

# Moor Park Business and Enterprise School

## Inspection report

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<b>Unique Reference Number</b>	119773
<b>Local Authority</b>	Lancashire
<b>Inspection number</b>	358623
<b>Inspection dates</b>	9–10 February 2011
<b>Reporting inspector</b>	Johan Mackinnon HMI

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

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<b>Type of school</b>	Secondary
<b>School category</b>	Foundation
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	518
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Keith Nightingale
<b>Headteacher</b>	Mr Peter Cunningham
<b>Date of previous school inspection</b>	14 November 2007
<b>School address</b>	Moor Park Avenue Preston Lancashire PR1 6DT
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<b>Email address</b>	admin@moorpark.lancs.sch.uk

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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors. Teaching and learning were observed in 27 lessons and the same number of teachers were seen. This included joint observations with the headteacher and deputy headteacher. Inspectors met groups of students, staff and governors. They observed the school's work, and looked at school policies and procedures about safeguarding and the welfare and progress of students; as well as documents showing how leaders and managers monitor, evaluate and review the work of the school. Inspectors also considered 117 questionnaires returned by parents or carers and 100 from students.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How the school has tackled the relative weaknesses in mathematics and whether current school performance demonstrates good achievement and progression to post-16 education.
- Whether provision fully meets the needs of all students and leads to outstanding outcomes.
- Whether the quality of leadership and management is consistently high, at all levels and across all aspects of school's work, leading to ambitious targets for all students being met.

## Information about the school

Moor Park is a popular school which became a Foundation school in September 2009. It is relatively small when compared with other secondary schools. It serves a diverse, city community with a high proportion of students from minority ethnic groups and who speak English as an additional language. The proportion of students known to be eligible for free school meals is higher than the national average. The proportion of students with special educational needs and/or disabilities, including those with a statement, is also relatively high. The school has specialist Business and Enterprise status, was awarded the Outstanding Impact Award by Enterprise UK in 2010 and is due to receive the National Standard in Enterprise Education this year. Moor Park has leading status for developing Social and Emotional Aspects of Learning in Lancashire and has held National Healthy School Status since 2007. The school is an Extended Services provider.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

Moor Park provides outstanding education and support for the students in its care. It has improved significantly since its previous inspection, yet retains its ambition and drive for further improvement. Much of this is due to the excellent leadership and management of the headteacher and senior team, underpinned by a deeply held commitment to excellence for all. The students, too, play an active part in making Moor Park the cohesive, cooperative community that it is. They worked closely with the staff to devise 'The Moor Park Way', a code of conduct that encapsulates the school's ethos. An enterprising spirit and 'can-do' culture, fostered by a strengthening business and enterprise specialism, is increasingly evident. Staff and students are, rightly, proud of their school.

All students, regardless of their background or ability, make good progress in their learning. They make outstanding progress in English and students with special educational needs and/or disabilities also make excellent progress overall and in mathematics. Students arrive at the school with prior attainment that is below average compared to their peers nationally. By the end of Key Stage 4 attainment is average overall. Attainment in mathematics, low until recently, has been a successful focus for improvement and is now broadly average. The school is particularly effective in ensuring that students with potential barriers to success have outcomes which are at least as good as, and often better than, their peers. The progress that students make in lessons is secured by an exceptionally consistent and structured approach to teaching and assessment across the school. Teachers plan their lessons effectively to meet the needs of the students and particularly high quality additional support is provided for those who need it. Teachers make outstanding use of assessment to raise achievement. For example, they use learning objectives effectively to show students how to take the small steps in learning which lead to reaching their challenging targets. Students have an extremely positive attitude to learning and their behaviour in lessons and around school contributes strongly to their success and well-being. Almost all teaching observed was good or better. The best lessons are typified by well-paced activities which enthuse and challenge students and provide opportunities to develop independent learning and other skills. Less effective lessons provided less challenge for students and gave them few opportunities to work collaboratively, develop skills and confidence independently and take responsibility.

The outstanding curriculum provides a range of courses which is well matched to students' needs and interests. This is supported and enriched by strong partnerships with other educational establishments and businesses. The specialist subjects make a rich contribution to the curriculum, particularly in developing skills for learning and future employment as well as broadening horizons. The exceptional quality of care, guidance and support that the school provides ensures that all students feel safe and well cared for and every student can succeed. The high attendance of the students is a reflection of both

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how positively students feel about school and the effective support provided to families in the community.

Over time, the headteacher has systematically built up leadership capacity at all levels in the school. Highly evaluative systems and processes are embedded to ensure that staff and, increasingly, the governing body, have an accurate picture of the strengths and challenges in school. Improvement planning is detailed and thorough. Quality and progress towards targets are monitored rigorously and emerging issues are tackled robustly. The leadership culture in school has created a highly collegiate staff with a strong sense of shared values and an expectation of challenge and high performance. The move to Foundation status is starting to have a positive impact in strengthening the governing body and bringing new business relationships and experience to the school. A defining feature of the school is the high quality of its relationships with both parents and carers and the local community. The improvements made to provision and outcomes since the previous inspection, as a result of outstanding leaders and managers, mean that the school's capacity for sustained improvement is outstanding.

