



Morice Town Primary School

Inspection Report

Unique Reference Number 113307
LEA Plymouth
Inspection number 285123
Inspection dates 17 May 2006 to 18 May 2006
Reporting inspector Stephen Lake AI

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

Type of school	Primary	School address	Charlotte Street
School category	Community		Devonport
Age range of pupils	3 to 11		Plymouth, Devon PL2 1RJ
Gender of pupils	Mixed	Telephone number	01752 567609
Number on roll	267	Fax number	01752 567609
Appropriate authority	The governing body	Chair of governors	
Date of previous inspection	2 February 2004	Headteacher	Mr David Maddison

Age group	Inspection dates	Inspection number
3 to 11	17 May 2006 - 18 May 2006	285123

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Morice Town Primary is an average size school located near the dockyards in Plymouth. More pupils than usual join the school during the year. The proportions of pupils entitled to free school meals and from homes with some form of need are greater than normally found. The percentage of pupils with learning difficulties or disabilities is average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good and improving school. Its effectiveness is good. All groups of pupils achieve well overall as a result of the good teaching. Children start school with below average skills but are leaving school with broadly average standards. Provision in the Foundation Stage is good. The improvements in teaching mean that this year children are making good progress and will enter Year 1 with broadly average skills. At the end of Year 2 standards remain below average despite the good progress made. Pupils achieve exceptionally well in mathematics. Pupils' moral, social and cultural development is good although their spiritual development is satisfactory. Their behaviour and attitudes to work are good. Pupils enjoy being at school because the good curriculum provides interesting experiences. The school cares for pupils well and they feel safe. Leadership and management are good. The strong leadership of the headteacher empowers senior managers to take an active role in monitoring and evaluating school effectiveness. Senior management knows the strengths and weaknesses of the school well. Whilst pupils' progress is tracked carefully, the school does not make enough use of this good quality information to gain a thorough overview of the school. This is why the school judges itself to be less effective than inspectors do. Governors are very involved in the school and know it well. They support the efforts to improve the school and manage the budget effectively to fund improvements. For example, the library is currently inadequate but funds have been allocated to this. The school has made good improvement in the past two years. It provides good value for money and is well placed to improve further.

What the school should do to improve further

- Make more effective use of data to judge overall school performance.
- Improve the library resources to support raising standards in reading and writing.

Achievement and standards

Grade: 2

Pupils achieve well. All groups of pupils including those with learning difficulties or disabilities make similar progress. Children enter school with low skills. They are making good progress in the Foundation Stage as a result of recent improvements in provision and will enter Year 1 with broadly average skills. Progress in Years 3 to 6 is good and improving. The current Year 6 pupils achieve well overall, they meet the school's appropriately challenging targets and are leaving the school with average results. In mathematics pupils' achievement is extremely high, in science it is good and in English it is satisfactory. Pupils in Year 2 entered Year 1 with below average standards and have made satisfactory progress overall. They have done well this year as a result of the much improved teaching. Standards are significantly better than last year, reversing the previous falling trend, but remain below average in reading writing and mathematics as a result of identified weakness in the teaching in previous years. The strategies that brought improvement in teaching and learning in Year 2 through good quality support

of teachers are spreading throughout the school and standards are rising as a result. However, standards in mathematics are rising slightly faster than in English. For example, although achievement is satisfactory in English at Year 6, it is not as good as in mathematics and science. This is partly owing to the inadequate library resources and partly because it is too early for the strategies for raising standards that have been so effective in Year 2 to have had an effect upon pupils in Years 3 to 6.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. Their moral, social and cultural development is good although their spiritual development is satisfactory. Pupils behave well and attendance is satisfactory as a result of the 'attendance club'. The majority of pupils feel safe and well cared for. They are confident that there are adults they can go to with problems and that these will be dealt with firmly. There have been a few instances of bullying and racist taunts, but the school has responded promptly and effectively to these and pupils do not have any concerns in this area. Pupils know how to stay healthy. They know what foods to eat and appreciate the 'wake and shake' sessions when they exercise with teachers before school. Pupils make a satisfactory contribution to the school and local community. The school council members are pleased that some of their ideas have been used to improve the school and the skills that they develop contribute satisfactorily to their future economic well-being.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching is good. It has improved as a result of robust monitoring and effective evaluation, followed by good support and guidance for individual teachers. Consequently, rates of progress made by pupils in Reception, Year 1 and Year 2 have risen significantly, especially in Year 2, and learning matches that in other areas of school. Teaching has considerable strengths and some inconsistencies. The exciting environment in Nursery contributes well to good learning by encouraging children to use all senses to satisfy inquisitiveness. In Reception and Year 1 effective use of role play helps pupils to think things through more clearly before they share their ideas or write about them. Throughout the school pupils enjoy learning because teachers strive to make lessons interesting. As a result of effective support programmes across the school standards are rising, although it is too early to see the full effect of initiatives. Lessons are generally planned well to meet pupils' specific learning needs. However, this is an area of inconsistency as some lessons do not sufficiently challenge the more able pupils. Most teachers clearly indicate to pupils how well they are doing. There is some exemplary marking of books in a Year 2 class; pupils are given clear guidance as to what they should do to improve their work. As a result, these pupils are making very good progress. However, not all teachers involve pupils sufficiently in the

