

Inspection of a good school: Moor Park Primary School

Moor Park Avenue, Bispham, Blackpool, Lancashire FY2 0LY

Inspection dates:

22 and 23 February 2023

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. The next inspection will therefore be a graded inspection.

What is it like to attend this school?

Pupils come to school happy and keen to learn. Teachers greet them warmly every morning. Pupils said that they feel safe in school and they know how to get support when they need it. If bullying happens, leaders have ensured that appropriate systems are in place so that staff can deal with these incidents quickly and effectively.

Leaders' recent changes to the behaviour policy have secured strong improvements in the way that pupils behave. Mostly, pupils are proud to follow the 'Moor Park Way'. They enjoy the rewards that they receive for demonstrating positive behaviours. However, on occasion, some staff do not follow the systems to manage pupils' behaviour consistently well. This means that some pupils do not behave as well as they should at social times.

Pupils enjoy the range of leadership roles that are open to them. These include being school councillors, buddies and sports leaders. Pupils take part in a broad range of extra-curricular activities and speak proudly about the sporting talent in their school.

Leaders have high aspirations for all pupils, including pupils with special educational needs and/or disabilities (SEND). However, leaders have not ordered the curriculum beyond reading and mathematics well. This means that some pupils are unable to build logically on some aspects of their learning.

What does the school do well and what does it need to do better?

Leaders have designed a suitably ambitious curriculum which covers an appropriate range of subjects. That said, other than in reading and mathematics, subject leaders are not clear enough about the content that pupils and children in the early years should learn and when this knowledge should be taught. This means that teachers lack sufficient clarity about what pupils should be learning and how it builds on what pupils know

already. This hinders teaching when designing learning. As a result, pupils do not achieve as well as they should.

In mathematics and reading, teachers design learning well. They are adept at using assessment strategies effectively to check on pupils' learning. In these subjects, teachers are quick to notice misconceptions and make sure that pupils are given extra support or more opportunities to practise earlier learning. However, in other subjects, staff are not clear enough about the knowledge pupils should know and remember. This means that staff are unable to check sufficiently well on whether pupils' earlier learning is secure. It also prevents teachers from addressing some pupils' misconceptions.

Leaders have made the teaching of reading a priority in school. Children in the early years learn about the importance of reading and they enjoy taking their books home to read with their parents and carers. Staff are well trained to deliver high-quality phonics lessons, which begin in the Nursery class. Leaders check how well pupils are learning and they ensure that staff provide additional support when pupils need extra help. As a result, most pupils read fluently by the time that they start key stage 2.

Leaders ensure that older pupils read and listen to a range of exciting books. Pupils in key stage 2 value reading and they know the importance of being an avid reader. They were keen to discuss some of the books that they had read recently.

Following leaders' introduction of the new behaviour policy, lessons are rarely disrupted by poor behaviour. Pupils understand how the system works and they appreciate the clear boundaries. For example, they talked about 'going above and beyond' as they strive to live up to leaders' expectations in their classrooms.

Leaders have ensured that staff are well equipped to support the needs of pupils with SEND. Leaders identify pupils' additional needs early and they work closely with a range of external experts. This is particularly successful in meeting the needs of those pupils with more complex needs. However, weaknesses in how the curriculum is designed and delivered mean that some pupils with SEND do not achieve as well as they should.

Pupils enjoy attending a broad range of extra-curricular clubs. These include a selection of sports and performing arts clubs. For example, they learn to play the recorder and the ukulele and they take pride in performing to audiences. Pupils spoke about the excitement and sense of achievement they felt when performing at the Winter Gardens in Blackpool.

Pupils learn about the importance of treating everyone fairly. For instance, they have a mature and full understanding of how different families are formed. Pupils care about others and enjoy looking after each other.

Senior leaders have an accurate overview of the improvements to the curriculum that are needed. Governors and leaders are mindful of staff workload. Staff appreciate the improvements made to date, particularly in relation to pupils' behaviour, and they enjoy working at the school.

Safeguarding

The arrangements for safeguarding are effective.

There is a very strong culture of safeguarding in the school. Leaders ensure that all staff complete appropriate training regularly. Staff understand what to look out for that may indicate a pupil might be at risk of physical or emotional harm. Staff remain vigilant. They record and report safeguarding concerns carefully and promptly.

Leaders follow up on all safeguarding concerns appropriately. For example, they work with external agencies effectively to support pupils and their families.

Pupils learn about the possible risks that they may face in the community and when they are online. They learn about the things that they can do to help to keep themselves safe.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In many subjects, leaders are not clear enough about what pupils, including children in the early years, should learn and when curriculum content should be delivered. This means that teachers are hindered in designing learning that builds on what pupils already know. Leaders should ensure that staff are clear about what pupils should learn and when content should be delivered so that pupils can build logically on what they know already.
- Beyond reading and mathematics, teachers are uncertain how to check if pupils have learned what they should. This is because the curriculum does not make it clear what pupils should know and remember. This prevents staff from identifying and addressing pupils' misconceptions. Leaders should ensure that teachers are supported well to check that pupils have gained the knowledge that they need.
- Some staff do not follow leaders' behaviour system consistently well. This means that some pupils and children in the early years do not learn how to behave as they should at social times. Leaders and governors should ensure that the recent gains in standards of pupils' behaviour are embedded consistently and that staff, parents and pupils are confident in leaders' abilities to manage behaviour effectively.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns

about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in April 2013.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

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| Unique reference number | 134967 |
| Local authority | Blackpool |
| Inspection number | 10256192 |
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 394 |
| Appropriate authority | The governing body |
| Chair of governing body | Jean Martin |
| Acting Headteacher | Gareth Kirkpatrick |
| Website | www.moorparkprimaryandnursery.co.uk |
| Date of previous inspection | 5 December 2017, under section 8 of the Education Act 2005 |

Information about this school

- There has been a change in leadership since the previous inspection.
- Leaders do not use any alternative provision for pupils.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- During this inspection, the inspector met with the acting headteacher, the executive headteacher and a wide range of other staff.
- The inspector met with the chair of the governing body and with a representative of the local authority.
- The inspector scrutinised a range of documents relating to safeguarding. She examined leaders' approach to safer recruitment. The inspector also spoke to staff about their safeguarding knowledge and checked how well they understood their safeguarding responsibilities.

- The inspector observed pupils' behaviour during playtimes and while in lessons.
- The inspector spoke to parents to gather their views about the school. She considered the views of parents submitted through Ofsted Parent View, including the free-text responses.
- The inspector carried out deep dives into early reading, mathematics and history. She spoke with staff who lead these subjects, visited lessons and spoke with teachers. The inspector also spoke with pupils about their learning and reviewed examples of their work. She considered how leaders organise other subjects across the curriculum.
- The inspector observed pupils in key stages 1 and 2 read to a trusted adult.
- The inspector considered the responses to Ofsted's online surveys for staff and pupils.

Inspection team

Sarah Barraclough, lead inspector

His Majesty's Inspector

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