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

- Raise attainment, particularly in mathematics, to be consistently above the national average.
- Ensure outstanding learning for all students, in particular by sharing existing outstanding practice effectively to increase the proportion of teaching that inspires students' responses, develops their independent learning skills and enables them to take the lead in their learning.

### **Outcomes for individuals and groups of pupils**

**1**

Throughout their time in school students enjoy their learning, work hard and achieve well. The progress that students make in English has been consistently outstanding for several years. Progress in other subjects, including specialist subjects and some recently-introduced qualifications, has also been high, although less consistently so. Progress in mathematics has been less strong and the proportion of students reaching grades A\* to C in this subject at GCSE has been significantly below the national average. Learning in lessons observed, and more recent examination data for students currently in Years 10 and 11, indicate that the actions taken to address underachievement in mathematics are now taking effect. Attainment in mathematics is now close to the national average, while attainment in other subjects is broadly average. Results in the specialist business subjects, French and religious education were all significantly above average this year. As a result of improving provision for the most able, the school has made recent, rapid progress in increasing the proportion of students achieving the highest grades in a range of subjects. As a result of improved outcomes, plus high quality advice and guidance, an increasingly high proportion of students remain in education post-16. High quality tracking of progress for each individual and the support provided by school for students whose circumstances may make them vulnerable have ensured that students with special educational needs and/or disabilities and those who are known to be entitled to free school meals make exceptional progress. The acquisition of independent skills and the confidence to apply and verbalise these skills is less rapid than students' academic progress.

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Students express strongly how safe they feel in school. They are also extremely confident that school will not tolerate negative behaviour. The school's shared values have a very positive effect on their sense of fairness and respect for others. The exceptional range of extra-curricular sports opportunities supports students in developing healthy lifestyles. Students are keen to engage in activities which contribute to the school and believe that they can influence what happens, for example through developing 'The Moor Park Way'. The school's specialism provides an extensive range of opportunities to increase students' experience of the wider world and prepare them for the next stage of their lives. The school's ethos and culture embody the high levels of social and moral awareness of students. Spiritual and cultural depth is, however, less developed, although still good.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>1</b>
Taking into account: Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

The outstanding care, guidance and support at Moor Park underpin the success of the school. Inclusion is at the centre of its practice and it is exceptionally successful at identifying and responding to the specific needs of individuals. The commitment of the staff to the students is clearly evident. The school retains an important focus on helping young people to develop as healthy, well-balanced and happy individuals who are thus better equipped to succeed in their learning. It works particularly well with its partner primary schools and these strong links secure a smooth and successful transition to high school. By the time that students arrive in Year 7 the school already knows them well and

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has begun to tackle existing issues, for example with attendance, and provide support to families in need.

The curriculum provides an outstanding framework through which teaching, assessment and support bring outstanding outcomes. The Key Stage 4 curriculum allows students to choose courses which they enjoy and can succeed in. The increased range of vocational and business-related courses on offer has contributed markedly to improved achievement, higher motivation and high attendance. A wide range of partners works closely with school to create the 'Super Learning Days', which are a well-established and popular element of the curriculum. These events provide exciting experiences and draw on new skills. The development of cross-curricular learning is particularly strong in both literacy and enterprise. School has devised a system using 'Bright Sparks' software for tracking and accrediting the acquisition of enterprise skills which has been recognised nationally as exceptional practice. Integrated provision for literacy gives consistent and effective guidance for students, especially for those who speak English as an additional language. This is reflected in the outstanding progress in English. The school makes excellent use of its virtual learning environment, especially for homework and coursework. This has led to high rates of homework completion, at a higher standard, and improved communication and presentation skills. Students value the diverse range of extra-curricular activities and participation rates are high.

Teaching is planned well and is closely linked to current assessments of students' learning. Activities are well matched to the levels of ability, build on what students already know and follow a logical order that consolidates and extends learning. A strong set of effective structures for lessons and a common language for learning, applied consistently across the school, enable students to make good progress. High quality support from other adults makes a strong contribution to the outstanding progress of students with special educational needs and/or disabilities. The school now, rightly, aims to develop the use of other adults in the classroom further to enrich the range of learning experiences available and ensure outstanding learning for all. Teachers regularly check on students' understanding within the lesson and review the pace and direction of teaching in response. Students are well practised in self- and peer-assessment and have a secure understanding of their targets and what next steps to take to improve. Students particularly enjoy and learn well in the lessons in which they are given activities which are interactive and involve team working, with enthusiastic, skilful teaching and plenty of challenge. Classroom dialogue is led closely by the teacher, and students do not yet have sufficient confidence to fully take the initiative or develop their thoughts at greater length.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	1
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

