

# SCHOOL INSPECTION SERVICE

*Independent professional inspection of schools affiliated to the Focus Learning Trust*

## INSPECTION REPORT

### INSPECTION CARRIED OUT ACCORDING TO SECTION 162A OF THE EDUCATION ACT 2002

Name of school:	Moor View Primary School
DfE number:	878/6058
FOCUS number:	603
Inspection team:	Reporting Inspector: Dr Martin Bradley  Supporting Inspector: Mrs Sara Wiggins  Lay Inspector: Mr Philip Hutchinson
Dates of inspection:	8 <sup>th</sup> to 10 <sup>th</sup> June 2010

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## SCHOOL DETAILS

Name of school: Moor View Primary School

Address of school: Little Bovey Lane,  
Heathfield, Newton Abbot,  
Devon, TQ12 6RH

Telephone number: 01626 830525

Fax number: 01626 830525

Email address: moorview@focus-school.com

Proprietor: Oakdene Education Trust

Name of Primary Trustee: Mr Tim Besley

Name of Primary Manager: Mr John Wallis

Name of Senior Teacher: Ms Judi Clarke

DfE number: 878/6058

FOCUS number: 603

Type of school: Independent school affiliated to the Focus Learning Trust

Age range of pupils and students: 7 to 11

Gender of pupils: Male and female

Total number on roll: (Full time) Boys: 18 Girls: 11

Number of pupils with statements of special educational need:  
Boys: 0 Girls: 0

Annual fees: No fees charged

Type of inspection: Section 162A of the Education Act 2002

Inspection Team: Reporting Inspector: Dr Martin Bradley  
Supporting Inspector: Mrs Sara Wiggins  
Lay Inspector: Mr Philip Hutchinson

Dates of inspection: 8<sup>th</sup> to 10<sup>th</sup> June 2010

## **PART A: INTRODUCTION AND SUMMARY**

### **Purpose and scope of the inspection:**

This inspection was carried out by the School Inspection Service in accordance with Section 162(A) (1)(b) of the Education Act 2002, and it follows the inspection framework laid down by the Service and the Focus Learning Trust (FLT) and agreed with the Department for Education (DfE). It was conducted by independent professional inspectors who looked at all aspects of the school's provision as required by the current regulations. The professional inspectors were accompanied by a trained lay inspector who looked at agreed aspects of the school's management and ethos and reported on these to the Focus Learning Trust. His findings are summarised in Section C of this document, but this section is not a statutory part of the inspection process.

### **Information about the school:**

Moor View Primary School was established in 2007 and is one of two primary schools linked to the Tamar Valley Secondary School in Plymouth. It is run by the Oakdene Education Trust whose main aim is *'to provide a full and balanced National Curriculum-based, quality education... in a Christian based, safe and disciplined environment, conducive to learning'*. The school seeks to be a *'small school with a small school attitude – each individual in our school community is valued and the highest possible care is given to all'*. It aims to promote *'the highest possible standards of teaching and learning (and) to encourage a lifelong sense of the value of learning'*.

### **Summary of main findings:**

Moor View Primary School has developed very well since opening nearly three years ago. It meets its aims successfully and provides a good quality of education with several outstanding features. Its Christian ethos is sustained by the senior management's clear leadership including the support of the primary manager. The two classes have similar patterns of working which promote continuity in learning approaches as well as pupils' good progress, following the guidance contained within the FLT curriculum documentation. Parents support the school strongly and the pupils' enjoyment of their education and their enthusiasm when discussing their work is evident. The school has an extremely effective policy of encouraging the pupils to take responsibility for their own actions and to help others to be aware of the effects of their actions. This contributes significantly to the overall ethos and community feeling within the school. Pupils' spiritual, moral and social development is outstanding, and their cultural development is good. The quality of teaching is very high: in half of the lessons seen it was outstanding, especially in the core subjects of English, mathematics and science. In the remainder it was good. Teaching is very well supported by the strategies used to assess pupils' work. Pupils' safeguarding is secure and their welfare is generally promoted effectively. The school meets nearly all the DfE regulations relating to independent schools.

### **What the school does well:**

- its frequently outstanding quality of teaching is supported by detailed and effectively used assessments;

- it ensures that the spiritual, moral and social development of the pupils is outstanding; and
- it succeeds in sustaining exemplary behaviour by its pupils.

**What the school must do to comply with the regulations:**

- ensure that the requirements for fire safety are fully met by regular checks and accurate recording of any actions to be taken.

**What the school must do to comply with the Disability Discrimination Act (DDA) 2002**

- The school fully meets the requirements.

