

# Moresby Primary School

## Inspection report

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<b>Unique Reference Number</b>	112162
<b>Local Authority</b>	Cumbria
<b>Inspection number</b>	325543
<b>Inspection dates</b>	11–12 May 2009
<b>Reporting inspector</b>	Jim Bennetts

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	82
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Paul Worthington
<b>Headteacher</b>	Mrs Tricia Adams
<b>Date of previous school inspection</b>	1 February 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Moresby Parks Whitehaven Cumbria CA28 8UX
<b>Telephone number</b>	01946 852640
<b>Fax number</b>	01946 852640

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<b>Age group</b>	4–11
<b>Inspection dates</b>	11–12 May 2009
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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 a small village on the outskirts of Whitehaven. The proportion of pupils eligible for free school meals is average; so too is the proportion of pupils with learning difficulties and/or disabilities. The great majority of pupils are of White British heritage; no pupils are at an early stage in learning English. The number of pupils joining the school at other than the normal times is higher than usual. The school delivers the Early Years Foundation Stage in a single-age Reception class.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 4

In accordance with section 13 (3) of the Education Act 2005, HMCI is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to achievement in mathematics and writing at Key Stage 2.

The number of pupils in each year group varies greatly; so too do standards. Children get off to a good start in the Reception class. They begin with capabilities that are a little weaker than is usual for their age but are closer to normal standards by the end of the year. They make at least satisfactory progress in Key Stage 1. Standards are generally average at the end of Year 2. In Key Stage 2, while there is sound progress in some subjects, there is persistent weakness in progress in writing and mathematics for many pupils. For that reason, the achievement is inadequate overall. In 2007 and 2008, standards were very low in national assessments at age 11. Teaching and learning are satisfactory overall, although some good lessons were also seen. Learning is more effective with the younger pupils than with the older ones. Learning in writing and mathematics is not as effective as it should be.

This school has good features despite the concerns about mathematics and writing and there is overwhelming support from parents. One comments, 'My child loves school...she is stimulated and excited by her work...the staff work hard to provide for her.' Pupils thrive in their personal development: they get on very well together. Attitudes are positive and behaviour is excellent. Pupils know how to keep fit and safe. They enjoy school and attend well. They make a good contribution to the school and the community around them. They are soundly prepared for the next stage of education. Welfare provision is very good and pupils who have learning difficulties and/or disabilities are very well supported in lessons and around the school. Academic guidance is variable in effectiveness. There is good encouragement in marking, strengths and some general weaknesses are identified, but there is not enough correction of basic errors. The tracking of progress is reliable, but evidence of underachievement does not result in sufficiently decisive action to meet challenging targets. There is a satisfactory curriculum and pupils enjoy the opportunities for additional activities, particularly the gardening.

The day-to-day management of the school is good. Overall, leadership and management are satisfactory. There have been some improvements since the last inspection and the school has maintained good quality in much of its work despite changes in staffing and the number of classes. With recent and continuing support from the local authority and a strengthened governing body, the school has the capacity for necessary improvement. Staff work well with other agencies to obtain appropriate support when required. Though the school is aware of the problems in writing and mathematics, it has been slow to tackle these stubborn weaknesses. Action is at an early stage of development, and this has not yet had a major impact on pupils' progress.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Most children joining the Reception class have benefited from pre-school provision elsewhere. There is variation in children's capabilities from year to year; often when starting they are a little weaker in social skills and in some other areas such as speaking and listening than is usual

for children of their age. They make rapid progress in learning how to learn and how to interact with one another. By the time they leave the Reception class, standards are generally just below national expectations across the areas of learning. Those at present in the Reception class have average standards in mathematical development. Opportunities for learning are well planned with a sound balance between work led by adults and activities that the children can work on independently. Planning documentation is very thorough and there is a clear focus on the intended outcomes of any activity. The assessment of children's progress is meticulous; it is well supported by individual 'profile' booklets that contain photographs and notes on what each child has accomplished. Adults in the Reception class provide enthusiastic teaching and have a keen awareness of children's needs. The children are happy and well cared for. All aspects of their welfare are properly attended to and all statutory requirements are met. The provision is managed very effectively and there is extremely strong teamwork between the adults who share responsibility for the children's learning and care.