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## **How effective are leadership and management?**

The improvements in achievement and provision since the previous inspection are testament to the outstanding quality of leadership and management in the school. The headteacher and senior team set an ambitious pace for improvement. Leaders have taken highly effective steps to improve the quality and consistency of teaching and learning. Sophisticated use of data to plan lessons and identify emerging issues and target intervention, both at whole-school and classroom level, has driven rising achievement. It ensures that every student's progress is tracked and that no one is left behind. The school has a detailed knowledge of the outcomes for all groups of students at key points throughout the school year. The system of lesson observation is rigorous and leaders have an accurate understanding of strengths and areas for development. This is supported strongly by an imaginative and highly-effective approach to professional development. The 'Strategies for Learning' group effectively develops and disseminates good practice to improve teaching and learning further.

A strong commitment to care at all levels in school, and in the governing body, ensures that practical arrangements for safeguarding follow recommended good practice. The enlarged governing body is relatively new, following the move to Foundation status. It is actively increasing its capacity to challenge and support school, for example through training and data scrutiny. The extended school provision offers an unusually wide range of activities, both for leisure and learning, and reinforces the school's work with parents and carers. This typifies the outstanding quality of the partnership working that school has developed for both curriculum and care. Parents and carers are kept exceptionally well informed about progress and ways for their children to improve. Inclusion is a high priority and the school knows the families and local community very well. The school's inclusive ethos means that all students are treated equally and show respect to others. Scope remains, however, for the school to develop its community links more widely into national and global relationships. The outstanding outcomes for every young person in its care mean that the school provides outstanding value for money.



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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Views of parents and carers

The vast majority of responses to the parents' and carers' questionnaire were very positive, with leadership and the staff being held in high regard. Parents and carers are particularly confident that their children are prepared well for the future and that they are happy, taught well and are safe. A few parents and carers raised concerns about how behaviour is handled. Inspectors examined behavioural records, talked to students and staff and looked closely at behaviour in school. They found it to be of an exceptionally high standard and managed well. A few parents and carers would also like to see the school respond more to their views and help their child to make healthy lifestyle choices. The school is actively developing these aspects of its work, which are already strong.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Moor Park Business and Enterprise School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 117 completed questionnaires by the end of the on-site inspection. In total, there are 518 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	53	45	61	52	2	2	1	1
The school keeps my child safe	68	58	49	42	0	0	0	0
My school informs me about my child's progress	72	62	42	36	3	3	0	0
My child is making enough progress at this school	65	56	48	41	4	3	0	0
The teaching is good at this school	54	46	60	51	1	1	0	0
The school helps me to support my child's learning	57	49	57	49	3	3	0	0
The school helps my child to have a healthy lifestyle	54	46	55	47	5	4	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	67	57	45	38	3	3	0	0
The school meets my child's particular needs	61	52	52	44	4	3	0	0
The school deals effectively with unacceptable behaviour	66	56	46	39	2	2	1	1
The school takes account of my suggestions and concerns	56	48	54	46	5	4	0	0
The school is led and managed effectively	60	51	55	47	1	1	0	0
Overall, I am happy with my child's experience at this school	68	58	47	40	2	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



11 February 2011

Dear Students

**Inspection of Moor Park Business and Enterprise School, Preston, PR1 6DT**

Thank you for the way in which you made the inspectors welcome in your school and the way in which you contributed to the inspection. Your behaviour is excellent and we were impressed by the way you work and learn together as a friendly and respectful community. Please pass on our thanks to your parents and carers for taking the time to complete our questionnaires as their responses were very helpful.

Moor Park is an outstanding school. It provides you with a very rich curriculum and opportunities for new experiences and supports all students exceptionally well, especially when they may need extra help. This, and the commitment and skill of the staff, makes sure that you are learning well and are well prepared for the future. I would like to congratulate you on your high levels of attendance and positive attitude to learning. The excellent relationships that exist between students and staff make a strong contribution to your enjoyment of school as well as to your success. You feel very safe in school and know that the staff really care about each of you as individuals and work hard to ensure that no one gets left behind.

The school knows that it is not perfect and the school's leadership is ambitious for further improvement. Examination results have risen in the last few years but can still improve further in some subjects, especially mathematics. Teaching is good, with some that is better, and the way that teachers keep track of your progress and help you to understand how to improve is outstanding. To help continue improvements, inspectors have asked your teachers to:

- raise attainment, particularly in mathematics, to be consistently above the national average
- make sure that learning is outstanding for all students by making more of your lessons as good as the best ones, for example by inspiring you and helping you to develop your independent learning skills and lead your own learning.

You can all help to achieve this by continuing to work hard, having high expectations and ambition for yourself and by maintaining your high attendance. We thoroughly enjoyed visiting your school and wish you every success in the future.

Yours sincerely

Johan MacKinnon

Lead inspector

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