assessment of their work and, therefore, their knowledge of how to set about improving it is too limited.

Curriculum and other activities

Grade: 2

The good curriculum has improved since the last inspection. A role play centred approach to the Foundation Stage curriculum makes learning more meaningful for the youngest children. Closer liaison between staff and the introduction of a special programme aimed at making the transition between Reception and Year 1 less stressful for the children have led to greater continuity in learning. Teachers are starting to make more effective links between areas of the curriculum. The school is seeking to enhance speech and language skills across the school to support the improvement of standards in reading and writing. A good programme for enriching pupils' experience adds to their learning and enjoyment, including a large number of well attended clubs and societies. There are suitable opportunities for those in Years 3 to 6 to go on at least one residential visit. These experiences make a good contribution to pupils' personal development.

Care, guidance and support

Grade: 2

Care, guidance and support are good. The school takes care to ensure pupils' safety. In the Nursery class children already understand why they must not jump off the climbing apparatus and older pupils know about Internet safety. Child protection procedures are secure; all staff have received the appropriate training and are aware of the needs of vulnerable pupils. Good links with outside agencies are used to good advantage to help pupils with problems. For example, pupils who often behaved badly have improved through support from various agencies. Assessment information is used well to help pupils improve. Pupils are starting to be involved in setting their own targets and measuring success in achieving them but inconsistencies in marking mean this is not yet fully effective. Pupils with learning difficulties or disabilities are supported well.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher provides strong leadership and supported by an effective senior team has brought about substantial improvement in the school since his appointment. Subject coordinators have a strong role within the school. Central to the rapid improvement taking place are the procedures that the senior staff and governors have for looking at school effectiveness. Good quality information is gathered on the progress of pupils, but this information is not analysed effectively enough to give a clear view of overall school performance. This limits the ability of senior staff and governors to monitor the effectiveness of the school as well as they could. The views of parents and pupils are listened to and suitable recognition

is given to these views in the school development plan. The good links developed with partners, especially the neighbouring nursery, contribute well to the work of the school. The governing body is effective and fulfils its responsibilities well especially in relation to budget management and supporting school improvement. Resources are well managed. A major building programme is providing improved resources, but library provision is inadequate. Governors have recognised this and funds have been allocated to develop this area over the next few years. The improvement since the last inspection is good and the school is well placed to continue this improvement.

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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?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	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?	2	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	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	3	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	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	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?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	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

Dear Pupils Thank you for helping us find out about your school when we visited. We all really enjoyed being in your school despite all the noise from the builders. The new building looks really exciting and I am sure that you are all keen to use the new facilities. We think that yours is a good school. We found that:

- You are getting better at what you do by the end of Year 2. Although you are still not doing as well as children in most other schools, you have made good progress since you started school.
- By Year 6 you have made good progress and your results are similar to most schools. In mathematics you are doing really well and the improvement that you have made since Year 2 has been excellent. Well done!
- The teaching is good and helping you learn well.
- We agree that you are given interesting things to do.
- You have many clubs and visits to make things even more interesting.
- You behave well and told us that you enjoy being at school and that you feel safe.
- You know how to keep healthy and the sort of food to eat.
- You certainly know about exercise and your 'Wake and Shake' club is very good.
- The school looks after you well and checks on how well you are learning. To help your school get even better we have asked your teachers to:
 - use all the information to find out how well the school is doing
 - help you to do better in reading and writing by providing you with a better library.

Yours sincerely Stephen Lake Lead Inspector