

Moor Park Primary School

Inspection report

Unique Reference Number	134967
Local Authority	Blackpool
Inspection number	341581
Inspection dates	24–25 February 2010
Reporting inspector	Sheila Mawer

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	420
Appropriate authority	The governing body
Chair	Cllr Kath Rowson
Headteacher	Mrs Barbara Ivell
Date of previous school inspection	3 October 2006
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Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 16 lessons and looked at pupils' work. Fourteen teachers were seen in lessons. Meetings were held with staff, pupils and representatives of the governing body. In observing the school's work a range of documents were examined including the school improvement plan, assessment information, safeguarding procedures, minutes of governors' meetings and records of monitoring and evaluation. In total, about

50% of the inspectors' time was spent looking at the quality of pupils' learning. The inspectors also analysed the 110 questionnaires returned by parents and carers. In addition, questionnaires were received from 80 pupils in Key Stage 2.

- the rate of progress of all groups of pupils in the school
- the extent to which the school uses marking and target-setting to help pupils to improve their learning
- the opportunities pupils have to use their skills across the curriculum and the impact this has on standards and progress
- how well the leadership team is driving and securing improvements during the absence of key staff.

Information about the school

This large school serves an urban seaside population. Most pupils are from White British families. The school has a much higher proportion of pupils eligible for free school meals than average. While the proportion of pupils with special educational needs and/or disabilities is above average, the percentage of pupils with a statement of special educational needs is below average. The school has recently received the awards of Sports Activemark and Basic Skills Quality Mark. At the time of the inspection, several key staff were absent.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Moor Park continues to be a good school. Its motto of 'learning for life' is celebrated in some outstanding aspects of provision that were good at the last inspection. At the heart of its success are excellent care, guidance and support. Pupils feel extremely safe in school and parents and carers overwhelmingly endorse their children's view. The exceptional learning environment in the Early Years Foundation Stage enables the children to make significant progress. In the Early Years Foundation Stage outstanding provision through inspired teaching and highly skilled leadership gets children off to a flying start. The school's good curriculum provides excellent enrichment, which pupils really enjoy. However, planning for pupils to apply their literacy and numeracy skills in different subjects is not fully developed and this limits their rate of progress at times.

The school has strengthened other aspects of provision since the last inspection. Attainment in national tests, by the end of Year 6 rose strongly from below average in 2006 to above average in 2009. The gap between writing and reading has been reduced significantly. Current standards are broadly average in Year 6 owing to a higher percentage of pupils with special educational needs and/or disabilities than usual. All groups of pupils make good progress from their starting points, which are often well below those expected for their age. The teaching is good. Through excellent relationships, all pupils and especially the most vulnerable display positive attitudes and good behaviour. Assessment has improved since the last inspection and particularly marking. However, targets are not used effectively to help pupils to know how well they are doing and how to improve. Attendance is improving, although it remains satisfactory. This is because some parents and carers take their children on holiday in term time. However, the proportion of pupils who are persistent absentees has fallen significantly in recent years to below average. This is due to many good strategies adopted by the school to encourage regular attendance.

The effectiveness with which senior leaders monitor and evaluate the school's performance is shown in their good awareness of its strengths and weaknesses. They know there is more to do to improve the monitoring and evaluation of community cohesion and to extend links to wider communities. The school's track record of improvement illustrates well the ambition and drive that senior leaders provide. The reduced leadership team and governors are continuing to secure improvements. The headteacher and her deputy headteacher are determined to ensure that, although some key staff are absent, it will not slow down developments. This is because, in this strongly inclusive school, every pupil is important. In this positive climate the school has a good capacity to improve even further.

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What does the school need to do to improve further?

- Raise attainment further and increase the progress made by pupils in English and mathematics by:
 - - sharing specific targets with pupils so that they can assess their own learning and know what they need to do to improve their work
 - - providing pupils with more opportunities to practise and extend their literacy and numeracy skills across the curriculum.
- Improve the promotion of community cohesion by:
 - - formalising the evaluation of the school's impact on promoting community cohesion
 - - establishing links beyond the local community.

