



Moresby Primary School

Inspection Report

Unique Reference Number 112162
LEA Cumbria
Inspection number 278866
Inspection dates 7 February 2006 to 8 February 2006
Reporting inspector Mr Andrew Margerison

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

Type of school	Primary	School address	Moresby Parks
School category	Community		Whitehaven
Age range of pupils	4 to 11		Cumbria, CA28 8UX
Gender of pupils	Mixed	Telephone number	01946 852640
Number on roll	83	Fax number	01946 852640
Appropriate authority	The governing body	Chair of governors	Mr Paul Worthington
Date of previous inspection	1 March 2004	Headteacher	Mrs Tricia Adams

Age group	Inspection dates	Inspection number
4 to 11	7 February 2006 - 8 February 2006	278866

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Introduction

The inspection was carried out by one additional inspector.

Description of the school

This small primary school is situated in the village of Moresby Parks on the outskirts of Whitehaven. The proportion of pupils eligible for free school meals is average. Fewer pupils than average have learning difficulties. All the pupils are of white-British origin and no pupils have English as an additional language. Pupils' attainment on entry to the school is broadly typical for their age, although aspects of their language and literacy skills are below average and very few pupils are working at levels above those expected. Since the last inspection, there have been significant changes in staffing.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

This is a satisfactory school giving sound value for money. Inspection evidence confirms the school's view of its own performance in all areas except the quality of the curriculum which is judged to be satisfactory rather than good. Owing to clear leadership by the headteacher, the school has made steady progress since the last inspection and standards are improving. The headteacher is well supported by other staff but, although governors beginning to play an active role in development planning, their contribution to the evaluation of initiatives to raise standards is limited. Provision for pupils in the Foundation Stage is good. Pupils develop good personal skills and are well supported and cared for. The school has introduced good procedures to track the progress pupils make in English and mathematics and the information is used well to identify those pupils who need additional support. However, similar procedures are not in place in other subjects, such as science. Overall, teaching and learning are satisfactory. There is no evidence of any unsatisfactory teaching. A major strength in the teaching is the development of pupils' basic skills of literacy and numeracy. As a result, pupils of all abilities achieve at least satisfactorily as they move through the school to reach average standards in Year 6 except in science where they are below average. The curriculum provides a suitable balance between subjects, although in some, too many worksheets are used. This affects pupils' ability to express their own views and opinions and to use their numeracy skills in practical situations. The school is in a secure position to move forward.

The school's previous designation as having serious weaknesses no longer applies.

What the school should do to improve further

- Raise standards in science by introducing the good procedures to track pupils' progress in English and mathematics into the subject.
- Improve pupils' progress in English and mathematics by providing more activities for them to record their own ideas and opinions and to use their number skills in practical situations.
- Extend the role of governors in checking the effect that new initiatives have on the pace of pupils' learning.

Achievement and standards

Grade: 3

Pupils' achievement is satisfactory. In the Foundation Stage, pupils make good progress in all the areas of learning so that any weaker aspects of their learning present when they start school are largely eliminated. As a result, by the end of reception, most pupils are working at the expected levels for their age and a few pupils are above average. In Years 1 and 2, pupils are achieving well. As a result, standards in Year 2 are above average in reading, writing and mathematics. Pupils, including the more able, achieve satisfactorily in Years 3 to 6. This is better than at the last inspection and their progress is much more consistent. Pupils with learning difficulties achieve

well as a result of the good support they receive. However, the school has had to introduce specific strategies to 'plug' gaps in the knowledge and understanding of older pupils which are a legacy of the previously identified weaknesses in teaching and learning. These have been effective and as a result, the pace of pupils' learning has increased this year. Overall, standards in English are average although pupils' speaking, listening and reading skills are better than their writing. Standards in mathematics and pupils' progress are also much better than they were in 2005. They are broadly average, although pupils' number skills are stronger than their ability to use them in practical situations. In science, pupils have made good progress this year, but standards are below average, mainly because pupils' investigative skills are not as good as their knowledge of the subject. However, pupils lower down the school, in Year 5 for example, are making good progress and standards in English, mathematics and science are at least average and well placed to continue to improve further.

