behaviour and curriculum policies and plans.
- Inspectors studied pupils’ work, folders and assessment information in lessons. They also studied pupils’ work with the headteacher and deputy headteacher.
- Meetings were held with three groups of pupils and school surveys about pupils’ views were also studied.
- Inspectors met with senior leaders, subject leaders, representatives of the governing body and a local authority adviser.
- Pupils from Year 6 and Year 2 read to inspectors.
- Inspectors met with some parents at the start of the school day.
- Inspectors took account of the 59 responses to the parents’ online questionnaire, Parent View, and 19 staff questionnaires. They also took account of a letter received from a parent.

## Inspection team

David Turner, Lead inspector	Additional Inspector
Annetta Minard	Additional Inspector
Janet Watson	Additional Inspector

## Full report

### Information about this school

- This is a much-larger-than-average-sized primary school.
- Most pupils are of White British heritage.
- The proportion of pupils known to be eligible for free school meals or in the care of the local authority and for whom the school receives the pupil premium (additional government funding) is below average.
- The proportion of disabled pupils or those who have special educational needs supported at school action is much lower than the national average. The proportion supported at school action plus or through a statement of special educational needs is above average.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school offers a breakfast and after-school club, which is the responsibility of the governing body.

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

- Improve teaching so it is consistently good and supports good achievement, ensuring that:
  - all pupils, and especially the most able, receive increasingly demanding work as they move up through the school to secure their knowledge and deepen their understanding in all subjects
  - pupils can improve their work and overcome areas of difficulty because every teacher provides helpful comments in their books which show them how
  - pupils persevere in their work because lesson activities stimulate and interest them
  - teachers and teaching assistants check on pupils' progress during lessons to make sure they are learning well.
- Raise achievement in mathematics and reading by making sure that pupils:
  - move on to new work quickly, once they have mastered an idea or skill in mathematics, and avoid unnecessarily repeating the same work across different years
  - deepen their understanding of mathematical skills and knowledge by applying what they know to real-life situations as much as possible
  - become more thoughtful readers by using their understanding of books to explain the ideas and purpose of the writing, how language is used and the ways in which a story is developed.
- Strengthen leadership by ensuring that:
  - when lesson observations happen, all leaders accurately assess the impact of teaching on pupils' learning, so teachers can receive more useful advice on how to improve
  - when looking at pupils' book work, leaders responsible for different subjects or year groups check the effect of marking on pupils' progress and advise teachers on how to improve it
  - all actions taken by leaders in response to parental concerns are reported back quickly and carefully explained so that parents know the matter has been addressed.

## Inspection judgements

### The achievement of pupils requires improvement

- Pupils have not made good progress from the point at which they start school. Following a fall in Key Stage 2 results in 2012, standards have improved but only slowly. Results by the end of Year 6 are not high enough, especially for the most able in reading and mathematics. Pupils' achievement in writing has improved more quickly.
- The achievement of pupils currently attending the school is improving but their progress varies across different subjects and year groups. Pupils' work and school data show that Year 6 and Year 2 pupils are likely to have made only nationally expected progress in the summer tests in 2014.
- Pupils start school in Reception with knowledge and skills at broadly typical levels for their age, and join Year 1 with average standards. Their achievement is not yet good because they are not supported to think deeply about the activities they are involved in.
- At the end of Year 2, standards in mathematics have declined for three years and are now average, while in reading they are closer to national results after having declined in 2013. Standards in writing have risen to above average, representing good progress in this subject.
- Progress across Key Stage 2 has been slow because teachers' expectations have not been high enough and work has not been sufficiently challenging over time, especially in mathematics and reading for those pupils who started Key Stage 2 with higher results.
- Observations of mathematics lessons and studies of pupils' work show they sometimes spend too long repeating work that they have already covered, rather than moving on to apply it or use it to tackle more practical or challenging problems, deepen their understanding and build initiative. This leads to gaps in basic skills and lower confidence among older pupils when they try working things out for themselves. In a Year 6 lesson the teacher had to provide advice on basic use of multiplication tables when pupils were asked to think of their own strategies for making estimations.
- Year 1 achievement in early reading and knowledge of phonics (the sounds made by letters and words) has improved since the last inspection and the results in checks are now above average.
- All pupils are supported to read regularly but their progress is not yet good because they are not sufficiently skilled in higher-level reading approaches. When listening to readers and observing reading sessions, inspectors found pupils understood stories but some were less confident in giving their view of what the writer means and how language can be used to get ideas across.
- Pupils' achievement in writing has improved across the school and standards rose in 2013 because pupils have been helped to apply their knowledge of writing techniques for different purposes and they enjoy doing so. Inspectors saw good examples in Year 6 where pupils wrote statements to capture a reader's attention or influence their feelings. In Year 4, pupils demonstrated effective editing skills and used connectives to write with greater fluency.
- Disabled pupils and those who have special educational needs are making similar progress to their classmates. Since the last inspection, there have been improvements in the way they are assessed and this information is used to make sure they are given more effective support in lessons and through the help and guidance provided across the school.

