

Moulton Chapel Primary School

Eaugate Road, Moulton Chapel, Spalding PE12 0XJ

Inspection dates 27–28 January 2016

Overall effectiveness **Good**

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Outstanding
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

- All pupils make good progress at each key stage as they move through the school. By the end of Year 6, standards exceed those seen nationally for reading, writing and mathematics.
- Children in the early years settle quickly and are inspired by the achievements of their Year 1 classmates. They are keen learners and develop early reading and writing skills at a swift pace.
- The quality of teaching is consistently good and occasionally outstanding. Adults relentlessly give the highest quality verbal and written feedback. This enables pupils to continuously improve.
- Pupils behave exceptionally well in class and around the school. They look after each other and never miss an opportunity to offer help or support. Their spiritual, moral, social and cultural development are outstanding.
- The school places the highest importance on pupils' personal development and welfare. Safety is a high priority for all staff. Every pupil is treated equally and receives excellent care and support.
- Leaders and governors have worked closely to improve all areas of the school's work. They communicate a strong message of high aspirations for all.

It is not yet an outstanding school because

- Strategies to promote and improve reading across the school have not been in place long enough to show their maximum impact on pupils' achievements.

Full report

What does the school need to do to improve further?

- Raise achievement further in reading by ensuring that all staff continue to:
 - provide opportunities for pupils to extend, improve and deepen their reading skills in all lessons
 - encourage pupils to read at home for pleasure and enjoyment.

Inspection judgements

Effectiveness of leadership and management is good

- School leaders have strengthened their resolve to improve the school since the last inspection. The headteacher has reduced her teaching commitment and now has more time to work at a strategic level. The headteacher and governors have responded to advice to add milestones to their improvement plan which is used to focus on important school priorities.
- Responsibilities for key aspects and improvement priorities are shared and staff know precisely what is expected of them in order for the school to improve further. Every action is linked to raising pupils' achievements and the school has identified reading as an area for renewed attention. The literacy leader actively checks on reading initiatives and visits all classes to see that pupils are being encouraged to read out loud and make good use of the newly created reading areas.
- The leadership of teaching has been strengthened and good use is made of expertise within the partnership of schools. Teaching is now good in all classes and occasionally outstanding. This has contributed to the rising standards across the school.
- All staff are fully supportive of the school and responses to questionnaires and discussions during the inspection echo their determination to ensure that outcomes for pupils are the very best that they can be. Equally, parents' support and praise for the school is positive and the headteacher is held in high esteem.
- The school is a harmonious community where all pupils get along well and are fully included. Pupils are treated equally and respectfully and they in turn feel valued. Pupils treat each other with sensitivity and there is no discrimination.
- The school curriculum includes a variety of interesting topics and pupils readily use their mathematics and literacy skills in different areas. Changes to the curriculum are shared with parents so that they understand what their children are learning and how it is assessed. Learning experiences are enhanced by numerous trips, visits and activities and very good use is made of local connections, such as the internationally renowned poet, Benjamin Zephaniah who has visited the school. High levels of interest and engagement have a good impact on pupils' progress. Former pupils also return to share their successes, such as the current 'Miss Lincolnshire' and the youngest person to climb Mount Kilimanjaro. This raises aspirations about what pupils can achieve when they leave school and move into the wider community and beyond.
- Additional funding for primary sports and physical education is used very effectively and enhances the school's commitment to promote healthy lifestyles. All pupils are taken to swim for at least two terms each year and the whole school makes regular visits to a local gymnastics club. Additional teaching support and access to clubs has enabled disadvantaged pupils to also make good progress.
- Support from the local authority has been effective in raising the quality of teaching and enhancing the use of assessment information to monitor pupils' progress. This is now at a 'lighter touch' level as the school is in a stronger position to continue to improve.
- **The governance of the school**
 - Governors are highly committed to sustaining a culture of high aspiration and ambition in the school.
 - Governors have reviewed their skills and roles since the last inspection. They have benefitted from training and now have a deeper understanding of how the school assesses pupil progress. This helps them to ask more challenging questions about how well pupils are performing. Mindful of the small numbers of pupils in each year group, governors make careful comparisons with national information on achievement.
 - Governors know the school development plan well and frequently refer to key priorities which focus their visits to the school. They communicate openly with the headteacher and raise questions about how well additional spending is making a difference to pupils' achievements. Pupil premium funds allocated to fund the expertise of a specialist teacher are closely linked to the closure of learning gaps in school and the success of these pupils who now outperform their peers. Governors are passionate about the use of sports funding to enhance pupils' experiences of different sports and to enable them to compete with other schools across a wider area.
 - Governors encourage the development of all staff and equally hold them to account through the school's performance management systems. This now includes support staff, showing the high value and commitment which they place on improving the school.

- The arrangements for safeguarding are effective. Staff safeguarding and child protection training is up to date. The headteacher is a qualified trainer and ensures that staff and governors receive regular updates. The school keeps parents well informed and provides a number of workshops and online resources to maintain a high level of importance in this area. Governors recognise their role and know what to do if a safeguarding concern is raised.

