

Two Moors Primary School

Inspection report

Unique Reference Number	113341
Local Authority	Devon
Inspection number	311221
Inspection dates	27–28 February 2008
Reporting inspector	Christine Huard

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	419
Appropriate authority	The governing body
Chair	Ivan Godfrey
Headteacher	Roy Kerrigan
Date of previous school inspection	10 November 2003
School address	Cowleymoor Road Tiverton EX16 6HH
Telephone number	01884 253006
Fax number	01884 253607

Age group	3–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a larger than average primary school and the local area suffers a good deal of economic and social deprivation. The proportion of pupils with learning difficulties and/or disabilities is above average. When children enter the Nursery, their attainment and their personal and social skills vary considerably. However, they are generally well below that expected for their age.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school with many outstanding features. The key to its success is the dynamic and innovative leadership of the headteacher and the commitment and dedication of the whole school team to ensuring that the school continues to improve. 'This is a great school that enables our children to grow in confidence in a welcoming and happy environment', was one comment. It expresses the views and sentiments of many parents and is a testament to the high level of support and care the pupils receive, particularly in relation to their personal development.

Children get an excellent start in the Nursery where stimulating activities are provided which enable them to settle quickly and prepare them very well for learning. This carries on in Reception where pupils continue to make outstanding progress in an exciting and lively environment. Pupils in Key Stages 1 and 2 make good progress as they move through the school and by the time they leave Year 6 they attain average standards in all three core subjects. Actions taken to improve mathematics and English are proving to be particularly successful. Younger pupils relish becoming members of 'Mr Kerrigan's 100, 200 or 300 Club' as they learn to read. All pupils achieve well. Gifted and talented pupils are provided with tasks which challenge their thinking and pupils with learning difficulties and/or disabilities receive good support in the classroom and, particularly, in small group teaching.

'If you don't have challenges you don't learn', was how one Year 6 pupil described the activities provided in class. Pupils enjoy lessons, they appreciate that teachers are imaginative in their planning and make learning relevant for them. As a result, pupils are well motivated and learn effectively. However, in some classes in Key Stage 2, pupils are not always told clearly enough what they are going to learn at the start of a lesson, nor do they always have the chance to assess how well they have learned at the end. Consequently, their understanding of what they need to do to improve is not as clear as it might be.

'I wouldn't change anything, I like it just as it is' – this opinion from one Year 6 pupil sums up pupils' enjoyment of school. The creative and inspiring curriculum, imaginative use of the school site and a wide range of visits and visitors greatly enhance pupils' learning experiences and contribute to this enjoyment. All adults take very good care of the pupils and they receive excellent support for their outstanding personal development. A good range of rewards and sanctions serve as incentives for good behaviour and care for each other. Pupils recognise their responsibilities to the wider community by raising large amounts for national and international charities and participating enthusiastically in conservation projects. They have an outstanding knowledge of how to stay safe and enthusiastically extol the advantages of pursuing a healthy lifestyle. All these qualities together with sound basic skills mean that pupils are well prepared for their futures lives. Many senior staff are currently absent on maternity leave. The school has successfully restructured its senior team. Rigorous monitoring is undertaken by the headteacher and deputy headteacher, but the monitoring roles of new members are not yet fully developed and this means that new key stage leaders do not yet have a first hand overview of the strengths and weaknesses in their areas and what needs to be done to facilitate further improvement. Governors have a very good knowledge of the school's strengths and weaknesses, and take an active part in setting the strategic direction of the school challenging it astutely as to its performance.

Effectiveness of the Foundation Stage

Grade: 1

Children in the Nursery classes make excellent progress and the majority join Year 1 having reached the standards appropriate for their age in their knowledge and understanding of the world, personal, creative and physical development. However, most are still working towards the goals expected in their language, literacy and mathematical development. Teaching is lively and interesting and focuses strongly on language development. There is an excellent balance between those activities led by the teacher and those that children choose for themselves. 'Welly-Wednesday' is always exciting for the children and ensures learning is relevant and enriches the exciting curriculum further. The care and attention to children's welfare are outstanding and children with specific difficulties are cared for particularly well. Leadership and management show an excellent understanding of the needs of young children and their progress is carefully monitored, allowing activities to be planned at the right level to help children develop and learn.

What the school should do to improve further

- Ensure that pupils in Key Stage 2 are always given learning objectives at the start of lessons and have the chance to assess how well they have learned at the end.
- Fully develop the monitoring roles of the new members of the senior management team to enable them to gain an accurate overview of strengths and areas for development.

Achievement and standards

Grade: 2

Across the school, pupils achieve well and standards are broadly average. Pupils are making very good progress in mathematics. The school's analysis of its performance identified a need to improve pupils' problem solving skills. This resulted in a successful drive to improve basic knowledge, such as times tables, as well as teaching the skills needed to solve the problems. As a result of tackling the two elements in tandem pupils confidence and ability to solve problems have soared. Reading and comprehension are improving because texts are being used which interest pupils and appeal to boys as well as girls. The school exceeded the targets set in English and met those in mathematics last summer. Targets for the current year are similarly challenging.

