

# Moulton Church of England Voluntary Controlled Primary School

## Inspection report

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<b>Unique Reference Number</b>	124709
<b>Local Authority</b>	SUFFOLK LA
<b>Inspection number</b>	315031
<b>Inspection dates</b>	22–23 April 2008
<b>Reporting inspector</b>	Joy Richardson

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

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<b>Type of school</b>	First
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–9
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	128
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rev Stephen Mitchell
<b>Headteacher</b>	Mr John Engelbright
<b>Date of previous school inspection</b>	19 January 2004
<b>School address</b>	Chippenham Road Moulton Newmarket Suffolk CB8 8SN
<b>Telephone number</b>	01638 750236
<b>Fax number</b>	01638 750236

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## Introduction

The inspection was carried out by an Additional Inspector.

## Description of the school

The school serves the village of Moulton and the surrounding area. A number of pupils come from local US airbases. Almost all pupils are of White British or other White backgrounds. A small number come from minority ethnic groups. None are learning English as an additional language. The percentage of pupils with learning difficulties or disabilities, or with a statement of special educational need, is below the national average. Children start in Reception, in the term of their fifth birthday. On entry, children's skills are generally well advanced for their age, although this varies. Since the previous inspection in 2004, the school's accommodation has been enlarged and improved. The number of pupils has increased, with a significant number joining the school in the older years. At the age of nine, most pupils transfer to the local middle school.

## 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 school where children enjoy a good, well-rounded education, as the school itself believes. Pupils come to school with a spring in their step, eager to learn and to take part in all that the school has to offer. They have a strong sense of belonging.

Pupils make good progress through the school, reaching standards that are above the national average in reading, writing, mathematics and science. They do particularly well in writing and also in creative activities including art, design and technology, and music. Pupils gain a good range of skills in information and communication technology (ICT).

Pupils achieve well because of good teaching that enthuses and motivates them. They apply themselves to their work, independently and in groups. Teachers and learning support assistants work together well in teaching teams, so that individual pupils are given the support they need to succeed. The school regularly assesses pupils' progress, though it is not yet making full use of this information to guide teaching and learning, and to challenge pupils to do even better.

The school is extremely effective in promoting pupils' personal development and well-being. Pupils absorb the school's strong community values and know that their contribution matters. They enjoy taking responsibility, for example, in helping to make decisions about new equipment for the playground. They care for the environment by recycling, and take pride in their guardianship of the packhorse bridge that they have helped to restore.

Healthy lunches, prepared by the school's award-winning cook, are a highlight of the day and playtimes are highly enjoyable. Pupils have many opportunities to take part in sports, including team games, swimming and cross-country running. The school ensures a high level of care and support for pupils, whatever their individual needs.

The headteacher provides a strong sense of direction, fostering enjoyment of teaching and learning, and inspiring staff and pupils to give of their best. The expansion of the school has been managed well, maintaining the family atmosphere. The school recognises that, with an enlarged team, new arrangements are now needed to broaden leadership, in order to secure continuity and consistency through the school. The school has improved in many ways since the previous inspection. It evaluates honestly how well it is doing and how it could do better, and has a good capacity to continue to improve.

## Effectiveness of the Foundation Stage

### Grade: 1

Children are given an outstandingly effective start to their school career. They make excellent progress in Reception, building rapidly on their pre-school experience. As a result, most children reach the early learning goals set nationally, in all the required areas of learning, and many exceed these goals. Children make excellent progress in their personal, social and emotional development, becoming confident and independent and learning to cooperate with each other. They achieve extremely well in learning about sounds and letters, and also in their creative and physical development. The curriculum provides a rich range of activities, indoors and outdoors, so that learning comes easily. Children become absorbed in thinking about what they are doing, whether learning sounds or digging a hole as busy construction workers. The children are taught with enthusiasm and flair, and insightful responsiveness to their individual needs. The staff work seamlessly together and are very thorough in observing and assessing the progress children are making.

## What the school should do to improve further

- Develop the use of assessment information throughout the school to guide teaching and learning and to set sights high.
- Broaden and structure leadership and management roles to strengthen consistency and continuity through the school.

## Achievement and standards

### Grade: 2

Children make a smooth transition from Reception to Year 1, and achieve well in Years 1 and 2. Standards at the end of Year 2 are consistently above the national average and particularly high in writing. This reflects the school's emphasis on helping pupils to enjoy spoken and written language, and to express their ideas with confidence. Pupils continue to achieve well in Years 3 and 4 so that, by the time they leave, they reach or exceed the standards expected nationally at this age. The school sets challenging targets for itself. It is tracking the progress made by pupils with increasing precision, in order to ensure that these targets are met and that more able pupils aim sufficiently high. The school is taking effective action to extend attainment in reading by strengthening the teaching of phonics and enriching the diet of pupils' reading. Pupils who find learning difficult make good progress because of careful attention to areas where their learning is weak.

