

# Moulton Primary School

Inspection report - amended

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<b>Unique Reference Number</b>	122102
<b>Local Authority</b>	Northamptonshire
<b>Inspection number</b>	327638
<b>Inspection date</b>	10 March 2009
<b>Reporting inspector</b>	Mike Capper

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Foundation
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	429
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Gail Redmond
<b>Headteacher</b>	Peter Sturges
<b>Date of previous school inspection</b>	7 February 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Church Hill Moulton Northampton NN3 7SW
<b>Telephone number</b>	01604 643061
<b>Fax number</b>	01604 642328

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<b>Age group</b>	4–11
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## **Amended Report Addendum**

Report updated to resolve formatting inconsistency

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## Introduction

The inspection was carried out by two additional inspectors. The inspectors evaluated the overall effectiveness of the school and investigated the following issues:

- pupils' progress in writing in Key Stage 1 and in science across the school
- how well pupils carry out a range of responsibilities around the school
- the use of information and communication technology (ICT) in different subjects
- the involvement of leaders at all levels in evaluating school effectiveness.

Evidence was gathered from observations of pupils at work and play, discussions with staff, governors and pupils, scrutiny of documentation and an analysis of parents' views. Other aspects of the school's work were not investigated in detail, but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified and these have been included where appropriate in this report.

## Description of the school

Pupils come to this large primary school from the village of Moulton as well as from neighbouring communities in Northampton. The proportion of pupils eligible for free school meals is below average. The number of pupils identified as having learning difficulties and/or disabilities is below average. Most of these pupils have moderate learning difficulties. Children in the Early Years Foundation Stage are taught in two Reception classes.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

In this good school, pupils flourish both socially and academically. Pupils are very proud of the school and parents rightly hold it in high regard. Comments such as 'there is a feeling of genuine care for the pupils' and 'staff are always happy to help and are constantly looking for ways to improve' sum up the positive views of most parents.

Good teaching means that pupils achieve well. Pupils learn new skills quickly in the Early Years Foundation Stage, where members of staff lay a firm foundation for future learning, and these good rates of progress are then maintained in the rest of the school. Consequently, standards rise to well above average levels by the end of Year 6. Pupils do especially well in science because the curriculum is very carefully planned and the teachers build on the pupils' natural curiosity by giving them many opportunities to carry out investigations and experiments. Pupils say that they like science because 'we are expected to think like scientists'. Pupils' progress in developing writing skills is good overall, but is not even across the school. Leaders have rightly identified that there is a slight dip in progress in Key Stage 1. They are taking the right steps to tackle this, but they know that there are still times when teachers in these year groups do not expect enough of the most able pupils.

Throughout the school, teachers are extremely enthusiastic and they make good use of resources such as interactive whiteboards to introduce new skills. They make learning fun and purposeful and they use questioning and discussion effectively to engage and motivate pupils. Skilled teaching assistants give high quality support, helping pupils with learning difficulties and/or disabilities to make good progress. However, individual education plans for these pupils lack consistency. They do not always set sharp goals for improvement and these are not always updated regularly enough. There is too little pupil input into writing the plans and parental involvement is not always recorded rigorously enough.

Care, guidance and support are good. Members of staff in the school and in 'Mask', the pre- and after-school club, take good care of pupils' social and emotional needs. All statutory safeguarding requirements are met. Members of staff safeguard the pupils' well-being by working closely with parents and outside agencies. This helps to ensure that pupils' personal development is good. Pupils are sociable and articulate and are prepared well for the next stage of their education. Pupils' behaviour, although occasionally boisterous at break times when there is sometimes too little for them to do, is consistently good in lessons. Pupils are very happy at school. They especially enjoy the many out-of-school activities that enrich the already good curriculum and provide every child with a breadth of exciting experiences. For example, Year 5 and Year 6 pupils speak very positively about a recent visit to a recording studio where they composed and recorded their own songs. Creativity is supported very well and the teachers are becoming increasingly successful at linking different subjects together. However, although there are adequate resources in ICT, there are too few opportunities for pupils to use and apply their skills across the curriculum. This slows the pace at which skills in this subject can improve.

The school is very successful at helping pupils to become sensible young citizens. Throughout the school, pupils happily take responsibility and they make a good contribution to the community. The school council and eco council carry out their roles very conscientiously. Councillors are diligent in their work and they make a good contribution to school development. For example, they are currently working with teachers to set up a buddy system to help pupils who are feeling lonely at playtimes. Pupils have a good understanding of what they need to

do to improve their work because teachers set them clear and challenging targets to aim at. Pupils are knowledgeable about the importance of staying safe and healthy. They do their best to eat healthily and they participate enthusiastically in the wide range of sporting activities offered by the school.

