

Moresby Primary School

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

Inspection dates

25–26 June 2014

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

Summary of key findings for parents and pupils

This is a good school.

- Since the previous inspection, there have been significant improvements in the achievement of pupils and in the quality of teaching, as a result of the determined leadership by the headteacher supported by leaders throughout the school.
- Pupils' achievement is now good. From their below average starting points on entry to the school, pupils in Year 6 reach above average standards in English and mathematics.
- The quality of teaching is consistently good and on occasion outstanding. Pupils really enjoy learning and, as a result, pupils of all abilities work very hard and achieve well.
- Behaviour is good. Pupils say that they feel very safe and happy in school. They are polite and courteous at all times and appreciate the caring environment created by the school.
- Pupils' spiritual, moral, social and cultural understanding is well developed and promoted effectively through a range of activities.
- The headteacher and leaders within the school are well supported by the governing body, whose members are fully involved in the school's successful drive for improvement. Together, they are making sure that teaching and pupils' achievement continue to improve.

It is not yet an outstanding school because

- Pupils' achievement in subjects other than English and mathematics is not as good.
- Teachers' expectations of what pupils can achieve in these subjects are not as high and the assessment of pupils' work is not as rigorous.
- Standards in spelling do not match those in writing.
- Pupils do not learn their spellings thoroughly enough, especially when they are given for homework.

Information about this inspection

- The inspector observed teaching and learning in six lessons, one of which was jointly observed with the headteacher. He also listened to pupils read in Years 2 and 6.
- The inspector took account of 25 responses to the on-line questionnaire (Parent View), the school's own parents' questionnaires and 17 questionnaires completed by the staff.
- The inspector held a meeting with pupils from Years 3 to 6 to seek their views of the school and talked informally with other pupils at lunchtimes and break times. He also talked with the Chair of the Governing Body and other governors. He talked with a representative of the local authority, the headteacher of the school's partner school and parents at the end of the school day. He also held meetings with middle leaders including the special educational needs coordinator, the leader of the Early Years Foundation Stage and the leader of literacy.
- The inspector observed the school at work and looked at a range of documentation, including internal and external information relating to pupils' progress, pupils' workbooks, school improvement planning and the school's procedures for gaining an accurate view of its own performance. He also considered reports written by the local authority, documents relating to teachers' performance, minutes of governing body meetings, and safe guarding and child protection documents.

Inspection team

Peter Eeva, Lead inspector

Additional Inspector

Full report

Information about this school

- This is a much smaller than average-sized primary school.
- The proportion of pupils supported through school action is above average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is above average.

The proportion of pupils supported by the pupil premium is average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and those children who are looked after by the local authority. There are too few of these pupils in the school to be able to compare their performance against that of their peers through published data.
- The number of pupils in each year group is much lower than average and pupils are taught in mixed-age classes.
- There have been a number of pupils who have joined or left the school other than at the usual time.
- There have been changes to staffing in recent years.
- There were too few pupils in Year 6 in 2013 to report on the school's performance against the government's current floor standards which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.

What does the school need to do to improve further?

- Continue to improve the quality of teaching in order to raise standards further in all subjects and especially in spelling by:
 - raising teachers' expectations of what pupils can achieve in subjects other than in English and mathematics
 - ensuring that assessment across all subjects is as rigorous as it is in English and mathematics
 - making sure that pupils reinforce their spelling skills through accurately targeted, regular homework.

Inspection judgements

The achievement of pupils

is good

- The very small numbers of pupils in each year group means that each pupil has a disproportionate effect on the overall percentage of results in national tests. The movement of pupils into and out of the school and their variable starting points makes comparisons between different years difficult and this can mask the real picture of pupils' good achievement from their different starting points.
- Children start in the Reception Year with skills and abilities that are below those typical for their age. They get off to a good start and achieve well in the Early Years Foundation Stage. They quickly begin to link letters to the sounds they make and are becoming good readers for their age. By the end of the Early Years Foundation Stage, many write simple sentences using correct grammar and spelling with increasing confidence and accuracy and are ready for learning in Year 1.
- In Key Stage 1, pupils continue to make good progress and standards are rising. The school's own data and pupils' work show that pupils' standards in English and mathematics are a little above those typical for their age, showing good achievement from their starting points.
- By the end of Year 6, standards in reading, writing and mathematics are above average. This represents good progress from their previous lower starting points. Pupils write at length and with accurate punctuation and grammar, especially in English lessons. However, standards in spelling are not as high and achievement in subjects other than English and mathematics is not as good as it is in the core subjects.
- Pupils enjoy reading and they use their phonic knowledge well (sounds and the letters they represent) to tackle new and difficult words. As a result, pupils across the school are mostly reading above the levels typical for their age.
- Pupils really enjoy their mathematics lessons and they make good progress. A number of Year 6 pupils have been entered for the high Level 6 national tests and for the Foundation Tier mathematics GCSE.
- Disabled pupils and those with special educational needs make similar, and sometimes better, progress to that of their peers. They receive well-targeted support from skilled adults who know and understand their needs well.
- The most able pupils make good progress when challenging work is set for them and boys and girls make similar progress to each other and do equally well.
- Those pupils who join the school after the normal starting point make good progress while they are in the school, often from very low starting points.
- The pupil premium is used effectively to increase the amount of support such as additional teaching assistants or staff training for the very few pupils known to be eligible for support through this funding, including those known to be eligible for free school meals.