**Next Steps:**

Whilst not required by the regulations, the school might wish to consider the following point for development:

- review the responsibilities currently held by the Senior Teacher, delegating some of these to other members of staff and Trustees where appropriate.

## **PART B: COMPLIANCE WITH REGULATIONS FOR REGISTRATION**

### **The quality of education provided by the school**

#### **The quality of the curriculum**

The quality of the curriculum is good. It is guided by FLT documentation and supported by the school's policies, detailed schemes of work and by the teachers' planning. The curriculum provides good opportunities for pupils' personal as well as academic development. There is a suitably wide range of learning opportunities which are appropriate and accessible to all pupils whatever their ability. These experiences contribute effectively to the pupils' good levels of achievement and their outstanding personal development.

Pupils are taught a range of subjects including literacy, numeracy, science, humanities, French, personal, social, health and citizenship education (PSHCE) and arts. Information and communication technology is not provided, but pupils benefit from both food and design technology. Great emphasis is placed throughout the curriculum on developing pupils' skills in speaking, listening, literacy and numeracy. Planning ensures the continuity and progression of pupils' learning across all educational experiences. There are good and effective plans for long-, medium- and short-term curriculum work. Topics are planned on a two year cycle. Long term planning has a thorough overview of cross-curricular links to encourage the development of multi-cultural aspects of the curriculum and to ensure an understanding of British institutions.

The physical education curriculum is covered effectively and supported by a short physical exercise at the start of each teaching session as well as by the good outside resources. Extra-curricular activities are limited. A comprehensive programme for PSHCE is planned highly effectively and taught through projects that engage and interest the pupils. It reflects the school's aims and ethos, and contributes strongly to pupils' personal development. It is augmented by the well planned assembly programme. Good provision is made for visits to further motivate pupils in their learning. For example a recent visit to a local wood has successfully underpinned literacy work in Years 5 and 6.

The school's support for pupils with additional needs is satisfactory and the need for further development in this area has been identified by the school. Individual education plans are generally up-to-date, although some of their points for action are very general and do not provide sufficient guidance or detailed objectives to support the next stage in the pupil's learning. Individual learning support uses a range of methods but these have yet to be fully coordinated into a cohesive strategy. Although the gifted and talented register has not been fully updated, teachers' planning provides for extension work in many subjects and pupils attend specific extended reading sessions.

Pupils' literacy, numeracy, communication skills and social skills are well developed. This prepares them well for the next stage of their education and the opportunities, responsibilities and experiences of adult life. For example, in a PSHCE lesson younger pupils used their numeracy skills to great effect as they investigated whether healthy foods were good for the wallet as well as health.

## **The quality of teaching and assessment**

In half of the class lessons seen the teaching was outstanding; in the remainder it was good. In particular, teaching in English, mathematics and science was outstanding in nearly all the lessons seen. This extremely high quality was maintained when the all four year groups in the school were taught as one class due to a member of staff being on an in-service training course. Teachers have an excellent knowledge of their subjects and know the individual capabilities and prior attainment of the pupils extremely well. Work is carefully planned, both overall for the classes and also to meet individual pupils' needs. A particular feature of the teaching is that it encourages pupils to make links between subjects. Thus, when working on a theme of Mondrian's art, mathematical language was used to describe the forms used – rectangles, squares and quadrilaterals, as well as 'perpendicular' – with the pupils also contributing and defining terms such as 'abstract'. Pupils enjoy such challenges, and the great majority speak confidently, using complex grammatical structures when responding to questions.

Lessons use a wide range of effective teaching methods, with varying pupil groupings and extremely effective questioning which reinforces the pupils' responses as well as valuing their comments. Lessons are very well paced with clear objectives and evaluation criteria. Together with the extensive range of teaching methods, this develops pupils' concentration as well as their enjoyment of the work. The approach also promotes exemplary behaviour and encourages pupils to act responsibly and in a significantly mature manner.

Assessment is beginning to have a significant impact in improving pupils' progress which is good. Assessment procedures are thorough and detailed. Marking is good overall: in English it is outstanding and helpful comments are made along with suggestions as to how work could be improved with targets set. A significant feature of assessment is that pupils are encouraged to identify the levels at which they are working within the National Curriculum, linking these to targets for their future work. The cycle of setting targets, planning work to support progress towards these, and their subsequent review leading in turn to fresh targets is very well developed. It is supported by the use of formal tests and assessment where appropriate. Due to the small size of each year group, year on year comparisons are not possible, although individual pupils' progress is evident from their scores.