## Personal development and well-being

### Grade: 1

Pupils enjoy school enormously. They grow and thrive as people and as learners, and their spiritual, moral, social and cultural development is excellent. From the start, children learn to be independent, to make choices and to think for themselves. Pupils are highly motivated and eager to learn. They organise themselves well and become absorbed in their work. Behaviour, in and out of the classroom, is usually excellent. The school's 'caring and sharing' motto threads through the life of the school and guides pupils' everyday actions. They learn to understand their own feelings and those of others, for example, learning that 'hurt' can be on the outside or on the inside. Pupils are friendly and outgoing, welcoming newcomers and visitors to the school with interest and confidence. They relish responsibility, eagerly seeking election to the newly formed school council, and they readily express their ideas. Pupils eat healthily, and take regular exercise. They learn to keep safe while also being confidently adventurous. Pupils contribute to the community within and beyond the school, gaining skills that prepare them extremely well for the next stage of their education and for later life. The rate of attendance is high and pupils miss school with great reluctance.

## Quality of provision

### Teaching and learning

#### Grade: 2

Teaching and learning are good. They are sometimes outstanding. Teaching is characterised by enthusiasm for the job in hand, and this is infectious so that pupils enjoy learning for its own sake. Basic skills are taught well, and the teaching of creative and practical subjects is often lively and imaginative. Teachers make skilful use of the interactive whiteboard in each class to help pupils understand. Learning support assistants work well with teachers to support

and extend pupils' learning. In most classes, the teaching week is shared between two teachers. The school is working effectively to extend liaison within and between classes, to ensure that planning and teaching builds continuously on what has gone before. Assessment is thorough, generating a wealth of information about pupils' progress, as seen in the introduction of termly sampling of pupils' writing. However, information from assessment, and from marking, is not yet being used to the full throughout the school to guide teaching and show pupils how to improve. The staff work well with parents to link learning at home and at school, as seen in regular communication through the reading record book.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is broad and interesting, contributing to the well-rounded education that pupils receive. Music is a strength. Pupils sing with verve and have good opportunities to learn a musical instrument. In a current initiative, all pupils in Year 3 have the loan of a brass instrument and enjoy a weekly band lesson. The school's provision for ICT has improved greatly since the previous inspection and pupils apply their skills to good effect across the curriculum. Pupils have many opportunities for creative activity. The curriculum is enriched by clubs for sports, music and the performing arts. Pupils regularly participate in music and drama performances. The balance of the curriculum is kept under review and the curriculum for pupils in Year 4 has been recently reorganised to strengthen provision for literacy and numeracy. The development of systems for tracking pupils' progress is helping the school to focus its efforts more precisely in providing programmes for those who need extra help. The school recognises the need to extend its provision for more able, gifted and talented pupils.

## **Care, guidance and support**

### **Grade: 2**

The school has a strong family ethos that gives pupils a secure sense of belonging. They are known and respected as individuals, and they trust and appreciate the adults who look after them. The school builds an effective partnership and pre-empts problems by its open communication with parents. Staff and parents know each other well, readily sharing any concerns or causes for celebration. The school takes great care in supporting pupils with particular needs, seeking extra training for staff where this would be helpful. Playtimes are happy and sociable, and pupils are guided well in playing amicably and constructively. The school has robust arrangements for safeguarding pupils and ensuring their health and safety. The school liaises closely with pre-school groups, and prepares pupils well for their transfer to middle school. The school is beginning to focus on helping pupils to understand the goals for their learning, and how to improve their work. The use of targets to guide learning and to challenge pupils to do even better is not yet consistent through the school.

## **Leadership and management**

### **Grade: 2**

The school's leadership creates a happy and stimulating environment for learning, harnessing the efforts of the whole staff team in giving pupils a good, all-round education. The headteacher embodies the ethos of the school and has a clear vision for its future direction. Following the school's expansion, and a reduction in the headteacher's class teaching time, new management arrangements are being put in place. The school has identified the need for a leadership team

to oversee teaching and learning and to develop the curriculum and the use of assessment. The school evaluates its own performance accurately and has a clear view of priorities for development. The role of subject leaders has developed since the previous inspection and staff share a high level of commitment to moving the school forward. Governors are supportive and well informed about the school. Resources are used to good effect and the extension of the building has been managed well to improve facilities. The school gives good value for money.

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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?	2
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 <sup>1</sup> 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?	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	1
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	1

### 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

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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**

24 April 2008

Dear Children

Inspection of Moulton Primary School, Newmarket, CB8 8PR

I very much enjoyed visiting your school. Thank you for talking to me and telling me about the interesting things you do. You told me that you love the school, and I am not surprised. The school gives you a good education in all sorts of ways.

The Reception class is like a treasure trove of learning, with so many activities for children to explore. All through the school, you do well in your work and have a lot of fun too. I enjoyed your singing in assembly and it was good to hear Year 3 raising the roof with their brass instruments. You do well in writing, and I am glad that you enjoy reading so much.

The school is extremely good at helping you to get on with other people by 'caring and sharing.' I was interested to hear about the school council, and how carefully you decide on the best things to buy for the playground. You are lucky to have such good playtimes, and such delicious, healthy lunches.

Mr Englebright and all the staff enjoy teaching you and they want you to learn as well as possible. They check up on the progress you are making, and they will be helping you to think about ways of improving your work. They also want to make sure that good ideas about teaching you are shared all through the school.

Thank you for being friendly and welcoming, and helping me to find out about your school. You are right to be proud of it.

Yours sincerely

Joy Richardson

Lead inspector