The quality of teaching

is good

- Teaching is good and some is outstanding. The improved quality of teaching has had a positive impact on pupils' learning and achievement, enabling them to make good progress.
- Children in the Reception class get off to a good start and are provided with interesting indoor and outdoor activities which cover all the required areas of learning. Good attention is paid to developing children's speaking and listening skills, which prepares them well for future learning.
- Where pupils make outstanding progress, they are given a range of activities that are skilfully planned to be hard enough for pupils of all abilities in the mixed-age classes. In a mixed Year 1/2 class, for example, pupils enthusiastically responded to the challenge of calculating the perimeters of regular and compound shapes.
- Activities are planned which are interesting and enthuse the pupils. Children in Reception Year eagerly described the leaves they had collected during a walk around the school grounds.

- There are good relationships between staff and pupils. Pupils cooperate very well together in pairs and groups, which are a regular feature of learning. Pupils appreciate such opportunities and talk confidently about how these help them to learn.
- Detailed knowledge of how well pupils have learned in English and mathematics is used to plan activities that are at just the right level to get the best out of pupils in the mixed-age classes. Pupils are keen to write and often do so at length and for a range of audiences and purposes. However, the high expectations of what pupils can achieve in English and mathematics are not matched in the other subjects and teachers' assessments are not as rigorous.
- Pupils have very positive attitudes to learning and they quickly gain the knowledge and skills they need to improve further, particularly in English and mathematics, although their ability to spell accurately lags behind their other skills.
- Teaching assistants are deployed very effectively and carefully guide pupils' learning. They have a very clear picture of how different pupils learn, especially disabled pupils and those with special educational needs.
- Marking and feedback to pupils are of a very high standard. Pupils' workbooks are marked regularly and thoroughly with suggestions about how to improve their work. Pupils routinely respond to these suggestions and the quality of their work improves as a result.

The behaviour and safety of pupils are good

- The behaviour of pupils is good.
- Pupils usually behave very well in lessons and behaviour out of lessons is often of a similar high standard. Pupils come to school keen to learn; they are confident, capable young people who are keen to use all their time in school productively.
- The school has an effective system for encouraging pupils to behave well, which is used consistently by all staff. Pupils say that they like the 'Smiley' system and they know how to behave and expect others to behave equally well.
- In the playground, pupils play well with each other and older pupils show care and consideration for younger pupils.
- Pupils say that there is little, if any, bullying. They know what to do if any should occur and are confident that it would be sorted out quickly. They have a good understanding of different types of bullying, including cyber-bullying.
- Attendance is above average and the school works hard to encourage pupils to attend regularly and on time.
- Pupils appreciate the range of activities and clubs available to them and especially enjoy the sports activities. A significant proportion of the pupils take part in one or more of the clubs and activities.
- Throughout the curriculum, pupils develop a good understanding of different faiths and cultures and they show respect and consideration for each other. Pupils and parents say that there is very much a family feel to this small school.
- Older pupils have roles of responsibility such as prefects, and they take these very seriously and carry them out responsibly. There is a rota for showing visitors around the school and pupils talk very positively about their school and are proud to show it off.
- The school's work to keep pupils safe and secure is good.
- Procedures for keeping pupils safe are managed very efficiently. Pupils say that they feel safe and parents agree that their children are very safe in school.
- Pupils have a good understanding of how to keep themselves safe in a range of situations, including when using the internet.

The leadership and management are good

- The school is very well led by a very determined and effective headteacher who is ably

supported by leaders at middle level and by the governing body.

- There have been improvements in both the achievement of pupils and in the quality of teaching in recent years, as a result of the concerted action of all staff. However, leaders are yet to ensure that achievement in spelling and in subjects other than English and mathematics is as good as it is in the core subjects.
- The school has an accurate picture of its strengths and areas for improvement and has produced detailed and effective plans with actions to address these. All staff and governors play an important part in creating these plans and in checking the progress being made.
- The headteacher and middle leaders carry out regular checks on the standards of teaching which provide an accurate view of its quality. Where improvements are needed, teachers improve their skills through effective professional development. The links between the management of the performance of teachers and their opportunities for professional development are effective and arrangements for the pay and promotion of staff are closely linked to pupils' progress.
- The school has forged an effective and mutually beneficial partnership with a local school.
- There are thorough systems in place to check on pupils' progress throughout the school. Where there are gaps in their knowledge or skills, the school quickly takes action to boost pupils' learning by providing extra support in or out of lessons.
- The school knows and cares for its pupils as individuals and makes sure that all pupils are able to learn. As a result, all pupils have an equal opportunity to do well and there are no gaps in performance between different groups of pupils.
- The curriculum has been developed to capture pupils' imagination and to promote their involvement in their learning. It ensures that their reading, writing and mathematical skills are well developed across other subjects.
- The primary school sport funding is motivating pupils to be more active and to take part more frequently in a range of activities, such as tchoukball, rugby and netball. In addition, the funding is being used to improve the teaching of physical education through further staff training.
- Safeguarding and child-protection procedures are very effective and meet all current statutory requirements. The school rejects all forms of discrimination.
- The local authority has provided a level of support much appreciated by the school, particularly in helping a partnership develop with a local school.
- **The governance of the school:**
 - The governing body is effective and governors are determined to help the school improve further. They have a very good knowledge of the school and keep themselves well informed about all aspects of school life, in particular about the achievement of pupils and the quality of teaching. They monitor the school's performance and ask increasingly challenging questions to promote further development.
 - Governors bring a range of skills which they use to good effect in carrying out their roles. Where there are gaps in their knowledge and skills they make sure that they receive appropriate training. Governors are familiar with the Teachers' Standards and use them to help manage teachers' performance and award pay increases for good teaching. They oversee the spending of pupil premium funding and are aware of the positive impact this is having on pupils' achievement. They are also involved in planning the spending of the primary school sport funding and are monitoring the effect this is having on pupils' physical well-being.

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	440408

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	17 April 2013
Telephone number	01946 599765
Fax number	01946 599765
Email address	admin@moorsby.cumbria.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2014