Personal development and well-being

Grade: 1

Pupils develop outstanding social and moral attitudes. These are underpinned by the strong ethos of this vibrant community. Assemblies and lessons provide excellent opportunities for pupils to be quiet and reflect. They explore the faiths and traditions of other cultures, which considerably enhance their understanding of growing up in a multi-ethnic society. The attendance of most pupils is good. However, it is average overall because of the poor attendance of a very few pupils. Behaviour in and around the school is outstanding; pupils are polite and courteous and play harmoniously together at break times.

Quality of provision

Teaching and learning

Grade: 2

One of the main aims of the school is 'to give our pupils a desire for life-long learning'. Teachers fulfil this successfully by being imaginative in their planning and making learning relevant and fun for the pupils. Good subject knowledge gives them the confidence to be adventurous. Strong relationships and high expectations ensure that pupils behave well and work hard. They are eager to learn because they find the teaching inspiring and exciting. They respond to questions thoughtfully and are encouraged to explore and share ideas with their groups or partners. Tasks are well matched to the needs of all pupils. However, although the great majority of pupils say they feel fully involved in their learning and tackle tasks enthusiastically, some classes in Key Stage 2 are not always told clearly enough at the start of a lesson what they are going to learn. Marking is good, but teachers do not always ask pupils if they have achieved the aim of the lesson or give them opportunities to assess their own and others' learning. Pupils with learning difficulties and/or disabilities receive well-targeted support and make good progress.

Curriculum and other activities

Grade: 2

The school has recently reviewed its curriculum to make it more relevant to the pupils' needs. It is effectively designed to promote enjoyment of learning in all areas, including the main priority of developing pupils' basic skills in literacy and numeracy. Particular strengths are the teaching of French throughout the school and the provision for cookery teaching which helps to promote a healthy diet. The curriculum makes outstanding use of the school's resources and the school site. However, it is still being fine-tuned and it is too soon to judge its impact on pupils' overall progress. The outstanding programme of activities available at lunchtime and after school and a wide variety of visits and visitors enable pupils to improve their understanding and skills. There is an excellent programme to promote pupils' personal and social education and to extend pupils' knowledge and learning of drugs awareness, physical and emotional health.

Care, guidance and support

Grade: 2

All staff who work in the school have a clear commitment to the care and support of every pupil. The care provided for pupils is outstanding. Pupils with learning difficulties and/or disabilities are identified early and are supported very well. There are excellent links with outside agencies to further support pupils when needed. There are rigorous arrangements for risk assessments and there are secure procedures for safeguarding children. The monitoring of pupils' progress is good. However, although pupils in Year 6 are confident when discussing their targets, pupils in some other classes have less input into the setting of these and are not quite so sure how well they are learning and what they need to do to move on.

Leadership and management

Grade: 2

The school's good leadership and management are characterised by shared values and a clear vision for further improvement. Staff and governors know how well the school is doing, and their self-evaluation is accurate. The clear understanding of what the school needs to do to move forward has already been demonstrated by improvements made in English and mathematics. There is a good capacity for further improvement and meeting the challenging targets set. Assessment information is used well to check performance and a robust monitoring system is in place to evaluate the quality of teaching and learning. The senior management team works closely with the headteacher and there is very good delegation of responsibilities. Although responsibility for monitoring falls mainly on the shoulders of the deputy headteacher and headteacher, at present training is being provided to enable the whole team to carry this out. The governors provide very good support and challenge and are fully involved in the strategic development of the school. The school has the confidence of the community it serves and parents are enthusiastic in their support of the school. As one parent commented, 'This is a wonderful school due to the hard work and commitment of all the staff.'

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Annex A

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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
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?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
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?	2
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.

Annex A

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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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

29 February 2008

Dear Pupils

Inspection of Two Moors Primary School, Tiverton, EX16 6HH

Thank you very much for making us so welcome when we visited your school last week. A particular thank you to the Year 2 and Year 6 pupils who talked to us so enthusiastically about your school.

You go to a good school and make good progress. We were particularly impressed by how well you understand how to keep yourselves healthy and think that all the opportunities you have to take exercise are really super. You have a very exciting curriculum and we particularly enjoyed attending your French lessons. You told us how your teachers really try to make learning fun for you and we agree with you. All the adults in the school take good care of you and most of you receive good advice as to how you can improve your work.

- Your headteacher leads the school extremely well and he is well supported by all the staff. However, they are keen to make things even better. In order to do this we have asked them to work on two things.
- To make sure that all the teachers in Years 3 to 6 make it clear what you are going to learn at the start of each lesson, and enable you to say how well you think you have done in your lessons and how effective your learning has been.
- To develop fully the roles of the teachers who have taken on greater responsibility in the leadership and management of the school, so that they can find out what is particularly good and what areas need some improvement. You can help by trying hard to assess how well you think you have done in each lesson and making sure your teacher knows this.

Best wishes Christine Huard Lead inspector

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Best wishes
Christine Huard
Lead inspector