

Moulton Chapel Primary School

Inspection report

Unique Reference Number	120417
Local Authority	LINCOLNSHIRE LA
Inspection number	313607
Inspection dates	19–20 November 2007
Reporting inspector	Marina Gough

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	4–11
Gender of pupils	Mixed
Number on roll	
School	63
Appropriate authority	The governing body
Chair	Mrs M Arnott
Headteacher	Mr G Palmer
Date of previous school inspection	24 February 2004
School address	Eaugate Road Moulton Chapel Spalding PE12 0XJ
Telephone number	01406 380440
Fax number	01406 380440

Age group	4–11
Inspection dates	19–20 November 2007
Inspection number	313607

© Crown copyright 2007

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

The school is set on the outskirts of the village of Moulton Chapel and serves a wide rural area. Pupils come from a variety of backgrounds, and their attainment when they start school is typical of children nationally. The percentage of pupils who have learning difficulties is similar to the national average. The school is popular and levels of inward mobility tend to be high. The school is part of a local learning network, and has been awarded the Activemark.

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 that knows itself very well. It is an important focal point of the local community and its links with parents and members of the community are excellent. Good progress has been made since the last inspection, and recent staffing changes have been very well managed so that they have not adversely affected the quality of education provided.

Pupils of all ages and abilities achieve well and make good progress. Pupils who find learning difficult do particularly well because of the high level of additional support they receive. The attainment of pupils as measured by the national tests varies from year to year because of the small numbers of pupils in each year group. The attainment of the current Year 6 group is above average in English and science. Although standards in most aspects of mathematics are above average, there are some weaknesses in pupils' ability to use mathematics in real life contexts.

Pupils' personal development and well-being are good. They are very well behaved and considerate towards others. They understand the need to maintain healthy lifestyles, although this is not always reflected in their choice of morning break snacks. Pupils have lots of exercise, which they thoroughly enjoy, and have a clear idea of how to keep safe. Very good opportunities for them to make decisions and to work in teams help to ensure they are prepared for the next stages of their education and for working life.

Teaching is good. Lessons are well prepared and the teaching makes very good use of questions to probe pupils' understanding and check their learning. Very good use is made of the interactive whiteboards to enhance learning, but pupils do not make enough use of computers as a tool to support their individual learning. The school provides a wide and varied curriculum, which is enhanced by an excellent range of additional activities. These are very popular with parents and pupils. This is a very caring school where each individual pupil is well known to staff. Very good measures have been put in place to safeguard pupils, and pupils know they can approach any adult with problems or concerns.

Leadership and management are good. The school is well led by an enthusiastic and dedicated headteacher who is a very effective classroom practitioner. He sets a clear lead for other staff and, because he receives excellent support from the governing body, he successfully combines his teaching commitment and management responsibilities. One of the headteacher's particular strengths is his approachability and, consequently, he receives excellent support from parents who have nothing but praise for the school and the education it provides. The governing body is excellent. Governors have a wide range of expertise, which they use wisely to take the school forward. They monitor the school's life and work very closely so that they are able to make well informed financial decisions that are closely linked to improving standards and provision. The school has a good capacity to improve further and gives good value for money.

Effectiveness of the Foundation Stage

Grade: 2

Children in the Reception year make good progress across all areas of learning and achieve well. Children have a good balance of activities that are adult-led and that they choose and organise themselves. Very good use of teaching assistants enables the Reception children to participate in activities that are appropriate for their age and level of development. They benefit from working with the Year 1 and Year 2 pupils, who set a high standard of behaviour and

model social interaction very well. The outdoor area has been developed since the last inspection and this has successfully enhanced the learning environment for Reception year children.

What the school should do to improve further

- Raise standards in mathematics by providing more opportunities for pupils to use mathematics in real life contexts.
- Ensure that all pupils have more opportunities to use computers and other information and communication technology (ICT) as tools for learning.

Achievement and standards

Grade: 2

Standards are above average for pupils currently in Years 2 and 6. However, because year groups are often very small, published results at the end of Key Stage 2 often show a very varied picture of attainment. In recent months the school has successfully focused on improving pupils' writing. Pupils now write pieces of an appropriate length that are well structured and thoughtful. The presentation of written work in Key Stage 2 is sometimes constrained by the small exercise books that are currently in use. Standards in science are above average, and there is a strong emphasis on developing pupils' investigative skills. In mathematics, pupils have good mental skills, but are weaker in both key stages in their understanding of weights and measures and in their ability to apply their learning to real life contexts. Throughout the school, pupils who find reading, writing and number work difficult are supported effectively so that they too make good progress.