Some pupils have been identified as having learning difficulties. Support for these pupils is satisfactory, although it is complicated by the Senior Teacher being the coordinator for such work, whilst not having time to work one-to-one with those identified. The gifted and talented register identifies a number of pupils, but has yet to be linked to individual programmes of action.

Resources are good overall, although the school and the Trustees are aware of the need to increase fiction and non-fiction books as pupils are familiar with the current stock and lack sufficient new reading opportunities.

### ***Does the school meet the requirements for registration?***

Yes.

## **The spiritual, moral, social and cultural development of pupils**

Pupils' spiritual, moral, social and cultural development is outstanding. They enjoy school and this is reflected in their good attendance. Pupils are involved in the day to day management of the school and feel that their views are valued.

Pupils' spiritual development is very strong. Extremely careful attention is given to encourage pupils to treat themselves, others and the environment with the utmost respect. They show high levels of self esteem in their writing, in class discussions and in their interviews with inspectors. This is supported by the teachers providing praise and encouragement and by the exceptionally good relationships between teachers and pupils. They have many opportunities to explore creatively a broad range of investigative topics. They talk with enthusiasm about the work of other pupils as they discuss the colourful displays in their hall. Pupils extend their sense of self esteem through stickers, individual class reward systems and the recently introduced house points. Pupils' self-knowledge is promoted very effectively as they consider the importance of friendship, respect and courtesy in the PSHCE programme.

Pupils develop outstanding moral awareness and sense of responsibility to others, consistent with the culture of the school. They acquire a strong sense of right and wrong which is reinforced throughout the school with displays and posters reminding them of positive behaviour. In lessons and at play pupils exhibit courtesy to one another, ensuring that all can learn and play with enjoyment. Behaviour throughout the school is outstanding. Pupils understand that there are others less fortunate than themselves and raise funds for charities, both local and overseas.

Pupils' social awareness is outstanding. They are extremely well mannered, are polite towards adults and have excellent social skills, both in the classroom and around the school. Pupils are prepared exceptionally well for their future economic well-being by the emphasis on the basic skills of literacy and numeracy and topic work which is meaningful and relates to their experiences. They place high value on contributing to the happy and successful school community. Responsibilities are taken seriously, from minor tasks within the classroom to being the 'human resource manager' for the tuck shop, considering which healthy snacks to purchase to provide a profit for use within the school. Pupils demonstrate maturity as they act with care in their roles as mediators on the playground. They develop a good knowledge of British institutions through their citizenship lessons and further their understanding of democracy as they elect committee members for the school council. Pupils' communication skills are very well developed as they are used to discussing their ideas confidently in class.

The cultural development of pupils is good. Pupils develop their understanding of other cultures through subjects such as geography, history and music, for example by participating in an African drumming. The study of foreign languages and the increased consideration of other cultures in literature are vehicles for developing an understanding of different societies. They examine art and artefacts from European and other cultures. These experiences greatly enhance their cultural development. Experiences that introduce pupils to life in multicultural Britain are less developed. Out-of-school visits enhance the curriculum, for example, to Torquay museum to study ancient Egypt and to the sewage works as part of their topic on water.

***Does the school meet the requirements for registration?***

Yes.

**The welfare, health and safety of pupils**

Provision for pupils' welfare, health and safety is good overall. The school has most of the necessary policies and procedures securely in place, but the procedures for fire safety have not been met in full. The school has now put into place an action plan to address these issues.

Pupils say that they feel safe and well cared for whilst at school and that they appreciate the care and consideration provided by their teachers. The school has a comprehensive range of policies relating to welfare, health and safety. These are clear and they are appropriately implemented. The school's good behaviour policy provides a suitable framework understood by pupils and staff, with sanctions clearly set out. The anti-bullying policy meets requirements. Pupils say that instances of poor behaviour and bullying are very rare, and that they know who to go to if they have a problem. Supervision is supported at playtime by parent and grandparent volunteers and carefully prepared duty rotas. There are good and comprehensive risk assessments for school visits. Consistent records of checks for fire safety have not been maintained hitherto but appropriate action has now been taken and clear procedures are in place. The first aid policy is appropriate and attendance and admission registers are correctly completed and maintained to meet regulations. The school has a suitable policy to meet the requirements of the Disability Discrimination Act 2002. Careful guidance has been prepared to support all aspects of safeguarding and child protection. Training for child protection has been undertaken by all staff including interagency training for the designated safeguarding person. Similarly first aid training has been undertaken by teachers for all parts of the school.

The school gives pupils excellent guidance on how to stay healthy. The tuck shop provides healthy snacks such as raisins and apple juice. Drinking water is freely available to pupils throughout all lessons, including sport, and healthy lunches are encouraged.

