

Moresby Primary School

School Brow, Moresby Parks, Whitehaven, Cumbria, CA28 8UX

Inspection dates

17–18 April 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Although pupils' progress and standards in each year group are now improving rapidly in English and mathematics, not enough pupils have been making good progress.
- Despite some examples of good and outstanding lessons, teaching is not yet consistently good enough.
- Teachers and teaching assistants work together well but do not have enough opportunities to share good practice, particularly during lessons.
- Although pupils are competent in using information and communication technology (ICT), they do not use it enough to help them develop their independent learning skills.
- Teachers do not include enough opportunities for pupils' mathematical skills to be developed across the range of subjects.
- Leaders and managers are not all fully involved in checking the performance of the school.

The school has the following strengths

- Children achieve well in the Early Years Foundation Stage. They make good progress and enjoy school.
- Outdoor learning is used extremely well in the Early Years Foundations Stage and in Years 1 and 2. Pupils use the woodland and pond areas or polytunnel to practise and develop their skills.
- Teachers ask good questions to make pupils think and activities that encourage pupils to work hard.
- Pupils' behaviour is good. They display positive attitudes towards learning and each other.
- The headteacher has a clear plan for improvement for the school, which staff and governors all support.
- The school provides a good range of opportunities for pupils' spiritual, moral, social and cultural development through lessons, assemblies and a wide range of clubs and educational visits.
- Parents are positive about the school. They say their children are happy and feel safe.

Information about this inspection

- The inspector observed five teachers and visited nine lessons, which included a joint lesson observation with the headteacher.
- Discussions were held with the headteacher, English and mathematics subject leaders, the special educational needs coordinators, pupils, members of the governing body and a representative of the local authority.
- The inspector observed pupils' work and listened to pupils read.
- A range of the school's documentation was examined, including the school's analysis of how well it is doing, documents relating to monitoring and evaluation, systems for tracking pupils' progress, documents regarding safeguarding and key policies.
- The inspector took account of the responses to the school's most recent questionnaire for parents and 23 responses from the on-line questionnaire (Parent View). Fourteen questionnaires completed by staff were analysed.

Inspection team

Sue Sharkey, Lead inspector

Additional Inspector

Full report

Information about this school

- Moresby Primary School is smaller than the average-sized primary school.
- Most pupils are from White British heritage.
- The proportion of pupils supported through school action is above the national average. The proportion of pupils supported at school action plus or with a statement of special educational needs is also above the national average.
- The proportion of pupils known to be eligible for the pupil premium is above average. The pupil premium is additional government funding provided for children in local authority care, for children from armed service families, and for children known to be eligible for free school meals.
- The headteacher joined the school in September 2012.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- Pupils are taught in three mixed-age classes: Reception, Year 1 and Year 2 together; Year 3 with Year 4; and Year 5 with Year 6. The number in each year group can be fewer than six.
- The school has the Healthy School status and the Artsmark award.

What does the school need to do to improve further?

- Improve teaching to consistently good or outstanding in order to improve pupils' progress and to raise their achievement by:
 - using assessment information better when planning lessons so that activities build on what pupils already know and are tailored to their specific individual needs, particularly pupils who are achieving the higher levels
 - providing pupils in Key Stages 1 and 2 with more opportunities to practise their mathematical skills across different subjects
 - allowing pupils more time to use their information and communication technology (ICT) skills, particularly in English and mathematics lessons, to help to develop their independent learning skills
 - extending the opportunities staff have to observe the best practice in teaching and learning that exists in the school.
- Strengthen leadership and management by developing the role of middle leaders so that they are all fully involved in checking the school's performance.

Inspection judgements

The achievement of pupils

requires improvement

- Children in the Early Years Foundation Stage start school with skills and understanding that are below that expected, particularly in calculation, writing and understanding of their local and wider community. They play and learn happily together, making good use of the many resources in the classroom as well as the outdoor areas.
- Children enjoyed working in the polytunnel, measuring water into containers or soil into plant pots ready to plant seeds. Adults encouraged children to count how many pots they had filled or to estimate when they thought the pots were half full. Children thoroughly enjoyed the activities talking confidently, taking turns and behaving well. Good support from teachers and teaching assistants helped children to make good progress.
- Most pupils make the progress that is expected of them, but not enough make good progress, which is why overall progress requires improvement. Progress is improving in response to strong leadership and better teaching. Attainment in reading, writing and mathematics at the end of Key Stage 2 is broadly average. However, recent assessments indicate that the trend is changing and actions taken to improve teaching are helping to improve rapidly pupils' progress in Key Stages 1 and 2.
- Disabled pupils and those who have special educational needs, as well as those who are known to be eligible for free school meals, make progress that is in line with other groups and requires improvement. The standards they reach are broadly average. Pupils from minority ethnic groups and those who speak English as an additional language make similar progress. Pupils eligible for pupil premium funding attain standards in line with those pupils who are not eligible and their progress also requires improvement.
- In some year groups, boys have not always achieved as well as girls and the staff have looked closely at how they can inspire boys to make better progress. Topics are now tailored for both boys and girls and there is a wider range of practical activities. Boys are beginning to enjoy the different topics and Years 1 and 2, and boys like to go into the 'camouflage area' to read and write. The 'before-school' writing and mathematics clubs for boys are also popular.
- In a Year 3 and 4 lesson pupils were performing poetry. Following a discussion about the use of action and different voice tones, pupils worked well in small groups. They discussed different tactics they could use in their performance, from saluting or marching like a soldier, to how they would say different words and lines. All pupils were involved fully and enjoyed the activity.
- The teaching of letters and sounds is good, ensuring that from an early stage pupils learn how to say letters and put them together to make words. As pupils progress through the school, they begin to enjoy different authors as well as different kinds of books, such as stories about animals.
- Pupils' books clearly show that pupils are proud of their work. They present their work neatly and take great care with their handwriting. Writing is a key feature in different subjects and pupils' topic books show different kinds of writing, for example, poetry, instructions or stories. This helps pupils to develop their writing skills. However, pupils in Key Stages 1 and 2 do not get enough opportunities to use their mathematical skills in different subjects, for example, through problem solving.

