

Moor Park Business and Enterprise School

Inspection report

Unique Reference Number	119773
Local Authority	Lancashire
Inspection number	313419
Inspection dates	14–15 November 2007
Reporting inspector	Alan Brine HMI

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

Type of school	Secondary
School category	Community
Age range of pupils	11–16
Gender of pupils	Mixed
Number on roll	
School	503
Appropriate authority	The governing body
Chair	Mr Keith Nightingale
Headteacher	Mr Peter Cunningham
Date of previous school inspection	1 November 2003
School address	Moor Park Avenue Preston Lancashire PR1 6DT
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Age group	11-16
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Introduction

The inspection was carried out by two of Her Majesty's Inspectors and one Additional Inspector.

Description of the school

Moor Park is an 11–16 mixed secondary school, with Business and Enterprise status. It is smaller than average and has additional resources for hearing impaired learners. It serves a highly disadvantaged area of Preston. Most of the students attending the school come from one of three ethnic groups: just over a third of the students are White British; about half the students are of Indian heritage; and about 10% are of Pakistani heritage. Compared to the national average, the proportion of students whose first language is not English is very high. Similarly, the proportion of students who have a learning difficulty and/or disability is above average. The proportion of students eligible to receive a free school meal is over twice the national average. More boys than girls attend the school. Moor Park achieved the national 'Reading Connects' award in 2006 and Lancashire Healthy School status in 2007 and is in the process of becoming an extended school provider. The school has partnership links with other schools through the Excellence Cluster and with a local provider of initial teacher training (ITT).

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Moor Park School is a satisfactory and improving school with a number of good features. Under the strong leadership of its headteacher and senior leadership team, the school is adopting a strategic approach to the key issue of raising achievement. While the full impact of the initiatives taken has yet to be realised fully, there is a clear, shared commitment to pursuing the school's mission of 'Excellence in All'. The school has good capacity to secure further improvement. Leadership and management at all levels are good.

Overall, the achievement of students is satisfactory. There are, however, examples of good achievement in some areas and progress in many lessons is good. In 2007, the students leaving the school at the end of Year 11 attained results which were below the national average. Given that the pattern of attainment on entry to the school was below average, this represents satisfactory achievement. Results in the Key Stage 3 tests were also below average. As the result of an effective programme of development, there has been a significant improvement in the attainment of pupils in English across the school and particularly at Key Stage 3 where test results were close to the national average. However, this pattern is not replicated in science and mathematics where standards are well below average. In 2006/7, the school experienced some instability in its staffing which had a negative impact on results. These have been or are being resolved.

A number of key initiatives are helping to raise achievement, although their impact has yet to feed through into higher results. Most notably, the recent professional development in relation to teaching and learning, together with the establishment of a shared understanding about effective lesson planning, are leading to clear improvement in the quality of students' learning. The newly refined arrangements for using data more rigorously to track students' progress and establish support for those who are underachieving are good. As a result of these initiatives, students have a clear understanding of the progress they are making and what they need to do to improve further. Teaching is now good overall.

The school is a safe and harmonious community which secures the good personal development and well-being of its students. It promotes positive relationships between the different ethnic communities represented in the school. Students enjoy coming to school and most are keen to do well. The school has good mechanisms for monitoring behaviour and attendance, and its strategies to improve these are proving effective. Behaviour overall is good. Attendance has improved significantly and is now close to the national average. While the number of fixed term exclusions in recent years has been high, recent developments in the strategies for improving behaviour have led to a significant reduction. The punctuality of a minority of students is a problem which is having a negative impact on learning in some lessons.

The school's recently acquired specialist status is making a positive contribution to students' learning and the overall life of the school. It has helped to develop a strong enterprise culture across the school reflected in, for example, the extended and engaging activities taking place during the recent enterprise week. Specialist status has also helped to extend further the very good links the school has developed with the wider local community and businesses.

A difficulty the school faces is encouraging parents to become more actively involved in the education of their children and in the broader life of the school. The school is seeking to develop its extended school status with an intention of increasing parental participation. Parent representation on the governing body is low and this reduces its role in supporting the school.

What the school should do to improve further

- Increase further the proportion of teaching which is good and better in order to raise achievement.
- Ensure that the newly refined systems for tracking students' progress are implemented effectively to help raise achievement.
- Extend the involvement of parents in the life of the school and, specifically, increase the parent governor representation on the governing body.
- Improve the punctuality of the minority of students for whom this is an issue.

A small proportion of the schools whose overall effectiveness is judged satisfactory, but which have areas of underperformance, will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Standards are below average and overall achievement is satisfactory.

