

Inspection of a good school: Moulton Church of England Voluntary Controlled Primary School

School Road, Moulton, Newmarket, Suffolk CB8 8PR

Inspection dates:

5–6 December 2019

Outcome

Moulton Church of England Voluntary Controlled Primary School continues to be a good school.

There is enough evidence of improved performance to suggest that the school could be judged outstanding if we were to carry out a section 5 inspection now.

What is it like to attend this school?

Pupils love coming to this school. All staff make learning fun. The headteacher and other leaders want the very best for the pupils. They do all they can to help pupils succeed. Pupils say they feel safe in the school. The older ones help the younger ones.

Teachers know their subjects very well. They set high standards for pupils. Pupils come up to their expectations. Teachers make learning exciting. Pupils who join the school late catch up very quickly. This is because staff know their needs inside out.

Pupils behave extremely well. They show respect for one another and adults. They are very keen to learn. They go out of their way to be helpful. It is a happy, friendly school. Pupils enjoy taking on jobs. Some work in the library. Others play games with children in the playground. Everybody works together to make the school the best it can be.

Pupils enjoy taking part in a wealth of clubs. As part of their studies, they visit places of interest such as West Stow Anglo-Saxon village. They learn about what is special in their area, such as horse racing at Newmarket. They have very close links with the vicar and the church.

What does the school do well and what does it need to do better?

Pupils excel. All teaching is of a high quality. Teachers know their subjects. They bring learning to life. The headteacher has expertise in mathematics. She helps other schools. She also gives excellent training to Moulton staff. Pupils achieve extremely well in mathematics as a result.

Teachers plan all subjects to inspire pupils. They make sure units of work are taught in the correct order. They build pupils' skills in small steps over time. This is so they do not miss anything. Pupils develop a deep understanding. For example, Year 5 pupils knew why Harold lost the Battle of Hastings. They understood why so many people wanted to replace him as king.

This year, teachers have planned some new topics. They want pupils to know even more and remember more. They are digging deeply. They tie learning to pivotal questions. These include, 'How did Florence Nightingale change nursing?' Teachers always want to improve pupils' experiences.

Leaders make sure pupils enjoy many memorable moments in their time at the school. Visits build on their learning. For example, Year 6 pupils visited the Second World War museum at Duxford. They made a film about being an evacuee. Visitors come to the school to broaden pupils' horizons. A policeman brought his sniffer dog to show them. Pupils enjoy the arts, sport, drama and music. They raise money for local charities, such as the Suffolk Hedgehog Hospital. Pupils work in the school grounds to encourage wildlife. They build bird boxes and look after the pond. They grow vegetables for the school kitchen.

Pupils learn to read quickly. Phonics is taught very well. The few pupils who are at risk of falling behind soon catch up. Teachers write their own texts to use with pupils. These are what the pupils need. They help them to understand and answer all sorts of questions. Pupils become fluent and confident readers. The school library is well stocked with books of all kinds.

Staff meet the needs of pupils with special educational needs and/or disabilities very well indeed. The leader knows these pupils as individuals. She makes sure that staff give them every support. She also checks that they enjoy the same opportunities as the other pupils. They take part in clubs, learn musical instruments, perform on the stage and compete in sports. Every pupil's voice is heard, no matter how small.

Pupils live out the school's values of 'individuality, responsibility and community'. They get on well together. Pupils thrive in a supportive atmosphere. They are able to be themselves, because there is a culture of tolerance. Pupils celebrate one another's achievements. They help those going through difficulties. They say bullying is not an issue. Staff deal with any problems straight away. As members of a church school, pupils have clear values aligned to British values.

Children in the early years get off to a great start. Adults feed their curiosity. They make learning irresistible, both inside and outside. They link activities to a clear theme, often around early reading or number. Children become independent. Parents and carers say how much their children enjoy the school. The school gives them good ideas to help their children learn at home.

Staff value the support leaders give them. They say they do not feel pressured. There is a lot of laughter in the school.

Safeguarding

The arrangements for safeguarding are effective.

All checks on staff are carried out before they join the school. Leaders make sure the school is a safe place for children. The school keeps careful records. Leaders work with outside agencies and families very closely to support their children. All training is up to date. Safeguarding comes up at every staff meeting. All adults know what to do if they have any concerns about pupils. Leaders make sure they follow these up. The school provides special help for pupils facing difficulties. The learning mentor runs groups to support them.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- This year some of the topics are new. Teachers want pupils to learn in even more depth and for their learning to flow across different subjects. Leaders should review the effectiveness of this new approach and make any adjustments once the topics have been taught for the first time.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have

serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in January 2011.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	124709
Local authority	Suffolk
Inspection number	10110313
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	191
Appropriate authority	The governing body
Chair of governing body	Bernie Spiller
Headteacher	Deborah Shipp
Website	www.moulton.suffolk.sch.uk
Date of previous inspection	16 March 2016

Information about this school

- The school is a Church of England Voluntary Controlled Primary.
- It draws pupils from the village of Moulton and from other nearby villages.

Information about this inspection

- I met with senior leaders, subject leaders, members of the governing body, teachers and teaching assistants to discuss aspects of the school's curriculum and provision.
- I met with a representative of the local authority and spoke with a representative of the diocese by telephone.
- I did deep dives in reading, mathematics and history. This entailed meeting with leaders to discuss these areas of the curriculum, visiting lessons, talking to teachers to find out how they teach these subjects, looking at pupils' workbooks and speaking to pupils about their learning.
- I met with the designated safeguarding leader to check that safeguarding procedures and processes were effective. I also checked the single central record to ensure that recruitment checks on staff have taken place.

- I observed pupils' behaviour at playtime and lunchtime and as they moved around the school.
- I took account of the 71 responses to the Ofsted online questionnaire Parent View and 70 comments on the free-text service.
- I spoke to staff and pupils informally during the school day.

Inspection team

Nick Butt, lead inspector

Ofsted inspector

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