Quality of teaching, learning and assessment is good

- The quality of teaching is now consistently good in every class and additional support session. Teaching is occasionally outstanding. This leads to the good progress seen in all subjects and classes across the school.
- Teachers and teaching assistants form a close-knit team and share their knowledge and insightful understanding of every pupil. This underpins the range of tasks and activities planned and enables pupils to learn effectively.
- Teachers ensure that pupils with additional needs, those who are disadvantaged and the most able are suitably supported and challenged and this has contributed to the rise in standards in all areas of the school.
- Several newer initiatives to promote reading are now in place. Older pupils regularly pair up to read with younger ones, offer helpful feedback and write in pupils' reading journals. Pupils are encouraged to read with more regularity and to broaden their choices of reading materials. This is beginning to have an impact on the enjoyment of reading and on raising standards.
- Teachers and teaching assistants offer excellent verbal and written feedback to help pupils to improve their work. They are unwavering in their use of the school's assessment and feedback policies. Pupils are given time to respond to 'now' comments, reflect and correct their work. The introduction of 'objective bookmarks' for mathematics and literacy allows pupils to clearly see what they must achieve and helps them to check their successes in lessons against their learning targets. They regularly review their own progress and show great pride when a target is securely achieved.
- The presentation of pupils' books is at a high standard and pupils attach a strong sense of pride and importance to every piece of work they complete. This embodies their well-developed attitudes to learning and high expectations of themselves.
- Adults provide a range of resources to help pupils to learn and they, in turn, frequently refer to 'word walls' or reach for a dictionary or thesaurus. In a mathematics lesson, a group of most-able pupils were excited to be using colourful plastic rods to work out some tricky, equivalent fractions.
- Homework is regularly set and this begins in the Reception class, so that children develop effective learning habits and work patterns early on. Pupils and parents speak positively about homework and are ideally positioned to accelerate reading progress further with the inclusion of regular reading time at home.

Personal development, behaviour and welfare is outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils are highly enthusiastic learners and consistently show their high regard and respect for each other. Adults model the school's caring ethos and this is reciprocated by every pupil.
- Pupils know how to keep themselves safe in different situations and say that they certainly feel safe in school. Online safety is very well understood and older pupils have been shown how to use enhanced security settings on a well-known social media site in preparation for the time when they move on to their secondary school places. Pupils learn about road safety through Bikeability and, following a workshop in the school playground, they now have an excellent awareness of the limited visibility of lorry drivers. Pupils have good understanding of the different types of bullying, but all agree that it is exceptionally rare in school. School records confirm this and the headteacher is quick to act on those very rare occasions.
- The small size of the school allows staff to get to know each individual pupil and provide the highest levels of care and support. The support for those with additional needs is carefully crafted around each pupil and as a consequence of this, pupils learn and achieve well.
- The school places a strong emphasis on pupils' emotional well-being and has established partnerships with a range of external specialists to support those who are most vulnerable. Older pupils have trained to become junior police community safety officers in the school, so that they too can play a part in caring for younger, vulnerable pupils.

- Pupils are well informed about British values and gain deeper insights through assemblies and well-thought-out trips and activities. A recent visit to the Houses of Parliament was used to extend pupils' understanding of the importance of having a vote and they also met their local MP.
- The school sensitively tackles issues surrounding different faiths, and extremist views through topic work, exploring cultural themes and visits to places of worship. Pupils learn the importance of tolerance and tact when making their own responses to the views of others.
- This is a very reflective school and pupils frequently think deeply about their own and others' learning and points of view. They take notice of the headteacher's 'thoughts' displayed on a wall in the hall and make their responses on post-its to social issues such as, 'Why give to charities?' and 'recycling'. Even the youngest pupils learning about life in a Kenyan village make sensitive comparisons with their own lives in Moulton Chapel.

Behaviour

- The behaviour of pupils is outstanding. Attendance has risen to above average and pupils arrive on time, keen and ready to learn.
- Throughout the school, pupils show their respect for each other and an understanding of others' individual needs and differences. They are exceptionally polite and courteous and listen patiently without interruption.
- During a lunchtime conversation a mixed-age group of pupils were chatting about different sports and one praised another for her football skills, telling her that she could easily be in the older age-group team. She was rightfully pleased and glowed with pride.
- Attitudes to learning are exceptional and pupils are keen and receptive to adults' instructions. Pupils have high expectations of themselves and many embrace additional responsibilities which help others. An example is the lunchtime homework club which is run by members of the school council.
- No interruptions to learning were seen during the inspection and this was in complete harmony with the school's own checks on behaviour. Parents, staff and the pupils themselves agree that behaviour in the school is one of its strengths.

