



The John Harrox Primary School, Moulton

Inspection Report

Unique Reference Number 120418
Local Authority LINCOLNSHIRE
Inspection number 291723
Inspection dates 6–7 November 2006
Reporting inspector Roger Brown

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Broad Lane
School category	Community		Moulton, Spalding
Age range of pupils	4–11		Lincolnshire PE12 6PN
Gender of pupils	Mixed	Telephone number	01406 370426
Number on roll (school)	274	Fax number	01406 370426
Appropriate authority	The governing body	Chair	Mrs Jane Gibbons
		Headteacher	Mr David Munro
Date of previous school inspection	4 June 2001		

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is an average sized school which serves the village in which it is located and the surrounding area. Almost all pupils are from white British backgrounds. The number of pupils who are eligible for free school meals is well below the national average. Pupils enter the school with attainment slightly above national expectations. The school has 10 per cent of pupils with learning difficulties and disabilities. This is well below the level normally found in a primary school, and an average number of pupils have a statement of educational need, which is in line with the level usually expected.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

The quality of education provided by the school is good. Pupils work hard and achieve high standards. The vast majority really enjoy coming to school, involving themselves in all that the school has to offer. The parents are very positive about the school, one parent wrote, 'I am more than delighted with the education my son is receiving - In his own words, 'I just love school.' What more could I ask for?'

Children begin in the Foundation Stage with slightly above average skills. They settle quickly into school routines and make effective progress thanks to the good quality teaching they receive. Pupils in Key Stage 1 make satisfactory progress whilst those in Key Stage 2 make good progress, this ensures that the standards achieved by the time they leave school are significantly above those expected. The majority of pupils gain level 5, the level above that expected, in all three subjects of the national assessments at the end of Key Stage 2. This is because the teaching is well developed and focused. Teachers' assessment of pupils' work is rigorous and the results are monitored effectively to ensure that pupils understand how well they are doing and what they need to do to improve. The curriculum is satisfactory, cross-curricular links between subjects are being developed and there is good provision of extra-curricular activities. However, although information and communication technology (ICT) is taught well and the pupils' skills in this area are good, a lack of classroom-based resources for the subject limits the inventiveness with which teachers can exploit the subject to support all other curriculum areas.

The pupils' personal development is good. They behave well and have an exceptional understanding of right and wrong. This is a result of their good moral and social development. Their cultural understanding is not developed as well, and although this is satisfactory, it is limited by a lack of regular planned learning experiences. Pupils' spiritual awareness is sound. A successful feature of the school is the wide range of opportunities for collaborative working. Older pupils are given very good opportunities to take on responsibilities and enjoy the tasks they undertake. All pupils know about making healthy choices in their lives. They are excited about their new playground that they helped design and can point out how it encourages them to exercise, and play cooperatively. They make a positive contribution to the local community by taking part in village events and welcoming residents and local businesses into school.

Care, guidance and support are good in almost all respects. Pupils say that they are happy, safe and secure at school, they know who to turn to if they have difficulties or there are problems. Pupils get good guidance about developing and improving their work, but gifted and talented pupils are not yet identified and therefore not supported in achieving their full potential.

Good leadership and management result from successful teamwork in the school. The effective performance management procedures employed enable the leadership to have a clear and accurate picture of the school's development and its effectiveness. Governors actively support and promote the school. They undertake their responsibilities thoughtfully and have played a key role in guiding it through the

year-long building programme, which has seen substantial improvements to the building and the surrounding environment. The school was highly rated at the time of the last inspection and it has continued to improve. The school gives good value for money, and clearly has an effective capacity to improve further.

What the school should do to improve further

- Devise and implement a strategic plan for the provision of ICT.
- Identify and develop the provision for those pupils who have particular gifts and talents and develop the provision for them.
- Promote a greater knowledge and understanding of other cultures by providing regular opportunities in the curriculum.

Achievement and standards

Grade: 2

Achievement is good. The children's skills, knowledge and understanding at the end of their reception year are good, with most children achieving beyond the goals for learning and they make effective progress. By the end of Year 2 teachers' assessments in reading, writing and mathematics show that the standards are above average with pupils continuing to make satisfactory progress. Pupils achieve well throughout their time at the school so that by the time they leave at the end of Year 6 standards in the national tests for English, mathematics and science are significantly above those found nationally. Most pupils meet the challenging targets they are set. The school recognises that the needs of the gifted and talented pupils are not yet supported by a planned programme of work.

