

# Moor Row Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	112161
<b>Local Authority</b>	Cumbria
<b>Inspection number</b>	357055
<b>Inspection dates</b>	9–10 February 2011
<b>Reporting inspector</b>	Brian Dower

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>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	100
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Peter Storey
<b>Headteacher</b>	Mrs Amy Bates
<b>Date of previous school inspection</b>	30 April 2008
<b>School address</b>	Moor Row Cumbria CA24 3JW
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## Introduction

This inspection was carried out by two additional inspectors. They visited four lessons and observed the work of four teachers. Meetings were held with groups of pupils, staff and governors. There was a telephone conversation with a representative of the local authority. Inspectors observed the school's work, and looked at a range of documentation including: curriculum and lesson plans, safeguarding policies and action plans, minutes of the governing body's meetings, development plans and the school's assessment records. Time was given to the scrutiny of pupils' books from all year groups. Thirty parental questionnaire returns were analysed, together with a sample from Key Stage 2 pupils and school staff.

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

- The progress boys and higher attaining pupils are making.
- The use of assessments to ensure learning activities are challenging and enjoyable.
- The effectiveness of governors in monitoring performance and setting priorities for improvement.

## Information about the school

The school is smaller than others of a similar type. The proportion of pupils known to be eligible for free school meals is average. Almost all pupils are of White British heritage. The percentage of pupils with special educational needs and/or disabilities is in line with the national average. The school has a number of awards, including Healthy School status, the John Muir explorer award for conservation and the Eco Schools' bronze and silver awards.

**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?**

**2**

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

**2**

## Main findings

This is a good school. Attainment is average and pupils' progress and the levels at which they achieve in relation to their below-average starting points are good.

Most of the older pupils undertake a range of responsibilities in school exceptionally well and all pupils are involved in activities to benefit the local and wider community. Their conservation work has received national recognition. Pupils' understanding of the factors which contribute to their physical and mental health is in advance of their age. All groups of pupils participate in the school's extensive range of active extra-curricular activities. Enrichment experiences, including the city and countryside residential visits for all pupils, add significantly to their growing self-reliance and their enjoyment of learning.

Pupils say they feel safe and secure in school and that adults readily give of their time to smooth away problems when they arise. The school's incident logs show that bullying is rare and that it is dealt with appropriately. Behaviour is good. Attendance rates are average and improving. Pupils' spiritual, moral, social and cultural development is good. There has been a significant improvement since the previous inspection in their understanding of the cultural diversity of society.

Teachers make good use of accurate assessments to ensure that learning activities are suitably challenging and enjoyable. Pertinent and timely guidance is given in lessons to help pupils improve. Although much good practice was seen, there is inconsistency in the regularity and quality of teachers' marking. Recently, the quality of pupils' writing has improved but a minority of pupils is not completing all the written tasks set or they write too little. The charts, diagrams or drawings they use to illustrate their writing are either unnecessary adjuncts or poorly presented, as is some of the writing. Opportunities are sometimes missed to encourage pupils to discuss their work as a class and there are occasions when there is too much teacher talk.

Self-evaluation is accurate and appropriate priorities are in place to take the school forward. Improvements in the use of monitoring and assessments to track progress and intervene effectively when it slackens, the rise in the attainment of boys and the more able pupils, the greater rigour with which governors monitor the school's performance and their closer involvement in setting priorities for development, all testify to the school's good capacity for improvement.

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

- Consolidate and accelerate the recent improvements in pupils' writing by:
  - checking that all written work is completed
  - giving pointers for improvement on key pieces of writing

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- ensuring that writing is presented neatly and is of sufficient length
- ensuring that illustrative devices are used appropriately and are drawn and labelled with sufficient care.
- Make better use of time so that:
  - pupils have sufficient opportunities to reflect on and discuss their work as a whole class
  - pupils are not listening to the teacher for too long before starting on their individual and group learning activities.

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

**2**

The quality of the work seen in lessons and in pupils' books, and the excellent displays of their work in classrooms and corridors show that all groups, including those pupils with special educational needs and/or disabilities, those pupils of high ability and boys across the school, are achieving well and enjoying their learning. Pupils know right from wrong and have a keen sense of fair play. They are involved in a wide range of charitable activities, including supporting a pupil in an African school. Pupils have the ability to work independently and collaboratively and they can apply their literacy, numeracy and information and communication technology skills (ICT) to a broad range of purposes. They are well prepared for the next stage in their education. They are confident and articulate when talking about their work in small groups but their ability to discuss that work with the class as a whole is less well developed. Most pupils listen well to each other and adults but there are some Key Stage 1 pupils who have yet to develop such self-discipline. Pupils talk knowledgeably about how important it is to their well-being to adopt healthy living routines. They demonstrate that understanding through their enthusiasm for a wide range of physical activities and through eating nutritious snacks and lunches. The quality of the art work seen around the school, the impressive records the pupils have kept on their conservation work in the wider community, and their commitment to working on a range of projects in the local community show how enthusiastic they are about all that the school has to offer.

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*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	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</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>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<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?

A range of teaching styles and learning activities are used to motivate pupils and sustain their concentration. During the inspection, pupils made use of a water-mill to understand how falling water exerted force; others had to estimate the capacity of differently shaped containers and then devise a way to check if they were right. In both instances the emphasis was on learning through doing. There was a high level of challenge in a lesson where pupils had to identify and describe the dramatic impact of the features of a play script. The curriculum provides well for the development of pupils' basic skills, their knowledge of the world around them and their personal development. In some of the books seen, there was incomplete work in subjects such as science and religious education. The quality of the enrichment activities provided is outstanding, contributing significantly to pupils' personal development and providing rich and memorable experiences. The school makes extensive and excellent use of the local and wider community as a learning resource, for example in involving pupils in the design process for the community library. All adults know all the pupils well. They have created a stimulating and supportive learning environment in which the pupils flourish. The impact is seen, for example, in the good academic and personal progress made by pupils with special educational needs and/or disabilities and those few pupils who are potentially vulnerable.