Outcomes for pupils

are good

- Pupils make good progress through each key stage and by the end of Year 6 achieve standards which are ahead of those seen nationally. In 2015, the school achieved a 100% success rate for Year 6 pupils in national tests for reading, writing and mathematics combined. Every Year 6 pupil achieved level 4 or above in each subject.
- Progress in mathematics and writing is particularly strong. A high proportion of pupils make and exceed expected progress levels compared with the national picture. Standards in reading are slightly below average, and although rising, remain behind other subjects in the school. Similarly, reading progress by the end of Key Stage 2 lags behind writing and mathematics.
- The most-able pupils achieve well in writing and mathematics and reach the higher levels in these subjects. In the past, they have been less successful in reading. Pupils currently receive a steady stream of more challenging work and are regularly stretched with work which they frequently get right.
- The small number of disabled pupils and those with special educational needs achieve well and make good progress in line with their classmates. Adults understand their needs and skilled teaching assistants are well prepared with resources to support their learning.
- The small numbers of disadvantaged pupils in Year 6 have year-on-year exceeded their peers' achievements and reached higher standards of attainment in reading, writing, mathematics and grammar tests. However, there are too few pupils to make a reliable statistical comparison. The closure of learning gaps shows that additional funding is effectively directed to provide additional learning support and give pupils access to school trips such as the Year 5 and 6 residential weekend. Disadvantaged pupils are fully involved in the life of the school and as a result are unhampered by any barriers to their learning and success.
- Phonics is now taught well and Year 1 pupils reach the required standard in the national phonics check. The small number who re-sit in Year 2 have a good success rate.
- Standards have risen consistently since the previous inspection because school leaders have placed the right emphasis on raising aspirations and expectations. There is no longer a limit on what pupils can achieve and staff passionately communicate this to their pupils.

Early years provision

is good

- The very small number of children in the early years settle into school life quickly. Adults get to know children well because information is shared with local pre-school settings and the teacher makes early visits before the school year begins. The friendly, reassuring atmosphere and presence of older pupils in the class have a positive impact on the children's attitudes to learning. They soon develop a keen desire to learn more and make good progress with early reading and writing skills.
- Most groups enter with a range of skills which are in line with those typical for their age. Children make good progress through the Reception Year and most achieve a good level of development. Occasionally, children are ready for Year 1 work early and adults steer them to the table where they will be challenged further.
- Activities planned capture children's interest, such as hearing about pirates, and colourful pictures and resources stimulate their writing as they express what kind of pirate they would be. Adults regularly check how well children are developing and frequently move them around to different areas and tasks. This helps them to reach a good standard by the end of the year. Children are encouraged to make their own choices from an ever-changing array of inside and outdoor activities and this boosts their confidence and enjoyment of learning.
- Early years staff work very closely together and shared plans and information about what the children can do enable them to provide the right balance of challenge and support for every child. This ensures that good-quality teaching and guidance has a positive impact on children's achievements.
- Teaching assistants lead groups and work with individual children, deliver phonics (the sounds which letters make) sessions and act as skilled facilitators of learning for the Reception children. Their generally good insight and input makes a powerful contribution to each child's good progress.
- Communications with parents are good and the use of a new electronic assessment system allows parents to share with staff their children's achievements at home. They have instant access to current progress information and an accurate view of their children's skills. This means that children receive more help both at home and in school, which contributes to their good achievement.

School details

Unique reference number	120417
Local authority	Lincolnshire
Inspection number	10009103

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	65
Appropriate authority	The governing body
Chair	Simon Rogers
Headteacher	Lisa Meacher
Telephone number	01406 380440
Website	www.moultonchapel.lincs.sch.uk
Email address	Lesley.mackenzie@moultonchapel.lincs.sch.uk
Date of previous inspection	21 January 2014

Information about this school

- The school is much smaller than the average-sized primary school.
- Most pupils are of White British heritage and speak English as their first language.
- The proportion of pupils who are disadvantaged and, therefore, supported through the pupil premium is slightly above average. The pupil premium is additional government funding to support pupils known to be eligible for free school meals and those who are in the care of the local authority.
- The proportion of disabled pupils and those who have special educational needs is above the national average.
- The early years consists of children in the Reception Year who are taught in a class with Year 1 and Year 2 pupils. In the two remaining mixed-age classes, Year 3 and Year 4 pupils and Year 5 and Year 6 pupils are taught together.
- The school is in a collaborative partnership with six other local schools.

Information about this inspection

- The lead inspector observed 12 lessons including two additional support sessions for mathematics. Ten were jointly seen with the headteacher.
- The inspector observed support in class for pupils who need additional help with their learning, listened to readers and attended a whole-school assembly.
- The inspector looked closely at pupils' work in every class and did some of this jointly with the headteacher.
- The inspector spoke informally with parents at the start of the inspection and took note of their views through the 21 responses to the online, Parent View, survey.
- The inspector joined pupils for lunch and spoke informally to several around the school. She met with a group who had successfully competed in an international competition, to hear about their challenges and experiences.
- Staff returned nine questionnaires during the inspection and these were analysed to gain their views of the school.
- The inspector met with four governors, spoke with a school adviser and held several discussions with the headteacher and subject leader responsible for checking English.
- The inspector checked school documentation on attendance and behaviour and looked closely at pupils' current progress and the monitoring of safeguarding. She looked at records of governors' meetings and how the school manages staff performance.

Inspection team

Aune Turkson-Jones, lead inspector

Ofsted Inspector

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