

# Two Moors Primary School

**Address:** Cowleymoor Road, Tiverton, Devon, EX16 6HH

**Unique reference number (URN):** 113341

## Inspection report: 3 March 2026

|                    |           |
|--------------------|-----------|
| Exceptional        |           |
| Strong standard    | ●         |
| Expected standard  | ●         |
| Needs attention    | ● ● ● ● ● |
| Urgent improvement |           |

### ✓ Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

### How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

## Strong standard ●

### Personal development and wellbeing

Strong standard ●

Leaders provide a comprehensive and ambitious programme for pupils' personal development, combining taught lessons with a vast range of wider opportunities. The curriculum is structured so that pupils gain the knowledge, skills and attitudes they need for success in later life. This is focused on developing pupils' character, confidence and resilience, preparing them extremely well for their futures. Pupils develop a secure understanding of important British values. They show respect, tolerance and appreciation for different beliefs and cultures and talk confidently about differences. Pupils also think carefully about moral and ethical issues.

Leaders' approach to this area of the school's work ensures that pupils become responsible, respectful and active citizens. They take part in film making, handball, ukulele or cultural activities that help them discover new talents. Pupils are taught to manage their emotions, handle conflicts and build positive relationships. They show curiosity and enjoyment when learning about themselves and others. Pupils understand how their actions affect others.

The relationships and health education curriculum is taught well. Pupils learn about personal boundaries, respect and staying safe. They understand the importance of a healthy lifestyle, including being active and eating well. Pupils also learn about offline and online risks, such as harmful content, exploitation and unsafe technology. Pupils know how to keep themselves safe and how to seek help when they are worried.

Leaders track participation to make sure all groups access high-quality personal development opportunities, helping them to thrive and prepare well for life beyond school. Disadvantaged pupils receive extra support to develop independence and take part fully in these enrichment and wider opportunities. Visiting speakers help pupils to understand different careers and the paths they might take when they are older. The school's care for pupils' social and emotional needs is highly effective. Staff know pupils very well and respond quickly when concerns arise. Partnerships with families and external agencies strengthen the help that is made available. Pupils feel valued and respected.

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## Expected standard ●

### Early years

Expected standard ●

Leaders have a clear and ambitious vision for giving children the best possible start to their education. They understand the setting's strengths and areas for development and use this knowledge to shape a well-considered curriculum. This curriculum develops children's early language, communication and number skills effectively. Children, including those who are disadvantaged or have special educational needs and/or disabilities, access high-quality provision.

Care routines in the Nursery Year promote wellbeing, independence and a sense of belonging. Staff form positive relationships with children and help them make healthy

choices and take safe risks. They identify barriers to learning early and work closely with parents, carers and external partners to support children's needs.

Teaching in early years is effective. Staff build children's vocabulary and social and emotional development through daily stories, songs and carefully organised routines. Early language and mathematics are taught in logical steps, helping children secure essential knowledge. Children's understanding of number relationships grows as staff use high-quality interactions to encourage them to explain ideas such as 'why 5 is more than 2'. Assessment is used well to adapt teaching and support a smooth transition to Year 1. Children achieve well from their starting points and are well prepared for their next stage of learning.

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## Needs attention ●

### Achievement

Needs attention ●

Over time, outcomes for pupils are below national standards in reading, writing and mathematics combined. Too many pupils have gaps in handwriting, spelling, punctuation and grammar knowledge. Current work shows older disadvantaged pupils are not catching up with lost learning to be ready for secondary school. Younger pupils, however, are building the knowledge and skills needed for future success. They read well and achieve highly in the phonics screening check. Children in early years develop early vocabulary and reading skills that help them decode words. By Year 4, most pupils achieve the standard expected in the national times tables check.

Pupils progress well through the curriculum beyond English and mathematics. Reception children use early emotional language to explain how artwork makes them feel. In Year 1, pupils think about fairness when discussing Nelson Mandela's imprisonment. In Year 6, pupils deepen their understanding of equality when studying the suffragette movement.

### Attendance and behaviour

Needs attention ●

Absence rates for disadvantaged pupils remain high, despite leaders' efforts. Leaders monitor attendance closely, including for any pupils who attend alternative provision or learn off-site. They encourage regular attendance through newsletters and assemblies. Staff work with families and external agencies and try to remove barriers that prevent pupils from attending regularly. For the small number of pupils who struggle the most, staff build small, achievable steps to help them return to school with confidence. While attendance rates improved last academic year, they have fallen again and further improvement is needed.