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*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	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The school is led and managed well. Staff are ambitious for its success and work successfully to drive improvements, particularly in the academic progress made by boys and higher-attaining pupils. Leaders' monitoring and evaluation of performance is rigorous. They recognise that more needs to be done to improve the presentation of pupils' work and pupils' discussion skills. The leadership of teaching and learning has been highly effective in inducting staff and developing the skills of the newly qualified teachers who are contributing significantly to the rise in pupils' attainment. Governors know the school well, are involved in setting the priorities for improvement and monitor performance closely. The school is a harmonious working community. It makes a good contribution to promoting the cohesion of the local and wider communities through the pupils' involvement in a wide range of activities outside of school and through engaging parents and carers in supporting their children's education. Links with other providers and services are used well to promote the academic and personal development of potentially vulnerable pupils. The good progress they and all other groups make reflects the school's commitment to equality of opportunity for every boy and girl. The school has effective procedures for tackling discrimination. Safeguarding procedures meet statutory requirements and are effective in ensuring safe day-to-day working. The school is quick to identify risks and works well to ensure that pupils have a good understanding of safety issues. The school gives good 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>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</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>2</b>

## **Early Years Foundation Stage**

When they start school, children's levels of skills and understanding vary but overall, they are below those expected for their age. They settle quickly and are soon happy and secure because of the close links with parents and carers and the unit's warm and welcoming atmosphere. They make good progress and achieve well, particularly in their physical and creative development and in their knowledge and understanding of the world. Children's attainment is rising in mathematics and language work and by the start of Year 1 it is close to the expected national average, as is their personal, social and emotional development. Teachers and other adults have a good understanding of how children learn and provide varied and interesting learning activities. Their monitoring and recording of progress is rigorous and provides accurate assessments, which are used well to inform lesson planning. The effective use of key workers ensures that the needs of all groups are met. The indoor and outdoor learning environments are stimulating and provide extensive opportunities for children to make their own choices and discover new learning independently. The 'Teddies' theme, seen during the inspection, successfully linked different areas of learning. For example, children sorted and counted coloured teddies, made teddy puppets and explored the teddies' den in their role play. Concern for safety and well-being are evident in all daily routines.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

About one third of parents and carers returned completed questionnaires. All but one return were supportive of the school and expressed appreciation of the care and support their children receive. One of the positive returns did suggest that there could be more opportunities for physical activity. The inspection found that such opportunities were extensive already. Another questioned provision for higher-attaining pupils. The inspection found that such provision had improved and was having a positive impact. Higher-attaining pupils in Year 6, for example, are on course to attain at above-average levels in English and mathematics by the end of this academic year. The suggestions for parents' and carers' greater involvement in their children's learning and for more opportunities for adults to listen to Nursery children read were drawn to leaders' attention. These two issues were not found to be a cause for concern by inspectors.

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

Ofsted invited all the registered parents and carers of pupils registered at Moor Row Community Primary 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 30 completed questionnaires by the end of the on-site inspection. In total, there are 100 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	18	60	11	37	1	3	0	0
The school keeps my child safe	17	57	12	40	1	3	0	0
My school informs me about my child's progress	12	40	16	53	2	7	0	0
My child is making enough progress at this school	12	40	17	57	0	0	1	3
The teaching is good at this school	15	50	14	47	1	3	0	0
The school helps me to support my child's learning	11	37	15	50	3	10	1	3
The school helps my child to have a healthy lifestyle	13	43	16	53	1	3	0	0
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)	11	37	15	50	1	3	0	0
The school meets my child's particular needs	14	47	14	47	1	3	1	3
The school deals effectively with unacceptable behaviour	11	37	16	53	2	7	0	0
The school takes account of my suggestions and concerns	11	37	17	57	1	3	1	3
The school is led and managed effectively	14	47	15	50	1	3	0	0
Overall, I am happy with my child's experience at this school	18	60	11	37	0	0	1	3

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 Pupils

**Inspection of Moor Row Community Primary School, CA24 3JW**

Thank you for the warm welcome we received when we visited your school. We enjoyed our two days with you. We were particularly impressed to hear about all the interesting things you are doing, particularly your outstanding work in the local and wider communities and how you keep fit and well by eating healthily and taking plenty of exercise. You make an excellent contribution to the life of the village and to conservation work in Cumbria. You also support the education of a pupil in an African school as well as raising money for a wide range of charities. Well done to you all for this.

Yours is a good school. You make good progress in your work and personal development and benefit from an excellent range of interesting extra-curricular activities. You told us that everyone is involved in these and enjoys them very much. You also told us how much you like your teachers and the other adults who work hard to help and support you. We were greatly impressed with the displays of your work around the school, particularly your art work and your writing.

You behave well and get on together. You can work independently as well as in groups. You are self-confident young people and have the personal qualities to make the most of all the school has to offer. There are always things to be done to make any school better. We have asked that teachers ensure that all written work is of sufficient length and that it is completed and presented neatly, including any diagrams or drawings used to illustrate it. We have also asked that marking always helps you to improve, that you be given more opportunities to discuss your work as a whole class and that not too much time is spent listening to the teacher.

Thank you again for talking to us and for making such a valuable contribution to the inspection. Our best wishes to you all.

Yours sincerely

Brian Dower

Lead Inspector

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