- In the 2013 Year 6 tests, the gap between the attainment of pupils eligible for pupil premium funding and their classmates was approximately six months in reading, and 10 months in writing and mathematics. Overall attainment was higher than national figures for similar pupils. The gap is firmly reducing for the eligible pupils currently at the school, and they are making at least the same progress as other groups.
- The school has only recently received additional sports funding. However, leaders have carefully planned for pupils to participate in physical education sessions and a wide range of clubs which encourage them to stay healthy and fit, and this is clearly happening.

## The quality of teaching

## requires improvement

- Teaching has not been consistently strong enough to ensure good progress in all year groups and subjects, particularly for the most able in mathematics and reading and across Key Stage 2.
- Pupils of middle ability are often helped to make the most progress in lessons. This is because teaching has been most supportive of the knowledge and skills they need in order to move on to the next level of work. Other pupils have not been taught to learn as well as they can as they move up through the school. In particular, work and activities in lessons have not been sufficiently difficult or well organised to help the most able gain the knowledge and skills needed to develop their understanding and allow good progress.
- Across mathematics lessons, pupils have often repeated questions, problems and calculations even when they have shown they can now handle them or have studied them before. Because work of the same type is set for them to do, they are not challenged to increase their knowledge and skills in mathematics. Samples of Year 6 and Year 1 work showed that the most able pupils' learning was slowed in this way.
- Pupils can comprehend the stories and books they read but they are less confident and secure in explaining the meaning behind phrases or language chosen by the writer or the way a story develops. This is because teachers often ask them to recall what they have just read and do not push them to think more deeply about the purpose behind the writing. In a Year 6 literacy lesson, for example, pupils demonstrated their writing skills were being effectively developed but lacked confidence when asked to think about why certain words could be used at different points of their stories to catch the interest of the reader.
- Although teachers ask questions to check on pupils' understanding of tasks, questioning is not used to challenge what pupils say and help them think more deeply about the work. An example of this was seen in a Year 3 literacy lesson, where pupils identified the persuasive language used in a story but were not prompted to think further about how the language worked.
- Pupils' learning sometimes loses direction because teachers and classroom assistants do not always check on how hard they are finding the work, so as to offer guidance if they experience difficulty or use questions to push their thinking on. In some Reception and Key Stage 1 lessons observed, pupils who received such support continued to learn while others made less progress.
- Marking of work is inconsistent and does not yet support good development of pupils' knowledge and skills in literacy and mathematics. Important mistakes are sometimes missed, including miss-spellings or sentences that fail to make sense. In Key Stage 2 mathematics, work is marked but pupils do not receive enough advice about corrections, what the working could look like and how to use their knowledge next time. Not enough teachers check that pupils have followed the guidance in their next piece of work.

- The use of classroom assistants and other adults to support learning is not planned consistently well across the school. In some lessons, their support does not focus enough on the pupils' learning, while in others the teaching assistants have a clear view of the purpose of the work and are able to support pupils effectively.
- Where teaching is currently good, it has improved because new staff and established teachers are ensuring pupils overcome earlier weaknesses and gaps in their knowledge and skills. As a result, although pupils' achievement requires improvement because of slower progress in the past, teaching in later Key Stage 2 is helping them recover more quickly, particularly in Year 5 and Year 4.
- In Year 4 and Year 5, pupils' learning is improving quickly because of thorough checks on their progress against personal targets which they understand. Mistakes are corrected and pupils quickly use the helpful advice they receive the next time they apply their knowledge. This helps them develop a good understanding of their subjects and they are growing in confidence as they move on to higher levels of work.
- In Key Stage 1, the best teaching is carefully supporting the more-able pupils' progress as well as that of other groups and this is preparing them well for Key Stage 2.

### **The behaviour and safety of pupils** requires improvement

- Although they generally behave well in and out of lessons, weaknesses in teaching prevent pupils from developing good learning habits and attitudes. This is why behaviour requires improvement.
- Older pupils who have not made good progress as they have moved up through school lack the confidence to try some of the work and challenges set for them. They come to rely on their teachers to guide them and sometimes chat about subjects other than their work and learning while they are waiting for help.
- Younger pupils in Key Stage 2 are not always helped to understand the purpose of their work because it is not explained properly. As a result, they can lose interest or fail to give their best to when they find work difficult to do. Pupils in Year 3 reported that occasionally this can lead to disruptive behaviour.
- In Reception and across Key Stage 1, some of the younger pupils disengage from learning activities when working on their own for longer periods of time. This is because teachers and classroom assistants do not always check on their progress to see what they understand, if they are focused on the task or whether they need help.
- Pupils feel behaviour is generally positive around the school, although a small number reported poor behaviour around the toilets at lunchtime. They speak of good relationships and respect one another. Pupils wear the correct uniform for school with pride and are properly equipped for lessons. They are proud of their school, take up responsible positions and are enthusiastic members of their council. They respect the buildings and take care not to drop litter. They also greet visitors politely and are helpful to them.
- The school's work to keep pupils safe and secure is good, and they say they feel safe in school. They understand different types of bullying and believe it is rare. They told inspectors they could report any problems to their teachers or adults at the school and they would be quickly sorted out. Pupils also understand the risks of the internet and explained how the school has taught

them to be safe from cyber bullying.