Pupils behave well. Clear routines are taught and modelled consistently by staff. Low-level disruption is rare and does not interrupt learning. Relationships between pupils and adults are positive and respectful, which creates a culture where bullying, discrimination and harmful language are not accepted. Pupils feel confident reporting concerns, and leaders deal with issues quickly. Staff adjust expectations for pupils with specific needs and offer timely support. Reintegration processes for returning pupils are managed with care. Pupils

show positive attitudes to learning, arrive on time, work cooperatively and take pride in what they achieve.

## Curriculum and teaching

Needs attention 

Teaching is not helping pupils who have gaps in their writing knowledge to catch up quickly. Leaders have not ensured that new ideas are explained clearly or that staff model tasks in ways that help pupils to understand. For older pupils, especially those who are disadvantaged, regular writing practice is not prioritised enough. This slows pupils' learning. Teachers frequently check pupils' writing in their 'chance to shine' workbooks. However, these checks are not used to adapt teaching or to adjust the curriculum to speed up progress through the curriculum. For example, pupils' work in English and mathematics books shows repeated letter and number reversals and weak letter formation. For some staff, expectations are not high enough. Training helps staff to improve their overall subject knowledge, but does not focus on the specific skills needed for teaching precisely enough, for example in writing.

Leaders provide an ambitious and rich curriculum beyond English and mathematics. These curriculums place a clear focus on vocabulary. Pupils enjoy these subjects and gain new knowledge. They learn about local history and explore diversity through studying significant people. Pupils remember information about the Romans and Egyptians because the curriculum is well ordered, helping them to build knowledge step by step. Time is built in for revisiting important ideas so that pupils recall religious and scientific concepts or art techniques confidently, showing their breadth of knowledge.

## Inclusion

Needs attention 

Extra funding intended to support disadvantaged pupils is not speeding up their progress through the curriculum. Leaders' actions lack precision. Outcomes for many pupils who are disadvantaged are improving too slowly. Although leaders have introduced new support for older disadvantaged pupils, it is too early to see clear impact. Their wider vision for high-quality, inclusive education is not yet fully in place.

Adaptations for pupils with special educational needs and/or disabilities (SEND) and for disadvantaged pupils are not precise enough to match their individual needs. Often, extra help is too general to overcome the specific barriers each pupil faces. As a result, the tailored support that pupils need to learn well is often missing. Leaders work purposefully with external agencies on behalf of pupils. However, actions do not always remove the challenges pupils face. For example, leaders seek advice from specialists, but recommendations are not always followed carefully or checked to see if they are working.

Systems for identifying pupils' needs are consistent. This means that new or changing needs are noticed quickly. Leaders are developing further training for staff to support pupils with SEND. However, checks on additional support rarely lead to timely changes in interventions or support for learning. Pupils attending alternative provision are kept safe and checked on appropriately.

Leaders' actions to improve pupils' achievement in key stage 2 are not securing success quickly enough. Improvement priorities and checks on whether these are working lack precision. While regular checks on teaching take place, improvements to the experiences of pupils are not always evident. Some staff and subject leaders are unsure about key improvement priorities or the best approaches to use. Leaders have not fully understood the root causes of current weaknesses. As a result, older pupils, especially disadvantaged pupils, are not achieving as well as they should.

Leaders remain ambitious. Improvements to the curriculum, behaviour, the early years, personal development and early reading reflect their commitment to strengthening the school's offer. Specialist professional learning for staff is developing. For example, neurodiversity training is improving staff's understanding in this area. However, staff training linked to improving writing is too general and does not build specific expertise.

Leaders take staff wellbeing and workload seriously. They think carefully before making changes and consider the impact on staff. Staff feel supported and want to contribute to further improving the school. Most parents and carers are positive about leaders' actions and the work of the school.

Governors are committed. They ensure that their statutory duties are met. While governors receive information about the school and use it to challenge and support leaders, some information is too general. Leaders' view of the school's performance is sometimes overly positive.

## **What it's like to be a pupil at this school**

Pupils enjoy learning in this friendly school, where positive relationships help them feel valued and safe. They benefit from clear behaviour routines that staff consistently use across the school. Because of this, pupils behave well, work together and take pride in what they achieve. Bullying, discrimination and unkind language are not accepted. Pupils, parents and carers trust staff to act quickly if they have concerns. Pupils develop a deep understanding of how to stay safe both online and in the wider world.

Pupils experience an ambitious and interesting curriculum. They enjoy learning about different cultures and significant people. They remember important knowledge in subjects such as history, science and art. Personal development is a strength. Pupils grow in confidence and resilience. They build a well-developed understanding of important British values. This helps most pupils prepare well for life beyond primary school. By the end of Year 6, many pupils reach the standards expected nationally.