Students enter Year 7 with levels of attainment which are below the national average with limited skills in literacy, numeracy and information and communication technology (ICT). By the end of Key Stage 3, standards are well below the national average in mathematics and science but close to the national average in English. Standards in ICT and French are good at Key Stage 3. Standards at Key Stage 4 remain below the national average and results are below target. The proportion of students attaining 5 GCSEs grades A* to C including English and mathematics is well below the national average.

Achievement is broadly satisfactory in Key Stage 3 and 4. All groups of students make at least satisfactory progress. This includes students with learning difficulties and/or disabilities.

Personal development and well-being

Grade: 2

Students' personal development and well-being are good. They feel safe and secure within the school. Students understand and recognise the importance of healthy lifestyles and value the well-developed programme of personal, social and health education. Many are increasing their self-confidence and respond well to the principles of the Moor Park Way which aims, among other things, to promote self-esteem and mutual respect. Students' spiritual, moral, social and cultural development is good and is well supported. As a result, the relationships between the different cultural and ethnic groups in the school are also good. The sense the students have of the contribution they can make to their community benefits from the strong citizenship programme and participation in events such as the recent Bar Mock Trial competition. Many students develop team work skills through, for example, participation in the highly regarded school council. They are developing many of the skills they require for their future economic well-being as a result of, for example, the high profile given to the Business Enterprise specialist status of the school. For some, weaknesses in their basic literacy and numeracy skills still impede their progress in this regard.

Students have positive attitudes to their learning and most enjoy their lessons particularly when the teaching involves them actively in their learning. Students' behaviour is at least satisfactory and usually good. Any instances of bullying are handled quickly and decisively. The minority who do experience difficulties with their behaviour are well supported inside the school; as a

result, exclusion rates are falling. Attendance has improved steadily since the time of the last inspection and is now in line with the national average. The school has adopted the challenging target of 93% overall attendance for the current year. The punctuality of a small but not insignificant number of students is an issue and affects a significant number of lessons particularly at the start of the day and after lunch.

Quality of provision

Teaching and learning

Grade: 2

Overall, the quality of teaching and learning is good. The school monitors what happens in classrooms closely. Consequently the staff know the strengths and weaknesses in the pattern of teaching. Effective mechanisms are leading to improvement in the quality of teaching. Teachers observe each others' lessons. While students are currently making good progress in most lessons, the recent improvements in teaching have not yet impacted fully on standards in external tests and examinations. Most of the teaching observed during the inspection was good or better.

There is a high level of consistent good quality in the way lessons are planned. A significant strength of the best teaching is the way it ensures students understand the progress they are making and what they need to do to improve further. A wide variety of engaging and active learning is evident in many lessons. Some good use is made of questioning to promote learning and ensure all students understand what they are doing. Good provision is made to meet the needs of all students. In most lessons, students remain on task, work hard and make good progress. Occasionally, teachers tend to lead the learning too much and do not always check whether the students understand the purpose and direction of the lesson.

Effective provision is made in the classroom and elsewhere for students with learning difficulties and/or disabilities including those who have hearing impairments and for those for whom English is not their first language. As a result, these students make progress in line with their peers. The school has effective strategies for identifying its able and talented students and increasingly provides them with appropriate challenges.

Curriculum and other activities

Grade: 2

The quality of the curriculum is good and it meets statutory requirements. What is offered to Key Stage 3 students is broad and balanced. An innovative 'learn to learn' programme has been introduced into Year 7 designed to help make the transition from primary school more effective. The initiative reflects the commitment of the school to seek ways of ensuring the curriculum is best matched to the students' needs. Students in Years 10 and 11 have a choice of pathways including GCSE and vocational courses, some offered in association with a local college. The alternative arrangements made for vulnerable students, including those who might otherwise absent themselves from school, are effective. The work-related pathway is proving effective in meeting the needs of more disaffected students. Consequently, the needs of all pupils are being met well.

In line with its Business and Enterprise status, the school ensures all students include an ICT or business studies course in their programme. There is a growing enterprise culture in the school with appropriate activities in each year group. Alongside an effective careers programme

and strong provision for citizenship, this helps prepare students for later stages of education or employment. Specialist status has also brought the benefits of modern technology to all subject areas. A good range of extended learning activities is available after school. These complement and so enhance the curriculum.