### **What the school should do to improve further**

- Improve achievement in mathematics and writing throughout Key Stage 2.
- Take more decisive action in order to meet challenging school targets.

## **Achievement and standards**

### **Grade: 4**

Achievement overall is inadequate. Some year groups are particularly small so, from year to year, there is variation in standards. Children achieve well in the Reception class. Progress is satisfactory, and sometimes better, in Key Stage 1. In Key Stage 2 pupils make satisfactory progress in science which is an improvement on recent years. Progress in reading is slow in early Key Stage 2, but pupils catch up quite well later on. Progress in writing and in mathematics is weak. Currently, many pupils of different ages in Key Stage 2 have not made enough progress since the end of Year 2. In lessons, those with learning difficulties and/or disabilities are well supported and make satisfactory progress throughout the school. The progress of pupils who join the school late is often similar to that of pupils who have been there from the outset.

Pupils generally start Year 1 with standards that are approaching those found nationally, though small cohorts mean significant differences from year to year and in some years standards are a little lower. Pupils make at least satisfactory progress during their two years in Key Stage 1 and by the end of Year 2 standards are closer to national averages than at the start of Year 1. Some years standards are slightly higher. At the end of Year 6, pupils reached exceptionally low standards in 2007 and 2008; they had made insufficient progress from broadly average starting points at the end of Year 2. For many years, progress in mathematics has been weak in Years 3 to 6. The quality of pupils' writing has fluctuated; currently it is weak throughout Key Stage 2. For many pupils, serious underachievement in writing and mathematics is apparent at the end of Year 4. They subsequently catch up a little, but by the end of Year 6 achievement overall is inadequate. Some of the more able pupils attain standards that are reasonable in relation to their starting points at age 7.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development, including their spiritual, moral, social and cultural development is good and their behaviour throughout the school is outstanding. Younger pupils gain rapidly in social confidence. By the time pupils leave, their social skills, their understanding of what

lies ahead and their reasonable grasp of some basic skills give them sound preparation for secondary school. Pupils have a keen awareness of what is right, wrong or unfair. They get on together very well indeed. They feel safe. They say that unpleasantness between pupils is very uncommon and that they would feel comfortable talking to an adult about any problems they might have with relationships. Their attitudes to learning are positive. Pupils know how to keep healthy and how to take care of themselves and one another. They value opportunities to contribute to the life of the school and the local area, through the school council and by performances and presentations to the community.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory overall. However, for a substantial proportion of pupils in Key Stage 2, learning in writing and mathematics is weak. Throughout the school, relationships are good. The best lessons are well planned. They have appropriate variety and brisk pace and there is a clear focus on exactly what pupils should be able to do, or do better, as a result of the lesson. Teaching assistants give some good support for those who struggle with their learning.

In less effective lessons, activities go on too long and beyond the point where the activity is productive. The main objectives of the lesson can become marginalised. Sometimes there are insufficiently ambitious expectations of the quantity of pupils' work, the quality of its presentation and the depth of thought going into it. Adults do not intervene sufficiently in lessons to correct errors, for instance in spelling and punctuation, so these persist. The marking of writing is strong on encouragement but light on correction. Specific examples of better words or phrasing are rarely offered.

Provision in mathematics is adapted for pupils of different abilities: however, this is generally by only minor variation in similar tasks. Provision is not tailored enough to pupils' needs. In some classes, levels in mathematics vary to the extent that they can be the equivalent of four years apart. While the mathematics programme attempts to cover the wide range of experiences advocated nationally, there is not enough insistence on the development of core skills for those of modest ability.