However, disadvantaged pupils do not get the academic support that they need to succeed. Adaptations to teaching are often too general. Extra help provided is not specific enough to close gaps in learning for these pupils. As a result, many disadvantaged pupils in key stage 2 do not achieve well enough, especially in writing. Additional funding to support disadvantaged pupils has not led to better outcomes. Some are not fully ready for the move

to secondary school. Attendance for this group is also too low, which makes it harder for staff to reduce barriers that affect learning and wellbeing.

Children in the early years benefit from a positive start to their schooling. Effective teaching and caring routines help them to develop the skills that they need. Children with additional needs are identified quickly and supported well. This gives them firm foundations for future success.

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## Next steps

- Leaders at all levels should ensure the additional funding for disadvantaged pupils is used to effectively improve these pupils' achievement by closely monitoring the impact of actions taken.
  - Leaders should ensure that highly effective teaching of writing for pupils in key stage 2 rapidly improves their compositional skills, spelling, punctuation and handwriting, especially for disadvantaged pupils.
  - Leaders should ensure that precise adaptations that match the needs of pupils with special educational needs and/or disabilities and disadvantaged pupils are embedded across key stage 2 so that any barriers to learning are quickly overcome.
  - Leaders should ensure that the school's attendance strategy consistently improves pupils' attendance and reduces rates of absence, especially for disadvantaged pupils.
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## About this inspection

The chair of the board of governors in this school is Paul Hunt.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, senior leaders and other staff to consider their views. The lead inspector met with members of the local governing body, including the chair. The team inspector held a telephone conversation with a representative from the local authority.

The inspectors confirmed the following information about the school:

The school makes use of one registered alternative provision.

Headteacher: Mr Brendon Dutton

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**Lead inspector:**

Richard Light, His Majesty's Inspector

**Team inspectors:**

Ian Robinson, Ofsted Inspector

Kate Mitchell, Ofsted Inspector

## Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 3 March 2026

## School and pupil context

**Total pupils**

**377**

Above average

**What does this mean?**

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

**School capacity**

**420**

Above average

**What does this mean?**

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

**Pupils eligible for free school meals (FSM)**

**22.83%**

Close to average

**What does this mean?**

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

**Pupils with an education, health and care (EHC) plan**

**3.71%**

Close to average

**What does this mean?**

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

**Pupils with special educational needs (SEN) support**

**15.92%**

Close to average

**What does this mean?**

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

**Location deprivation**

**Close to average**

**What does this mean?**

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

**Resourced Provision or SEND Unit (if applicable)**

**No resourced provision**

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

| Year                  | This school | National average | Compared with national average |
|-----------------------|-------------|------------------|--------------------------------|
| Latest 3 year average | 54%         | 61%              | Below                          |
| 2024/25 (revised)     | 55%         | 62%              | Close to average               |
| 2023/24 (final)       | 53%         | 61%              | Close to average               |
| 2022/23 (final)       | 53%         | 60%              | Close to average               |

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

| Year                  | This school | National average | Compared with national average |
|-----------------------|-------------|------------------|--------------------------------|
| Latest 3 year average | 69%         | 74%              | Close to average               |
| 2024/25 (revised)     | 68%         | 75%              | Below                          |
| 2023/24 (final)       | 76%         | 74%              | Close to average               |
| 2022/23 (final)       | 65%         | 73%              | Below                          |

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

| Year                         | This school | National average | Compared with national average |
|------------------------------|-------------|------------------|--------------------------------|
| <b>Latest 3 year average</b> | 66%         | 72%              | Below                          |
| <b>2024/25 (revised)</b>     | 70%         | 72%              | Close to average               |
| <b>2023/24 (final)</b>       | 61%         | 72%              | Below                          |
| <b>2022/23 (final)</b>       | 67%         | 71%              | Close to average               |

## Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

| Year                         | This school | National average | Compared with national average |
|------------------------------|-------------|------------------|--------------------------------|
| <b>Latest 3 year average</b> | 69%         | 73%              | Close to average               |
| <b>2024/25 (revised)</b>     | 73%         | 74%              | Close to average               |
| <b>2023/24 (final)</b>       | 69%         | 73%              | Close to average               |
| <b>2022/23 (final)</b>       | 67%         | 73%              | Close to average               |

## Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

### Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

| Year                         | This school | National average | Compared with national average |
|------------------------------|-------------|------------------|--------------------------------|
| <b>Latest 3 year average</b> | 45%         | 46%              | Close to average               |
| <b>2024/25 (revised)</b>     | 44%         | 47%              | Close to average               |

| Year            | This school | National average | Compared with national average |
|-----------------|-------------|------------------|--------------------------------|
| 2023/24 (final) | 39%         | 46%              | Close to average               |
| 2022/23 (final) | 50%         | 44%              | Close to average               |

### Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

| Year                  | This school | National average | Compared with national average |
|-----------------------|-------------|------------------|--------------------------------|
| Latest 3 year average | 64%         | 62%              | Close to average               |
| 2024/25 (revised)     | 56%         | 63%              | Close to average               |
| 2023/24 (final)       | 72%         | 62%              | Close to average               |
| 2022/23 (final)       | 63%         | 60%              | Close to average               |

### Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

| Year                  | This school | National average | Compared with national average |
|-----------------------|-------------|------------------|--------------------------------|
| Latest 3 year average | 50%         | 59%              | Below                          |
| 2024/25 (revised)     | 44%         | 59%              | Below                          |
| 2023/24 (final)       | 44%         | 58%              | Below                          |
| 2022/23 (final)       | 58%         | 58%              | Close to average               |

### Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

| Year                         | This school | National average | Compared with national average |
|------------------------------|-------------|------------------|--------------------------------|
| <b>Latest 3 year average</b> | 48%         | 60%              | Below                          |
| <b>2024/25 (revised)</b>     | 50%         | 61%              | Close to average               |
| <b>2023/24 (final)</b>       | 44%         | 59%              | Below                          |
| <b>2022/23 (final)</b>       | 50%         | 59%              | Close to average               |

## Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

## Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

| Year                         | This school | National non-disadvantaged score | School disadvantage gap |
|------------------------------|-------------|----------------------------------|-------------------------|
| <b>Latest 3 year average</b> | 45%         | 68%                              | -23 pp                  |
| <b>2024/25 (revised)</b>     | 44%         | 69%                              | -25 pp                  |
| <b>2023/24 (final)</b>       | 39%         | 67%                              | -29 pp                  |
| <b>2022/23 (final)</b>       | 50%         | 66%                              | -16 pp                  |

## Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

| Year                         | This school | National non-disadvantaged score | School disadvantage gap |
|------------------------------|-------------|----------------------------------|-------------------------|
| <b>Latest 3 year average</b> | 64%         | 80%                              | -16 pp                  |
| <b>2024/25 (revised)</b>     | 56%         | 81%                              | -25 pp                  |
| <b>2023/24 (final)</b>       | 72%         | 80%                              | -7 pp                   |
| <b>2022/23 (final)</b>       | 63%         | 78%                              | -16 pp                  |

### Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

| Year                         | This school | National non-disadvantaged score | School disadvantage gap |
|------------------------------|-------------|----------------------------------|-------------------------|
| <b>Latest 3 year average</b> | 50%         | 78%                              | -28 pp                  |
| <b>2024/25 (revised)</b>     | 44%         | 78%                              | -35 pp                  |
| <b>2023/24 (final)</b>       | 44%         | 78%                              | -33 pp                  |
| <b>2022/23 (final)</b>       | 58%         | 77%                              | -19 pp                  |

### Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

| Year                         | This school | National non-disadvantaged score | School disadvantage gap |
|------------------------------|-------------|----------------------------------|-------------------------|
| <b>Latest 3 year average</b> | 48%         | 80%                              | -31 pp                  |
| <b>2024/25 (revised)</b>     | 50%         | 81%                              | -31 pp                  |
| <b>2023/24 (final)</b>       | 44%         | 79%                              | -35 pp                  |

| Year            | This school | National non-disadvantaged score | School disadvantage gap |
|-----------------|-------------|----------------------------------|-------------------------|
| 2022/23 (final) | 50%         | 79%                              | -29 pp                  |

## Absence

### Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

| Year             | This school | National average | Compared with national average |
|------------------|-------------|------------------|--------------------------------|
| 2024/25 (2 term) | 5.5%        | 5.2%             | Close to average               |
| 2023/24 (3 term) | 6.1%        | 5.5%             | Close to average               |
| 2022/23 (3 term) | 7.1%        | 5.9%             | Above                          |

### Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

| Year             | This school | National average | Compared with national average |
|------------------|-------------|------------------|--------------------------------|
| 2024/25 (2 term) | 14.1%       | 13.3%            | Close to average               |
| 2023/24 (3 term) | 16.8%       | 14.6%            | Close to average               |
| 2022/23 (3 term) | 21.7%       | 16.2%            | Above                          |

## Our grades explained

### Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

### Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

### Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

### **Needs attention** ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

### **Urgent improvement** ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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