

# Inspection of a good school: Moulton Primary School

Church Hill, Moulton, Northamptonshire NN3 7SW

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Inspection dates:

7 and 8 December 2021

## **Outcome**

Moulton Primary School continues to be a good school.

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

Moulton Primary School is at the centre of its community. Pupils said that they have fun at school and enjoy attending. Pupils are confident that teachers can help them if they have problems. As a result, most pupils feel safe and happy.

The 'rainbow of responsibilities' helps pupils to remember the importance of respect for others and the environment. Pupils demonstrate these responsibilities and understand them well. This is one way in which the school is preparing pupils for life in modern Britain and for a changing world.

Pupils purposefully take part in lessons. They demonstrate the traits of the 'learning animals'. Teachers' expectations of what pupils can achieve are high. They encourage pupils to challenge themselves beyond their comfort zones to become more like the 'risk-taking fox'. Many pupils rise to these expectations.

Pupils said that they can learn in all their lessons. There are only rare occasions when pupils demonstrate behaviour that does not support learning. Pupils know teachers take incidents of poor behaviour, including bullying, very seriously. Teachers encourage pupils to behave well and praise them for doing so.

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

Leaders have ensured that a broad and ambitious curriculum starts in the early years. Subject leaders have identified the important concepts pupils need to learn in their subject. They have ordered the knowledge to build into larger ideas. This means that pupils build a depth of knowledge and are able to know and remember more over time.

Teachers have received training in many subjects to enhance their subject knowledge. In subjects such as mathematics and history, teachers draw on their expertise to present ideas clearly. Teachers give pupils learning activities that are well matched to the intended outcomes. In these subjects, pupils know and remember more. In a few subjects, such as

computing and design and technology, some teachers are in the early stages of developing their subject knowledge. In these subjects, teachers do not teach the most important knowledge as well as they do in others. As a result, pupils do not develop a depth of knowledge in these subjects.

Children learn how to read as soon as they start the Reception Year. Leaders have adopted a systematic approach to the teaching of phonics. Teachers and teaching assistants are early reading experts. There is a consistent approach to phonics teaching and assessment. If some pupils fall behind, trained adults give them extra help to catch up quickly. Most pupils become fluent readers through reading books that accurately match their phonics knowledge. Pupils also develop a love of reading through story time. This helps them to develop their wider vocabulary. In key stage 2, books sometimes link to the class topic. For example, pupils in Year 6 read 'Goodnight Mr Tom' at the same time as studying the Second World War. This helps them to understand the book better and supports them in deepening their understanding in history.

Early years classrooms are organised so that pupils can learn with purpose. Children's activities are designed carefully to promote the intended learning across all areas of the early years curriculum. Children have opportunities to revisit their previous learning independently. The 'creative classroom' is a place where children can investigate materials. The outdoor garden is another area that helps children to explore the natural world around them. Both of these areas contribute to children's early development and prepare them for the next stage of education.

Teachers pay close attention to the needs of pupils with special educational needs and/or disabilities. They meet these through a variety of ways. For example, teaching assistants help children access the same learning as others in lessons. Many staff are trained to use therapies in the 'rainbow room', to support pupils who may be struggling with their emotional needs.

Leaders promote pupils' personal development well through the curriculum. Pupils are taught about how to keep safe during personal, social, health and citizenship lessons. There are a range of clubs which take place in the morning, afternoon and after school. These include the archery club, the 'Jesus and me' club and a Spanish club. Over a quarter of the school's children sing in the choir. There are also opportunities in each year group for all pupils to take part in a school performance. Every pupil has the opportunity to play string and brass instruments. This develops pupils' appreciation of the arts.

Leaders and governors value all staff and protect them from unnecessary workloads. Staff said they are proud to work at this school.

## **Safeguarding**

The arrangements for safeguarding are effective.

Governors understand their safeguarding responsibilities. They check the effectiveness of safeguarding procedures.

Leaders have planned a programme of regular safeguarding training for staff. This updates staff on important safeguarding issues.

Safeguarding leaders ensure that they work in partnership with external agencies to support the most vulnerable pupils.

Staff are confident about recording and reporting all concerns. Leaders use this information to build a bigger picture so that they can identify pupils who might be at risk, and provide early help.

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

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

- Leaders have recently revised the curriculum. In some subjects, including computing and design and technology, staff have not yet received training. Pupils do not build a rich store of knowledge in these subjects. Leaders should ensure that staff are suitably trained, so that they teach the important knowledge pupils need in order to deepen their understanding of these subjects.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good in July 2016.

## 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 information from Ofsted Parent View 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>	122102
<b>Local authority</b>	West Northamptonshire
<b>Inspection number</b>	10199939
<b>Type of school</b>	Primary
<b>School category</b>	Foundation
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	554
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Rachel Keightley
<b>Headteacher</b>	Debbie Bastin
<b>Website</b>	<a href="http://www.moultonprimaryschool.co.uk">www.moultonprimaryschool.co.uk</a>
<b>Date of previous inspection</b>	12 and 13 July 2016 under section 5 of the Education Act 2005.

## Information about this school

- The school provides alternative education provision for a small number of pupils at the Pupil Assessment and Reintegration Centre (PARC) and Homegrown Care Farm.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The lead inspector discussed the impact of the pandemic with school leaders and has taken that into account in their evaluation.
- The lead inspector carried out deep dives in reading, mathematics and history. For each deep dive, the lead inspector met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The lead inspector scrutinised the school's safeguarding documentation, including the single central record of pre-employment checks. The lead inspector considered how well safeguarding leaders act on concerns about pupils' welfare and safety. The lead inspector talked to pupils, staff and governors about safe working practices.

- The lead inspector had a telephone discussion with a representative from the local authority.
- The lead inspector reviewed a range of documents, including curriculum plans, the school improvement plan and minutes of full governing body meetings.
- The lead inspector met with the headteacher, the special educational needs and/or disabilities coordinator and other leaders.
- The lead inspector considered responses to Ofsted Parent View, including free-text responses and responses to the staff survey and pupil survey.
- The lead inspector telephoned the alternative provision the school uses.

### **Inspection team**

Rakesh Patel, lead inspector

Her Majesty's Inspector

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