Personal development and well-being

Grade: 2

The personal development and well-being of pupils are good. These are happy pupils. From the time that they enter school they behave well and are enthusiastic about learning. Their enjoyment of school contributes significantly to their achievement. At the heart of the school's work is its commitment to developing responsible citizens who show respect for others. Consequently, pupils' social and moral development is good and they consistently demonstrate qualities, which include consideration and cooperation. Their spiritual awareness is sound. They are delighted and proud that their achievements in this area are celebrated and rewarded regularly. Pupils' cultural development is satisfactory but could be stronger. Pupils act effectively on their understanding of the need to eat healthily and keep fit. The playground transformation, led by the enthusiastic school council, has enabled an abundance of play opportunities which extend pupils' learning and make playtime a rich and joyous experience. Pupils relish taking on responsibilities which are helping them to develop the skills they will need when they are adults.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Teachers motivate pupils well. Lesson planning is consistent and thorough. Teachers' classroom management skills are excellent. The teaching of writing has improved; teachers are careful to build upon the pupils' basic skills to overcome gaps in learning identified by the assessment procedures. Teachers are particularly skilful at using the assessments to identify exactly what each pupil needs to learn to progress further. Pupils are set challenging targets and are aware of what they need to do to improve in literacy and numeracy. Pupils with additional learning needs are well supported by teaching assistants although there are times when these assistants are under-employed during the early part of lessons. The quality of teaching in ICT, art, history and geography has improved since the last inspection as a result of the better planning and more rigorous assessment.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory and is in the process of being developed and extended by linking subjects and themes. This is beginning to enable teachers to make lessons more meaningful for pupils. The school's increased focus on language and mathematical development has had a positive impact on standards and progress. The curriculum is enriched by a range of visits, visitors and clubs. Older pupils enjoy residential visits to Grafham Water and adventure centres, when problem solving and team building activities provide opportunities that also help to make lessons more relevant. Although the computer suite provides a high quality environment for learning and the pupils' skills in ICT are now good, the limited range of technological resources in classrooms restricts the creativity of teachers and pupils.

Care, guidance and support

Grade: 2

This is a good aspect of the school's work. Pupils' personal and academic development is supported well by staff. Good induction arrangements mean that children starting school settle down to learning very quickly. Pupils are happy and secure, with all necessary procedures in place to protect them. Parents are extremely supportive of the school, with one parent stating that 'it has the children's well-being as their most important concern.'

Pupils receive good academic support except for those who are gifted and talented, who are in the process of being identified. The school tracks pupils' progress well. Pupils have their own targets to work towards. They know what these are and when they have achieved them. The youngest children are beginning to assess their own learning and that of their peers. Pupils with learning difficulties receive effective help because their needs are carefully planned for.

Leadership and management

Grade: 2

Leadership and management are good. The leadership in the school and the governors have a clear and accurate picture of the school's development and its effectiveness. They make good use of the performance management process to evaluate and assess what works well and what needs to be improved. Governors not only support and promote the school but also act as an effective critical friend overseeing the developments and checking progress. Financial management is good, the school seeks to ensure that it always secures best value for money. The outcomes of this policy can be seen in the high quality, refurbished building. The school was highly rated at the time of the last inspection and it has continued to improve, although the strategic role of ICT in supporting all learning has not been fully exploited.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	3
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

8 November 2006

Dear Children

The John Harrox School, Moulton, Spalding, Lincolnshire, PE12 6PN

Thank you for your warm welcome when we visited your school. It was a real pleasure to be with you. We enjoyed watching your classes, and we really enjoyed talking to you about your work.

What we liked most about your school was

- The good start you get in the Reception class.
- The fact that you enjoy your school, and think learning is fun.
- We were pleased with how well you behaved and care for each other.
- We were impressed with the playground you helped to design, and thought you used it really well.
- You try hard in class and work to a really good standard.

However, we would like your school to

- Get more computers and ICT resources into your classrooms.
- Set up a programme to support those of you with special gifts and talents to help you achieve your potential.
- Give you more opportunities to learn about other people around the world and their cultures.

Many of your parents wrote to us saying that they think that you go to a really good school, and we agree with them. We thoroughly enjoyed the time we spent with you in school.

Best wishes for the future.

Roger Brown

Lead inspector