Care, guidance and support

Grade: 2

The quality of care, guidance and support provided for the students is good. There are many instances of the positive and sensitive attention being given to their needs. The arrangements for safeguarding students and their welfare are robust and child protection practice is good. Students at risk and vulnerable students are very well supported by the school. The provision of a counselling service is particularly well-regarded by the students. The school has recently refined and improved its comprehensive process of academic monitoring. This is proving effective in supporting the process of identifying patterns of student achievement. This is co-ordinated through the work of progress managers who are establishing well-designed programmes of support for those who are found to be under-achieving.

Very effective arrangements are in place to support the learning of pupils with English as an additional language (EAL); the specific EAL project currently operating in Key Stage 3 is a good example of an effective programme of support offered by the school. Students with learning difficulties and/or disabilities are given good support and as a result they are developing their confidence and sense of self-esteem. Good use is made of the extensive range of expertise in relation to special educational needs which the school has at its disposal. While many are making good progress, this is not yet consistently so for all and the refined tracking systems are sharpening up the process of monitoring overall progress.

Students in Year 9 are guided well through the process of selecting from the pathways available at Key Stage 4 and good guidance is also provided about future education and training. Behaviour and attendance are improving as a result of very careful monitoring, the effective work of the pastoral managers and the consistent implementation of the school's behaviour policy, the 'Moor Park Way', developed in consultation with the students. Good use is made of a newly introduced seclusion system and this is proving effective in reducing exclusions and repeat offending. Leaders and other adults are highly visible around the school and act as good role models, promoting positive behaviour. The school has been seeking ways of working more closely with parents to ensure the persistent issues around punctuality are addressed.

Leadership and management

Grade: 2

The quality of leadership and management is good. The headteacher has set a clear direction with a strong vision for an inclusive school. Students are proud of their school and parents are generally supportive. All staff contribute to the positive focus on school improvement and raising achievement. Effective teamwork and the successful restructuring of roles and responsibilities ensure high quality care and education. Staff feel supported and valued.

The school runs smoothly on a day-to-day basis and a secure and caring learning atmosphere has been created. Senior leaders are well supported by a newly created middle management team that is playing a key role in raising achievement and standards. School self-evaluation and improvement planning, at whole school and department level, are beginning to ensure that

strengths are identified and good practice is shared across the school. Efforts made to raise achievement have not yet impacted on raising results. Recent staffing difficulties which have impacted negatively on results have been or are being resolved.

Governors are supportive of the school. However, the shortage of parent governors reduces its role in providing critical support for the school. Recent improvements to accommodation and the school's Business and Enterprise status have enhanced the learning environment and the availability of ICT resources. The school has effectively addressed all points for improvement from the last inspection report and clearly demonstrates the capacity to make further improvements.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The capacity to make any necessary improvements	2

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

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

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

16 November 2007

Dear Students

Inspection of Moor Park High School, Lancashire, PR1 6DT

Thank you for the contribution you made to the recent inspection of your school. We enjoyed visiting your lessons and talking with many of you. We also read carefully the questionnaires completed by your parents. These were very helpful to us.

We think that there are many good things about your school and that overall Moor Park is providing you with a satisfactory education. We also think the school is improving and has the ability to become even better. While some of most recent examination and test results were good we think there is scope to do better overall. The results in English and some other subjects were very pleasing but this success needs to be more consistent. In most of the lessons we saw, the teaching was good and sometimes it was outstanding. As a result, you were doing well. We hope that this improvement will be seen in this year's results. Your teachers work hard to plan interesting and well-organised lessons and the school is providing a good variety of courses and pathways for you to follow in Key Stage 4. We liked the way most of you had a good idea about how well you are doing with your work and how you can improve further. The school's business and enterprise status is beginning to have a real impact on the life of the school. The emphasis on helping you develop the skills of enterprise is good. You all seemed to be finding the Enterprise Week really worthwhile.

The way the school provides you with care, support and guidance is also good. The school is a very safe, harmonious community and all the different groups get on very well together. The school supports those of you who find you have any difficulties with your learning. The school has worked hard to improve attendance and you have helped them to be successful in achieving this. We were impressed by most of the behaviour and were pleased to see that you had a hand in developing the ideas in the 'Moor Park Way'. The new seclusion centre is helping those of you who have difficulties with behaviour.

We have asked the school to continue to try to make all lessons as good as the best. We think some of you could do more to help yourselves and the school by getting in on time in the morning and after lunch. Lateness is a problem and you can help here. We also think the staff should keep trying to involve parents more in the life of the school. You can help here by encouraging your parents to participate a bit more.

Thank you again for welcoming us to your school. We wish you well in the future.

Yours sincerely

Alan Brine HMI