### **Curriculum and other activities**

#### **Grade: 3**

The curriculum is sound; it meets all requirements. Ample time is given to English, mathematics and science, though time is not always used efficiently. French is taught in Key Stage 2 and history and geography are appropriately provided through topics. Personal, social, health and citizenship education supports pupils' development effectively. Visits and visitors enhance the provision. Pupils enjoy the extra-curricular activities. Dance is a strength. Many pupils of all ages were seen participating enthusiastically and skilfully in ambitious gardening activities. The school promotes community cohesion well within the school and locally; there are effective ventures to bring parents and other local people into the school and to take pupils out, for instance with their dance presentations. There is a residential visit to York which includes consideration of how transport and other features of a city are organised. However, pupils have limited appreciation of cultures that differ from their own.

## Care, guidance and support

### Grade: 2

General welfare is very good. There is very good support for pupils who find it difficult to learn or to cope socially. Academic guidance is improving and has good features, but is not yet used to maximum effect. On the playground, in the dining room and throughout the school, adults are perceptive in noting pupils' needs and giving timely and well judged support and encouragement. Arrangements for safeguarding pupils are secure. Adults know the pupils well and there is very good liaison with families to promote pupils' development and carry them through times of stress. Teaching assistants and teachers give very good help to those with learning difficulties and/or disabilities; moreover, these children benefit from the consideration of other pupils. Marking gives encouragement and broadly acknowledges strengths and a few weaknesses in pupils' work; it is not always precise about exactly what has to be done to make the work correct, or better. The tracking of progress is based on frequent and reliable assessment of pupils' standards. It is recorded in detail. Underachievement is clearly recorded; however, consequent action has lacked vigour. As a result, pupils do not all make the progress they should, particularly in writing and mathematics in Key Stage 2.

## Leadership and management

### Grade: 3

Leadership and management are satisfactory. There have been some improvements since the last inspection, for instance with better achievement in science, with the quality of records of pupils' progress and in the work of the governing body. Much of the school's work continues to have good features despite staff changes and change in the number of classes. The school knows where weaknesses lie. There is sound leadership in setting a clear direction for good quality care and much of the education provided. However, challenging targets have not been used with enough vigour to drive substantial improvement in writing and mathematics. In the last few months, with the support of the local authority, a number of initiatives have come into place and are beginning to tackle these weaknesses. Governance has been strengthened and governors have a sound grasp of what needs to be done. The school has satisfactory capacity for improvement.

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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?	4
Effective steps have been taken to promote improvement since the last inspection	No
How well does the school work in partnership with others to promote learners' well being?	3
The capacity to make any necessary improvements	3

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

How well do learners achieve?	4
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	4
How well learners with learning difficulties and/or disabilities make progress	3

<sup>1</sup>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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	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
The extent to which learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	1
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	3

## The quality of provision

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	4
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	4
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?	Yes

**Annex B****Text from letter to pupils explaining the findings of the inspection**

13 May 2009

Dear Pupils

Inspection of Moresby Primary School, Cumbria, CA28 8UX

Thank you for all your help when I visited your school. Please pass on my thanks to your parents who sent in the questionnaires. There were many comments about how pleased parents are with what the school does for you.

There are many good things about the school but for some of you progress is not as good as it should be in writing and mathematics. That is why the school has been given a notice to improve.

As you move through the school, you become confident and you learn how to look after yourselves and one another. Behaviour all around the school is excellent. You are well looked after and you have a satisfactory range of things to do – the gardening is very impressive. Many lessons go well; overall, learning is satisfactory. The young ones get off to a good start in Reception and those in Years 1 and 2 make at least satisfactory progress. In Key Stage 2, you are doing much better at science but not everyone makes as much progress as they could, especially in writing and mathematics. So the school has been asked to improve these things and to do absolutely everything to make sure that you all do as well as you should.

I know that you will want to work with your teachers to help the school improve. As you all work together on important things such as spelling, punctuation and times tables I hope that you will feel more confident each day at improving your writing and mathematics.

I wish you and your school every success in the future.

Yours faithfully,

Jim Bennetts

Lead inspector