

Inspection of a good school: Moulton School and Science College

Pound Lane, Moulton, Northampton, Northamptonshire NN3 7SD

Inspection dates: 9 and 10 March, and 21 April 2022

Outcome

There has been no change to this school's overall judgement of good as a result of this initial (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a full inspection were carried out now. The next inspection will therefore be a full (section 5) inspection.

What is it like to attend this school?

Leaders have a clear vision for the school and are ambitious for pupils' success. The curriculum has been developed to ensure that pupils achieve well in all subjects. Teachers make sure that pupils learn the important knowledge and skills they need. They adapt their teaching to meet pupils' needs. Teachers tell pupils how well they are doing and what they need to do to improve.

Pupils enjoy coming to school and work hard. Most pupils behave well. The atmosphere in many lessons is calm. Some pupils are concerned about bullying. When they report concerns, staff take them seriously. However, some pupils do not feel that the school's approach to dealing with their concerns is always helpful. Some pupils do not feel listened to. They told inspectors that issues are not always resolved. Not all pupils are confident to report concerns about sexual harassment. Leaders are beginning to address these issues, for example by reviewing the school's anti-bullying policy and practice. Most pupils feel that the pastoral care team helps them to do well. Pupils told inspectors that they feel safe at school.

Pupils have many opportunities to take part in activities outside lessons, such as sports and arts. They are taught important skills, such as how to stay safe and healthy.

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

Leaders have adopted a curriculum that enables pupils to acquire key skills and knowledge. Changes have been made to ensure that sufficient time is given to all subjects, and plans allow pupils to build on prior learning. As a result, the curriculum is now broad and balanced, and pupils achieve well.

In most subjects, leaders have clearly identified the knowledge that needs to be repeated and have planned this into the curriculum. For example, science leaders have identified how concepts, such as ecosystems, that are developed in key stage 2 are built upon in Years 7 and 8 and extended in key stage 4. The curriculum plan allows pupils to remember long term the content they have been taught. Leaders ensure that the curriculum in the sixth form is ambitious and builds well on prior knowledge.

Teachers display good subject knowledge and present learning clearly. Pupils enjoy their learning. They appreciate the frequent, small 'add on' tests as these help them to remember what they have been taught before. Teachers make good use of assessment information to plan the next steps in learning.

Leaders carefully consider the needs of pupils with special educational needs and/or disabilities in their curriculum planning. They provide the right levels of support to enable these pupils to learn well, either through good-quality class teaching or additional intervention.

Leaders use a range of strategies to secure the progress of different groups of pupils, based on sound evidence. Record-keeping has improved and the school now tracks progress well. The clear focus on literacy as the key to improvement across the curriculum has been effective.

Following the COVID-19 pandemic, leaders have identified gaps in learning and are adapting the curriculum to address them. They have introduced school-led tutoring programmes and are extending these to a wider group of pupils. Planned changes to the curriculum were delayed as a result of the pandemic but have now been introduced.

Leaders have high expectations of pupils' behaviour and conduct. However, not all staff apply the school's behaviour policy consistently. This sometimes leads to off-task behaviour. Pupils told inspectors that sometimes lessons are disrupted by the poor behaviour of a minority of pupils. The school is generally calm and orderly during breaks and between lessons.

Many pupils benefit from effective pastoral care and support. For example, the hub area provides a calm and safe area for vulnerable pupils. Attendance is improving. The school makes appropriate use of alternative provision for a small number of pupils.

Leaders provide a good programme of enrichment activity, including extensive sports and arts opportunities. Pupils are supported when they make choices about their next steps in education, and they receive detailed and impartial advice.

Leaders provide good support for teachers, which has helped them to manage workload pressures well. Teachers appreciate this support. Leaders have ensured that teachers have good-quality training and development.

Safeguarding

The arrangements for safeguarding are effective.

Leaders make sure that the systems to keep pupils safe are up to date and robust. Staff and governors receive detailed and up-to-date training and understand their responsibilities. The system for staff to record concerns is used well so that action can be taken quickly and effectively, and actions are monitored to ensure that the situation improves.

Pupils are taught how to keep safe, including staying safe online. Important messages are reinforced in lessons, and pupils know where to go if they are worried or anxious. Safeguarding information is clearly communicated.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have identified key areas of learning to be covered over time. However, in some subjects, the key components of learning are not clearly identified. Leaders should ensure that plans in all subjects enable pupils to cover the curriculum in sufficient depth and breadth, by identifying how skills are acquired over time and ensuring that sufficient time is given to all subjects at key stage 3.
- Not all staff apply the school's behaviour policy consistently. Not all pupils are supported to behave consistently well. Leaders should ensure that all teachers consistently apply the school's behaviour systems and policies.
- Leaders have not ensured that all staff consistently implement the school's restorative approach to address behavioural issues. This has led to some pupils feeling that they are not listened to and that issues are not resolved. Some pupils do not report concerns, including those about sexual harassment. Leaders should ensure that all staff understand how to resolve concerns effectively. They should ensure that all pupils are confident to report concerns in the knowledge that they will be dealt with effectively.

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 second section 8 inspection since we judged the school to be good in September 2013.

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

Unique reference number	137614
Local authority	West Northamptonshire
Inspection number	10212517
Type of school	Secondary comprehensive
School category	Academy converter
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	1353
Of which, number on roll in the sixth form	182
Appropriate authority	Board of trustees
Chair of trust	Simon Barrick
Headteacher	Dr Angie Dabbs
Website	www.moultonschool.co.uk
Date of previous inspection	18 January 2017, under section 8 of the Education Act 2005

Information about this school

- The school uses three registered alternative providers.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- An initial inspection visit to the school took place on 9 and 10 March 2022. Two inspectors undertook a further visit to the school on 21 April 2022 to gather additional evidence.
- Inspectors carried out deep dives in these subjects: English, mathematics, science, modern foreign languages, physical education and social sciences. For each deep dive,

inspectors met with subject leaders, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors met with a wide range of senior leaders, including the designated lead teacher for safeguarding and the inclusion lead.
- Inspectors met with a range of pupils to evaluate the effectiveness of safeguarding procedures.
- An inspector met with representatives of the board of trustees.
- Inspectors looked at information about behaviour and attendance.
- Inspectors reviewed a range of documentation, including self-evaluation documents, minutes of trust board meetings and safeguarding documents.
- Inspectors spoke to a range of staff about workload and leadership.
- Inspectors considered the responses to Ofsted Parent View as well as to the staff and pupil surveys.

Inspection team

Dave Gilkerson, lead inspector

Her Majesty's Inspector

Aoife Galletly

Her Majesty's Inspector

Paul Heery, lead inspector

Ofsted Inspector

Claire Shepherd

Ofsted Inspector

Peter Stonier

Her Majesty's Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

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