Personal development and well-being

Grade: 2

Pupils love coming to school and thoroughly enjoy their learning and the many additional activities that are provided. They are sociable, very well behaved, polite and considerate. The school functions very well as a community where achievements are celebrated and disappointments and problems are shared. Pupils have a very clear understanding of the need to maintain a healthy lifestyle and take an active part in many physical activities. However, although they know about healthy eating, this is not always reflected in their choice of mid-morning snacks. The school does a great deal to ensure pupils' safety, and pupils benefit from the input of outside experts who come in to talk to them about issues such as drug misuse and 'stranger danger'. In most respects, pupils are prepared well for the next stage of their education, but they do not have enough experience of using computers as a tool for learning. The school makes good provision for the pupils' spiritual, moral, social and cultural development, and is particularly effective in helping pupils to see how they can support their own local community and chosen charities. Levels of attendance are close to the national average.

Quality of provision

Teaching and learning

Grade: 2

Teaching is well planned and prepared and activities are closely matched to the needs of individual pupils. Pupils who join the school at different times make good progress. Their needs are assessed accurately and the work they have to do extends them immediately. In Key Stages 1 and 2, teachers are very skilled in the way in which they ask questions, probing pupils'

understanding and extending them in their thinking. Interactive whiteboards are used imaginatively to bring learning to life. Good use is made of assessment information when planning work for the pupils, and for tracking and monitoring their progress from year to year. Marking is done regularly, but does not always show pupils clearly what they need to do to improve their work further.

Curriculum and other activities

Grade: 2

Pupils enjoy a varied curriculum that meets statutory requirements. The school provides an excellent range of additional learning opportunities for pupils of all ages, including visits and residential trips. Weekly swimming sessions for all year groups reflect the thoughtful way the school deploys its resources to ensure pupils' safety. Although the school is small it frequently enters teams in inter-school sports events. It is able to do this because of the excellent support it receives from parents, who coach pupils and provide transport. The new music project is proving to be very popular, and currently all pupils in Years 3 and 4 have the opportunity to learn how to play a woodwind instrument. Pupils' opportunities to use ICT to help them learn in lessons are limited.

Care, guidance and support

Grade: 2

The school effectively ensures the well-being, health and safety of all pupils. Child protection procedures are firmly in place and are well known to staff and governors. Pupils feel confident that they can share problems they have with any adult in school and know that their concerns will be addressed. Links with parents are a strength. The school also has outstanding links with outside agencies and benefits from the expertise and advice they provide to help pupils and the school perform better. There are good levels of academic support for pupils, including the use of individual targets for pupils to reach. However, these have only recently been introduced and so are not yet having their maximum impact on learning.

Leadership and management

Grade: 2

The headteacher knows the pupils and their families extremely well. He is highly regarded by parents, and manages the school in a purposeful but gentle way. He leads very much from the front, setting high standards through his own classroom practice and ensuring that school improvement is tightly focused on raising standards. Although this is a small rural school, there is no compromise in terms of the provision or expectations. The school has done much to improve since the last inspection and its ethos is such that it is always looking for the next challenge. This year because of changes of staff, little of the coordination of subjects can be delegated by the headteacher, which is an additional responsibility for him. The governing body provides exceptional support for the school. Governors play an excellent role in monitoring the school's life and work, and in sharing the burden of school management with the headteacher. Governors bring a wealth of experience which they utilise very effectively. Finances are managed very well and expenditure is closely linked to improving provision so that high standards can be achieved.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

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

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	2
The capacity to make any necessary improvements	2

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	2
The extent to which learners adopt healthy lifestyles	3
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	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	3

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	1
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

20 November 2007

Dear Pupils

Inspection of Moulton Chapel Primary School, Spalding, PE12 0XJ

I am writing to tell you what I found out about your school on my recent visit and to thank you for making me feel so welcome. I had a lovely time and enjoyed spending time talking to you and joining you in lessons.

Moulton Chapel is a good school. Pupils of all ages are well behaved, polite and kind, and get on well together. The teaching is good and teachers go to a lot of trouble to make your lessons interesting. Your work is of a good standard, but you are not always very confident when using weights and measures in mathematics, or when solving 'real life' mathematical problems. I have also suggested that you have more opportunity to use computers throughout the day. I can see that your writing is improving well.

I am extremely pleased with the range of clubs and out of school activities that are on offer to you. There are many more than I would expect in a school of this size, and I know that many of your mums and dads do an excellent job in helping out with transport and running some of the clubs. This is a caring school and you told me that you feel safe and confident that adults would sort out any problems for you.

Your headteacher is doing a good job in managing the school and he has built up excellent relationships with your parents who are very pleased with the school and the education it provides. The governing body is exceptionally supportive and knows the school extremely well, enabling it to see what improvements need to be made.

Marina Gough

Additional inspector