Personal development and well-being

Grade: 2

Pupils' personal development, including their spiritual, moral, social and cultural development is good. Pupils enjoy school and are really keen to take part in any activities the school provides. This is reflected in the good proportion of pupils who attend after school activities and in their attendance, which is above average. Although a few pupils find behaving appropriately all of the time difficult, the vast majority behave well and respond positively to each other and to adults. Parents and pupils feel that there is no persistent bullying, but any isolated incidents that do occur are dealt with promptly and effectively. Pupils are reflective and aware of the needs of others. They have a good understanding of the importance of living a healthy lifestyle and how to stay safe in different circumstances. They make an important contribution to the day-to-day running of the school, taking on responsibilities at lunchtimes and in classes. Through the school council they have been a driving force in a number of developments including improving the range of activities at lunchtime. Pupils take part in local events and have been involved in raising money for various causes including school improvements. When this is linked to their secure basic skills of literacy, numeracy and information and communication technology (ICT) they are well prepared for their future well-being.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are at least satisfactory in all classes. This reflects good improvement since the last inspection when the quality of teaching varied significantly across the school. Teaching in the Foundation Stage is good. A good range of activities is thoroughly planned to extend pupils' learning well in all the areas of learning. Teaching assistants are used well to lead many activities which ensures that tasks for children in Reception and Years 1 and 2 provide challenge appropriate for their age

and ability. In Years 3 to 6, teaching is much improved from the last inspection. Teachers have high expectations of pupils' behaviour and most lessons have clear aims. Teachers also use ICT well as a teaching tool to interest and motivate pupils. Questions are used well to check pupils' understanding in discussions. As a result, most lessons are brisk and positive learning experiences. Assessment procedures in English and mathematics are good but, in some cases, the information is not used effectively enough to guide teachers' planning of other subjects. As a result, opportunities are missed to tackle identified gaps in pupils' learning using subjects such as science, history and geography.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. The curriculum for the Foundation Stage is good. Since the last inspection, the school has introduced a detailed curriculum plan for Years 1 to 6. It ensures that pupils have a satisfactory range of activities to reinforce their basic skills in literacy, numeracy and ICT. However, too many worksheet-based activities are used in some subjects such as science, history and geography. This restricts the opportunities for pupils' to express their own ideas and opinions, which in turn affects aspects of their writing skills. This also slows down the development of their skills in planning their own work independently. The curriculum includes good provision for pupils' personal, social and health education and is enriched by a good range of visits and visitors. The range of activities out of lessons provides pupils with good opportunities to extend their experiences and skills in sport, music and the arts.

Care, guidance and support

Grade: 2

This aspect of the school's work is good. Good procedures are in use to promote the health and safety of pupils. Risk assessments and child protection procedures are thorough. Since the last inspection, the school has introduced good procedures to check the progress pupils are making in English and mathematics and pupils are involved in setting their own targets with their teachers. The information is used well to help pupils in Years 3 to 6 make up any gaps in their learning and is having a positive effect on the pace of their learning. This contributes well to the improving standards. However, similar procedures are not in place in other subjects, such as science, which is reflected in the relatively slower improvement in pupils' progress. Pupils with learning difficulties, including behavioural and emotional problems are well supported so that they are fully involved in lessons.

Leadership and management

Grade: 3

Leadership and management are satisfactory overall. The school is well led by the headteacher and senior staff, who are good role models for their colleagues. Following the last inspection, they have successfully created a positive ethos in the school based on teamwork and mutual respect between adults and pupils. Subject leaders have clear

roles and take an active part in checking the quality of teaching and learning in their subjects. The improvement in the provision for ICT is a good example of the positive effect their work is having on the quality of education. Governors contribute to school development planning and its self-evaluation. Whilst they have begun to monitor the work of the school, they are not yet systematically involved in evaluating the effect of new initiatives on pupils' learning. Despite this, procedures to evaluate the school's work are good so that the school has a good view of its work and has accurately identified the immediate priorities for action. The school improvement plan provides a sound framework to tackle these systematically. As a result, the school has made steady progress in eliminating the weaknesses identified at the time of the last inspection. This is reflected in the improvement in the quality of teaching and in the improving standards in English and mathematics. Overall, the school has established a secure platform from which to improve further.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

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07 February 2006

Dear Pupils

Thank you very much for welcoming me to your school this week. I enjoyed talking to you and finding out about all the things you do. You were really friendly and I would have liked to have been able to stay longer. I am pleased to tell you that I agree with you that your school is improving and making sure that you learn new things. The things I particularly liked were:

you behave well and you are really keen and enthusiastic to take part in lessons and other activities

teachers make sure you learn good basic speaking, reading and number skills

your school makes sure that you will be helped if you need extra support

you make a good contribution to the day-to-day running of the school

your teachers and the governors work well with you and your parents so they know what your school does well and how they want to make it better.

I have asked your headteacher and the governors to make your school even better by:

improving your work in science by working out ways of checking that you are doing as well as possible

providing more opportunities for you to use your numeracy and ICT skills in lessons

checking more carefully that new ideas are having a positive effect on how well you learn.

Thank you again for helping me so much with the inspection.

Andy Margerison

(Lead inspector)