***Does the school meet the requirements for registration?***

*The school meets all the requirements except one.*

***What does the school need to do in order to fully meet the requirements?***

*In order to comply with the Independent Schools' Standards Regulations 2003 the school should:*

- *ensure that the requirements for fire safety are fully met by regular checks and accurate recording of any actions to be taken (paragraph 3(5)).*

**Suitability of the proprietor and staff**

The school meets the regulatory requirements for the suitability of the proprietor and staff. Appropriate checks are made on staff, Trustees and volunteers. The school

maintains a single central register which records checks made on those working in the school and which is supplemented by information held in staff files, supporting the safeguarding of pupils.

***Does the school meet the requirements for registration?***

Yes.

**Suitability of the premises and accommodation**

The school occupies a former state school building whose original brick built premises have been supplemented by two demountable classrooms and specialist rooms for learning support and music. The small library off the Year 5 and 6 classroom is used by the whole school. Its book stock is usefully catalogued, although it is limited. There is also a spacious sized hall. The accommodation is suitable for the age range of the pupils and provides safe and effective teaching areas which are well maintained. This is supported by good cleaning routines. The classrooms and corridors are used effectively to display pupils' work across the wide curriculum, and to promote pupils' awareness, for example of other cultures.

The relatively extensive outside areas are used effectively. They include hard surfaced, wood chip and grassed areas, as well as a wildlife habitat. They are generally well maintained and fenced. Car parking is well organised and carefully managed at the beginning and end of the school day. Covered walkways are a feature of the school, enabling staff and pupils to access facilities outside their classrooms in all weathers.

***Does the school meet the requirements for registration?***

Yes.

**The quality of information for parents**

The quality of information provided for parents is good. They are given detailed information as to the work of the school, the subjects taught and policies adopted. Newsletters and communications sent to parents throughout the year provide information about the school and its activities. Pupils receive two reports each academic year which cover progress and attainment. These are of good quality: one report is an interim short report and the other is more detailed. The interim reports provide clear information on progress in literacy, numeracy, science and personal and social development, and all subjects are considered in the full report. Both reports detail pupils' targets for their future work. There are also opportunities for parent/staff meetings and discussions. The prospectus has been revised to ensure compliance with the regulations.

***Does the school meet the requirements for registration?***

Yes.

### **The effectiveness of the school's complaints procedure**

The school has formally adopted the FLT complaints procedures and practices: this is stated in its prospectus and fully meets the requirements. In addition, as noted in the prospectus, a copy of the procedure is available in the school for inspection by parents and carers.

***Does the school meet the requirements for registration?***

Yes.

## **PART C: ORGANISATION AND MANAGEMENT**

*This section is not a requirement of the Education Act 2002. The business organisation and management of the school were inspected by the Lay Inspector, who has written this section of the report.*

### **The quality of the organisation and management of the school**

The school provides primary education for Years 3 to 6 in a rural setting in premises with a good ambience. It is controlled by a Trust of nine Trustees with the main operational oversight being taken by the designated primary trustee and a primary manager. There is a management team which comprises the primary trustee, primary manager and the Senior Teacher. This meets regularly and is supported by additional informal contacts. The Trust meetings and the management meetings are minuted, and the Trust meetings identify the Trustee who has appropriate responsibility. Trustee responsibilities are broadly defined across the Trust with the majority of responsibilities being clearly allocated. The school has developed effectively and is a well run and organised establishment under good leadership but with shortcomings in monitoring ongoing full compliance in health and safety.

Should the new premises currently under consideration materialise, it will be important that the school development plan is kept under review to allow for the proposed reorganisation of catchment areas, the possibility of changes being delayed to ensure that standards do not deteriorate overtime and the maintenance of adequate quality staffing and facilities relative to the numbers of pupils.

### **Could the organisation and management of the school be improved?**

- extend Trust and management team minutes to indicate who is to take “action” and to ensure that, where this has been indicated at a previous meeting, it is followed up at subsequent meetings;
- ensure that pastoral care of the pupils is provided by the Trustees as a continuing responsibility;
- ensure that compliance with legal requirements is maintained; and
- arrange increased delegation of responsibilities from the Senior Teacher to other staff and the Trustees in order to reduce the present load of administrative duties.

**This report has been prepared by the School Inspection Service, which provides independent professional inspection of all schools affiliated to the Focus Learning Trust. Further copies of the report are available from the Operations Manager of the Focus Learning Trust, Siskin House, Siskin Drive, Coventry, or from the School Inspection Service website: [www.schoolinspectionsservice.co.uk](http://www.schoolinspectionsservice.co.uk)**