

# Inspection of Sir John Moore Church of England Primary School

Top Street, Appleby Magna, Swadlincote, Derbyshire DE12 7AH

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Inspection dates: 25–26 February 2020

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Outstanding

The previous 'outstanding' judgement reflected the school's overall effectiveness in June 2009 under the relevant inspection framework at that time.

The new judgement of 'good' reflects the current inspection framework as well as any changes at the school since the last inspection.

The school has not been inspected for 10 years, which is longer than the five-year maximum interval between inspections. Changes in school effectiveness may have happened at any point in that period. The long time between inspections is because the law changed in 2011; it made outstanding schools exempt from routine inspection.

## **What is it like to attend this school?**

Pupils are proud to be part of the Sir John Moore school family. Everyone celebrates pupils' talents and achievements. Pupils are very articulate. They can talk about their learning, current affairs and their interests with confidence. Behaviour around the school is of a high standard. Pupils know what is expected of them. They are not worried about poor behaviour or bullying because they say both are rare.

Pupils take part in plenty of learning outside of the classroom. For example, children made pancake batter in class and then cooked pancakes over a camp fire. Children in the Reception Year take part in 'Welly Wednesday' at the local farm. In other year groups, pupils learn subjects beyond those which are set out in the national curriculum. For example, pupils learn how to keep bees.

In the past, some pupils have not achieved as well as they could. This is because the curriculum was not planned well enough to meet their needs. This has been tackled, and teachers now have high expectations for what pupils should be able to do. However, there are still a few gaps in the curriculum in some subjects, including in phonics.

## **What does the school do well and what does it need to do better?**

Leaders evaluated that the curriculum in some subjects was not as strong as in others. They have reviewed the curriculum accordingly and brought in new approaches to teaching. Pupils are now achieving better than they have done in the past.

Pupils' personal development is at the heart of the school's curriculum. Adults encourage pupils to develop their G.R.I.T. mentality. This stands for Growth mindset, Resilience, Independence and Teamwork. Pupils readily apply this to all aspects of their school life. This includes when they are playing competitive sport, learning in class or attending events such as community lunches.

In mathematics, the curriculum is well planned to build on what pupils have learned before. Pupils revise previous learning to help them learn new things. The curriculum is ambitious. Pupils show G.R.I.T. in mathematics when applying their knowledge to problem-solving activities.

Pupils are enthusiastic readers. They can talk about their favourite authors and the types of book they like. Pupils learn how to predict what might happen next or infer the author's meaning. Pupils use this knowledge with increasing confidence when reading more complicated texts. The teaching of early reading is effective for most pupils. However, teachers do not stick to one approach to teach phonics. This leads to confusion for some pupils, particularly the weakest readers. These pupils are not spotted quickly enough when they begin to fall behind. Children in the Reception

Year do not start reading books quickly enough once they have begun learning sounds.

In most subjects, what pupils learn is well planned to build on what they already know. This is particularly true in subjects such as science, religious education, design and technology, and music. Pupils apply their knowledge to consider complex problems. In these subjects, pupils achieve well. For example, Year 2 pupils use their scientific knowledge to work out how to free 'people' who are stuck in ice. Pupils in Years 3 and 4 use previous learning to build bee hives.

In a few subjects, such as history and geography, pupils learn facts about the different topics. Unlike in other subjects, they are not given as many opportunities to apply their knowledge.

Staff help pupils with special educational needs and/or disabilities to achieve well. Some pupils use special equipment to help them. Teachers make changes to the curriculum, so that all pupils can join in with whole-class learning. Staff make sure that these pupils take part in extra-curricular activities. This includes sporting competitions.

Children in the early years are eager to learn. The curriculum is well planned to meet the needs of children and to broaden their horizons. Staff make the most of the local area. They use the unique school building and visit the local village, to learn about life today and in the past. Teachers make sure that what children learn has a meaningful purpose. For example, to develop the muscles in children's fingers and wrists, adults taught them how to knit a scarf for a snowman.

Pupils show very positive attitudes to their learning. Lessons are rarely disrupted by poor behaviour. Occasionally, some pupils' books are scruffy. They do not always reflect the school's high expectations.

Staff say that leaders are considerate of their workload. They work well together as a team.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have carefully considered the risks posed to pupils due to the school's unique site. They have put into place practical and secure measures to make sure pupils are safe on the shared grounds. Pupils know and understand the school's procedures for keeping them safe. They stick to these carefully.

Staff know what they must do if they have a concern about a pupil. Safeguarding leaders follow up concerns. When necessary, they pass these to the local authority. Staff make sure families receive support when needed. Leaders keep thorough records and monitor these regularly.

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

### (Information for the school and appropriate authority)

- The school's approach to teaching phonics and early reading is inconsistent across the early years and key stage 1. Pupils do not begin to read books quickly enough once they know some sounds. Pupils who begin to fall behind are not identified quickly enough or supported well enough to enable them to catch up quickly. Leaders must make sure there is a consistent approach to the teaching of phonics which enables all pupils, but particularly the weakest readers, to achieve well.
- In some subjects, such as history and geography, the expectations of what pupils should be able to do is not as high as in other subjects. Pupils do not readily discuss subject knowledge, such as analysing patterns and relationships in geography or understanding cause and effect in history. It is not always clear how subject knowledge will be developed as pupils move through the school. Leaders must make sure that the curriculum in all subjects provides pupils with opportunities to develop and apply their subject-specific knowledge.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	120192
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10121308
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	144
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Andrew Carter
<b>Headteacher</b>	Tae Carpenter
<b>Website</b>	<a href="http://www.sirjohnmoore.co.uk">www.sirjohnmoore.co.uk</a>
<b>Date of previous inspection</b>	25 June 2009

## Information about this school

- The school's last statutory inspection of Anglican and Methodist schools was carried out in September 2015.

## Information about this inspection

We carried out this inspection under section 8 of the Education Act 2005. We deemed the inspection a section 5 inspection under the same Act.

- We did deep dives in the following subjects: reading, mathematics, music and history. This included lesson visits and discussions with teachers and subject leaders. We talked with pupils about their learning and looked at examples of pupils' workbooks in these and other subjects.
- We held meetings with the headteacher, senior teachers, subject leaders and teachers.
- We spoke with the chair and vice-chair of the governing body, two other governors and the school's improvement adviser.
- We considered the 99 responses to the online parents' questionnaire Ofsted's Parent View.

- We looked at a range of documents, including the school's own evaluations of the curriculum, curriculum plans, plans for improvement and the most recent published information on the achievement and progress of pupils. We also examined information relating to the arrangements for safeguarding pupils.

### **Inspection team**

Helen Williams, lead inspector

Her Majesty's Inspector

Alison Talbot

Ofsted Inspector

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