The quality of teaching

requires improvement

- During the inspection, good and outstanding teaching was seen. Nevertheless, the overall quality of teaching is not consistent enough, which is why teaching requires improvement.
- All lessons have a clear focus so that pupils understand what they have to learn and how they can succeed. Pupils often work successfully in pairs making suggestions to help improve their partner's work or sharing ideas. Although work is well organised during lessons, there are times when activities are not planned specifically to challenge pupils to think even harder, especially

pupils who are aiming to achieve the higher levels.

- Although teachers and teaching assistants make good use of information and communication technology (ICT) and a wide range of resources during a lesson, pupils do not have enough opportunities to use ICT, particularly during English and mathematics lessons, to help them improve their ability to work independently.
- Teachers and teaching assistants are good role models for their pupils. They are enthusiastic and have good relationships with pupils, managing behaviour extremely well. Pupils, therefore, enjoy learning and their social skills are developed well enabling them to be fully involved and able to tackle activities conscientiously.
- The best teaching is skilful in promoting pupils' interest as well as their imagination. For example, in a Years 5 and 6 lesson, pupils were exploring poetry about the environment. Pupils responded enthusiastically as they shared their thoughts about rhyme and rhythm in the poem, as well as suggesting what some words mean and offering alternatives. The teacher's expectations of what pupils could achieve were high and this inspired pupils to do their very best.
- Pupils' work is marked regularly and written comments explain clearly what pupils need to do to improve their work. Pupils feel that their targets help them to be aware of what they are aiming for in English and mathematics.

The behaviour and safety of pupils are good

- Pupils' attitudes to learning are good. Pupils say they enjoy school, which is why their attendance is high. They are keen to arrive early for mathematics or writing groups before school starts.
- A strength of the school's work is the way in which all pupils are valued as individuals and there is no discrimination. Pupils of all ages get on well together.
- Parents say behaviour is good, pupils agree and behaviour was good throughout the inspection. Pupils are courteous and polite to each other and to all adults. They move sensibly around the school, returning swiftly to lessons after break and are keen to start their work immediately. Pupils have a good understanding of the range of ways in which bullying could occur. They are confident that on the rare occasions that there is any incident of bullying, the school deals with it quickly.
- The school has secure systems for keeping pupils safe and pupils show good understanding of these, including how to stay safe when using computers. Pupils say they feel safe in school and all parents who responded to Parent View agree.
- Older pupils provide very good role models for younger pupils. Prefects encourage pupils in a positive way, they set a good example of how to behave and how to help everyone to be safe in school. The school council has a range of responsibilities and is pleased to have initiated changes in the seating arrangements at lunchtime.

The leadership and management requires improvement

- The headteacher is firmly focused on raising pupils' achievement and improving the quality of teaching. The business manager, staff and governors share this ambition and work successfully as a team.
- New approaches for checking on the progress of all groups of pupils regularly, the planning of lessons and regular staff discussions about the progress of pupils in their class have been introduced this year. These actions are beginning to be successful and are contributing to improving pupils' progress.
- Rigorous checks on the quality of teaching and pupils' work by leaders are now a feature of the school's work and are helping to improve the quality of teaching. The headteacher and teachers work closely together, for example, to check the quality of work in pupils' books. However, staff have too little opportunity to observe the best teaching and learning practice that already exists

in the school so that they can enhance their own skills.

- Procedures to check on the performance of teachers are robust and the school is careful to reward teachers who meet their targets. Professional development for teachers and teaching assistants is linked closely to the school's development and is having a positive effect on teaching.
- Partnerships with parents are strong, and parents speak positively about the work of the school. They are pleased that the school listens to any concerns they might have and values their response.
- Staff are committed to their work, feeling valued and supported. No pupil is prevented from enjoying the full range of learning opportunities available.
- The school works closely with the local authority, which was involved in the appointment of the headteacher. The good partnership continues with the local authority providing effective support in the school's drive to improve teaching.
- Pupils' spiritual, moral, social and cultural development is a strong aspect of the school's work. Pupils thoroughly enjoy taking part in residential visits, visiting the Rosehill theatre with pupils from neighbouring schools or organising a craft activity with local residents. The curriculum is enriched with a wide range of clubs, for example, board games, dance, art and sporting activities.
- **The governance of the school:**
 - Members of the governing body are regular visitors to school. They have made careful financial decisions including the spending of pupil premium funding. They have recently modernised a room so that it is welcoming for pupils to work in small groups or one-to-one, ICT is up to date and pupils can now access a wide range of resources to help their learning and improve their progress. Governors are fully involved in the appointment of staff, as well as using procedures to check on performance to inform the progress of teachers' salaries. Recent training has helped governors to check on the school's performance effectively and more rigorously and through regular visits to the school and working closely with the headteacher and staff. Procedures for safeguarding are secure.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	112162
Local authority	Cumbria
Inspection number	401239

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	68
Appropriate authority	The governing body
Chair	John Moffat
Headteacher	Ross Peacock
Date of previous school inspection	29 June 2010
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