The school's contribution to community cohesion is satisfactory. Pupils take a good part in village events and there are strong links with a school in Gambia that help them to consider the needs of others. Consequently, pupils are developing an increasing awareness of life beyond Moulton and leaders are already doing the right things to strengthen this further, for example by participating in 'Black History Month'.

Good leadership and management have helped the school to continue to improve since the last inspection. The school is successful because leaders at all levels have created an ethos in which all pupils are valued and respected. The headteacher has established a strong team of staff and governors and together they take a good part in checking school effectiveness. Leaders have gathered a wealth of data about pupils' attainment. This information gives a clear picture of progress over time and it is analysed rigorously so that there is a good understanding of what is going well and what needs improving. The school sets itself challenging targets for development and is well placed to realise its aspirations for further improvement.

A pupil summed up the school by saying, 'We learn lots and have good fun at the same time.' This comment accurately captures the essence of this successful school.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

When children start school, the majority are working at the levels typically expected for their age. They achieve well because the quality of teaching is good. Consequently, standards rise to above average levels by the start of Year 1. Teachers promote basic skills especially well and children's personal development is good. Children settle quickly into school life and they soon develop positive attitudes toward learning. There is a purposeful buzz in lessons as children go about their work, making sensible choices and supporting each other happily. Children's welfare is supported well, including in the before- and after-school clubs. Vibrant displays celebrate children's achievements and reflect the rich and exciting curriculum. Although the outdoor area is not ideally located, and building work is scheduled to start shortly to improve facilities, members of staff do the best with what they have. They plan a balanced curriculum and ensure that there are a good opportunities for children to work outside. Leadership and management are satisfactory. Leaders are beginning, in the current year, to make sharper use of performance data so that, in time, they can identify more rigorously trends in standards from year to year. On a day-to-day basis, leaders ensure that provision runs smoothly and they work closely with parents. Teamwork between the different adults who work in the Early Years Foundation Stage is particularly strong.

### **What the school should do to improve further**

- Ensure that teachers in Key Stage 1 always provide enough challenge for more able pupils in writing lessons.
- Improve ICT provision so that pupils get more opportunities to practise their skills in different subjects.
- Ensure that teachers set sharp targets for pupils with learning difficulties and/or disabilities in their individual education plans and fully involve parents and pupils in this process.

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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 capacity to make any necessary improvements	2

**Effectiveness of the Early Years Foundation Stage**

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	3

**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/or disabilities make progress	2

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<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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	2
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	2

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	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

## 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 eliminated	2
How well does the school contribute to community cohesion?	3
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



**Annex B****Text from letter to pupils explaining the findings of the inspection**

11 March 2009

Dear Pupils

Inspection of Moulton Primary School, Northampton NN3 7SW

Thank you for welcoming us to your school and for showing us your work. You are polite, friendly and well behaved. We enjoyed talking to you and we agree that Moulton is a good school that does a lot to help you do well.

Some of the things we found out about your school.

- You make good progress in the Reception classes. You settle well and develop confidence.
- In the rest of the school, good teaching helps you to learn well, especially in science.
- Your behaviour is good and you work sensibly in lessons. We agree with you that sometimes there is too little for you to do at break times.
- You thoroughly enjoy school because adults make learning exciting by planning interesting activities and letting you take part in many clubs and visits. The science club looked like it was great fun!
- You have a good understanding of how to stay safe and healthy. The school and eco councils are doing a great job in getting your ideas heard.
- All adults in school are very kind and caring. They give you good guidance to help you understand how to improve.
- Your headteacher, teachers and governors are leading the school well and are working hard to make it even better.
- Nearly all of your parents and carers are very pleased that you come to this school.

What we have asked your school to do now.

- Make sure that those of you who find learning easy are always challenged in writing lessons in Years 1 and 2.
- Improve ICT provision so that you get more opportunities to practise your skills in different subjects.
- Improve the quality of the special plans written for pupils who find learning difficult, so that they show how children and parents have been involved in writing them and set clear targets for improvement.

You can help your teachers by continuing to work hard. We thoroughly enjoyed talking with you about your work and watching you learn and wish you all the best for the future.

Yours faithfully M Capper

Lead inspector