- Parents who spoke with inspectors were confident their children were safe at the school and well cared for. They felt they could raise any concerns about safety and behaviour and they would be sorted out quickly. The great majority of parents who completed the Parent View questionnaire agreed, although a smaller number did not. Inspectors found that in the past, although leaders and teachers have taken effective action over such concerns, parents have not always been informed quickly of the way in which the school has handled them.
- Attendance is above average. Persistent absence has been firmly reduced following an increase in 2013. This is because leaders and teachers work hard to promote and maintain attendance by working closely with parents and pupils.

### **The leadership and management** requires improvement

- Although leaders have brought about improvements in achievement and teaching since the last inspection, the actions taken have not been effective enough to ensure pupils make good progress.
- Senior leaders' evaluation of the quality of teaching has not made a secure link between the impact of teaching and the learning of pupils. Lesson observations have looked more closely at what the teachers do, rather than how well the pupils learn.
- The setting of targets to improve the quality of teaching has improved this year because leaders look more closely at pupil progress information when making judgements. Owing to less rigour in the past, reviews of teachers' performance have not always provided accurate guidance on how to improve their teaching.
- Subject leaders are currently developing more consistent approaches to teaching literacy and numeracy across the whole school. However, their evaluation of the effectiveness of these improvement initiatives has not looked closely enough at pupils' work. As a result, leaders have not been secure in their judgements of the quality of teachers' assessments and how well they are supporting pupils' learning.
- Leaders' improvement plans are now more effective because they are based on a better understanding of the strengths and weaknesses of the school, owing to improvements in the use of information on pupils' performance. They contain important targets for moving the school forward which clearly set out what ought to be achieved and by when.
- The developing curriculum does not yet support good achievement in key subject areas such as mathematics and reading, where progress has been too varied across the school in recent years and this has affected pupils' attitudes to learning.
- The curriculum contributes positively to the spiritual, moral, social and cultural development of the pupils. Every pupil has the opportunity to learn a musical instrument and perform in the school's highly successful choirs. Pupils are helped to reflect on the sacrifices which others have made for them, including those who have served in the armed forces. Pupils' cultural awareness has been developed by links to schools in other countries and children who they have helped.
- The large majority of parents and all staff are supportive of the school's leaders, who take account of their opinions and consult with them on improvements. Parents who spoke with inspectors were highly supportive. A smaller number of parents are concerned about the quality

of information they receive about their children's progress and this is currently being addressed.

- Safeguarding is effective and meets all statutory requirements.
- The effective management of the breakfast and after-school club helps pupils prepare for the start of the school day in a calm environment and development good relationships by joining in the activities after school.
- Leaders' use of primary school sports funding (additional funding provided by the government) is well planned. It is being used effectively to increase the participation of all pupils in physical education through normal lessons and additional clubs.
- The local authority has recently provided a lighter level of support and challenge to the school. Its recent assessment of school performance information identified some areas of effectiveness including phonics and the improvement of writing but there was further work needed in order to check on the school's view about the quality of teaching in order to advise to leaders on the accuracy of their lesson observations. This was planned to happen near the time of the inspection.
- **The governance of the school:**
  - The governing body is new and has been improved since the last inspection. Governors are committed, come from many backgrounds and bring a variety of skills to their work. They are closely involved in the life of the school and visit regularly in order to see its performance first-hand, meet pupils and talk with staff. Governors have been trained in the use of performance data and they hold the school to account by asking searching questions of leaders about pupils' progress and results. Their understanding of the quality of teaching is not sharp enough owing to the general weaknesses in the school's self-evaluation, but they review the arrangements for managing staff performance carefully and ensure there is a good link between results and pay awards. Governors know how the pupil premium funding is spent and its impact on the attainment and progress of eligible 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>	122102
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	430721

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>	425
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Kelvin Yarker
<b>Headteacher</b>	Peter Sturges
<b>Date of previous school inspection</b>	26–27 June 2012
<b>Telephone number</b>	01604 643061
<b>Fax number</b>	01604 642328
<b>Email address</b>	head@moulton-pri.northants-ecl.gov.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://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](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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](mailto: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 information 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'.

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2014

