

# Inspection of Moredon Primary School

Moredon Road, Swindon, Wiltshire SN2 2JG

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Inspection dates: 21 and 22 September 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Early years provision	<b>Good</b>
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Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005
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Ofsted has not previously inspected Moredon Primary School as an academy school under section 5 of the Education Act 2005 as, until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections.

Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last inspection of the predecessor school.

## **What is it like to attend this school?**

Pupils treat each other with kindness and respect. They are tolerant of those who are different from them. Pupils are safe and happy. Everyone at the school is valued and included, including those with special educational needs and/or disabilities (SEND). A cooperative and inclusive atmosphere is evident in classrooms and at playtimes. Bullying and unkindness are very rare. Pupils and parents know that staff will take prompt action if they do occur.

Leaders have very high expectations of what pupils can achieve. Pupils are proud to be part of the school and strive to do their best. Strong routines mean that learning begins without delay. Pupils behave well and value the rewards they get for doing so. They know the rules and feel they are fair. The few who need to improve their behaviour get the support they need to do so.

A significant majority of parents share their children's positive view of the school. They say their children are safe, happy and make good progress. Events such as 'Wonderful Wednesdays' include parents in celebrations of pupils' achievement. Leaders strive to build positive relationships with families.

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

Leaders have designed an ambitious curriculum which enables all pupils to build on what they already know. This begins with the curriculum in Nursery Year. Teachers know what pupils have learned before. Most of the curriculum is very clear about what pupils need to know. In the few areas where this is not as clear, pupils do not always progress as quickly as they could.

Teachers are knowledgeable about all areas of the curriculum. They explain new learning clearly and check that pupils understand. Gaps in learning and misconceptions are identified and rectified promptly. However, sometimes those who need to catch up do not do so as quickly as they could. Work is adapted to meet the needs of pupils with SEND so that they can achieve well.

The reading curriculum is rigorous. The very youngest children learn to love books and to begin to know some letters. Any child falling behind is identified quickly and helped to keep up. All pupils read often. Staff read to pupils in a way that captures their interest and builds a love of reading. The books classes read together help build vocabulary and explore different topics and issues. Children in early years show great enthusiasm for familiar books and poems. Older pupils who do not yet read fluently get the help they need.

All pupils, including those in the early years, understand that they are at school to learn. Most are very keen to do so. Staff are very clear about what behaviour they expect. They praise and reward good choices. Pupils can learn without delay or disruption. Those who need to improve their behaviour get help to do so.

There are strong relationships between staff and pupils. Children in Nursery Year and Reception Year form positive attachments to the adults who work with them. All pupils know that staff care about them and will help them with any problems they may have.

Pupils know how to stay healthy, both physically and mentally. Children in the Nursery Year learn about healthy foods and are encouraged to eat well. This continues as they move up the school. Extra support helps those who are least active to become more so.

The curriculum helps pupils to develop an understanding of the importance of tolerance and equality. They learn about British values and about different cultures. Pupils know how to stay safe online and have an age-appropriate understanding of relationships. Children in Nursery Year and Reception Year learn about their feelings and how to manage them.

There are many opportunities for pupils to develop their characters and to take on leadership roles. All pupils, including those with SEND, have experiences which help them to find new interests and talents.

Leaders have created an inclusive culture at the school. All staff and pupils are welcome and valued. Staff are positive about the ways in which their well-being and workload are taken into account. They have the training they need to continue to build their skills and knowledge. Leaders ensure high levels of collaboration between staff. This enables them to work effectively together.

Leaders, including governors and trustees, ensure that their ambitious vision for the school is widely shared. This is evident in all aspects of the work of the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

The curriculum helps pupils to know when they may be at risk and how to get help if they need it.

Staff know how to spot the signs that a pupil may not be safe. They are aware of the particular risks that exist locally. High levels of vigilance from all staff mean that potential issues are spotted early. Concerns raised are acted on promptly. Leaders make appropriate and timely referrals to other agencies in order to secure the help that pupils and families need.

Robust checks are made on staff to make sure they are suitable to work at the school.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Sometimes, the curriculum and support for pupils to learn it are not precise enough. This means that not all pupils learn as rapidly as they could. Leaders need to ensure that all pupils make the best possible progress.

## **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 information from Ofsted Parent View 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.

## **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

<b>Unique reference number</b>	140264
<b>Local authority</b>	Swindon
<b>Inspection number</b>	10228806
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	413
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Linda Gibson
<b>Headteacher</b>	Claire Leach
<b>Website</b>	<a href="http://www.moredonprimary.com">www.moredonprimary.com</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school uses one registered alternative provision.
- Moredon Primary School converted to become an academy school in October 2013. When its predecessor school, Moredon Primary School, was last inspected by Ofsted in 2008, it was judged to be outstanding overall.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, senior leaders, governors and trustees.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and geography.

- For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors visited lessons in subjects including personal, social, health and economic education and English, as well as the deep dive subjects.
- Inspectors met with the designated safeguarding leader, examined school records and discussed safeguarding cases.
- Inspectors considered responses to Ofsted's online survey, Ofsted Parent View, and the views of staff and pupils in Ofsted's online surveys.
- Inspectors spoke to parents as they dropped their children off at school.

### **Inspection team**

Sarah Favager-Dalton, lead inspector	His Majesty's Inspector
Wendy D'Arcy	His Majesty's Inspector
Sandra Woodman	Ofsted Inspector

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