Outcomes for individuals and groups of pupils

2

In lessons, pupils enjoy their learning and make good progress. They work hard to complete their tasks and rise to the challenges set by their teachers. Younger pupils in one lesson were delighted when they learnt to read the time and then grasped the opportunity to succeed with harder work. Pupils are equally enthusiastic when they take on responsibility around the school and in the local community. The editorial team for the school magazine showed considerable pride in describing how they report on sporting events after school. While they were pleased to play an important part in school life, the team were also proud that their writing skills had improved. These personal qualities and good progress in the basic skills, including information and communication technology prepare pupils well for their future learning. However, pupils in Key Stage 2 do not always take enough care in the presentation of their writing.

All groups of pupils achieve well because they are keen to learn. In Year 6, where attainment is broadly average, the high percentage of pupils with special educational needs and/or disabilities concentrate hard to develop their basic skills. With support, they listen carefully and work diligently. In other classes, pupils work well collaboratively and are keen to share their ideas. Pupils in Year 3 particularly enjoyed the opportunity for role play, explaining to an alien how to find information in a book. They all thought hard about their responses and showed good levels of concentration. The school council is active in promoting a safe and healthy environment. Through their anti-bullying surveys and monitoring of school meals, pupils' safety and healthy living are given a high profile. Pupils have a good understanding of keeping healthy and fit and feel totally safe. Behaviour is good and bullying is rare.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Lessons are successful because they are planned to meet the needs of different groups. Teachers present work in an interesting way and involve pupils through effective questioning. Adults check pupils' learning at each stage of the lesson. This support particularly benefits those who have learning difficulties. Although the teaching is consistently good, the pace, the level of variety and the level of challenge in the learning tasks set are not high enough to inspire pupils to make exceptional progress. Assessment is used well to plan lessons and support pupils who are falling behind. Good guidance is given in marking, but target-setting is less successful. Targets often lack a specific focus and are not shared enough with pupils. Consequently, pupils are unsure of how to assess their own learning and improve their work.

Outstanding enrichment through clubs, visits and visitors adds considerably to pupils' enjoyment and to their good spiritual, moral, social and cultural development. The curriculum is also adjusted to meet pupils' needs. The school has started to move towards a more creative curriculum. Although there are good examples of topics such as the 'Second World War' and 'Healthy Living', literacy and numeracy skills are not practised widely enough across the curriculum to have a good impact on progress.

In an exceptionally strong and supportive environment, pupils say that 'the staff are like a family to us'. Although the school is large, adults know their pupils as individuals and 'go the extra mile' to make a difference to their lives. Any concerns are quickly resolved. Procedures for monitoring behaviour and attendance are very effective. A learning mentor provides outstanding care for the most vulnerable pupils, who are sensitively nurtured to fully participate in school life. The school works very closely with a wide

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range of agencies in the early identification of and support for pupils who require additional help. There are good arrangements for ensuring the smooth transition of pupils into and out of the school.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Under the good leadership of the headteacher and deputy headteacher, the leadership team is effectively driving improvements. Ambitious targets are usually met. While many middle leaders are fairly new to their posts, they are becoming more reflective about the needs of pupils and this is impacting positively on pupils' progress. Leaders in the school monitor and evaluate the teaching and learning. Their success is seen in good teaching and progress and a strong determination to move towards being outstanding, through even greater rigour in their monitoring. Experienced governors fulfil their legal role well and bring challenge to the school. They play a full part in self-evaluation and clearly know the school's strengths and weaknesses. Together with the leadership team, they use the good systems for tracking the progress of individuals to promote equality of opportunity and tackle discrimination successfully.

Community cohesion within the school and the local community is very effective, with some outstanding practice, especially in working with local veterans. There are plans in place to extend links with communities in Britain and the wider world. These initiatives and the impact of the school's work on community cohesion are at an early stage of development. The school has established good relationships with parents and carers. They actively support their children's learning and are becoming more involved in the school's decision-making process. Good partnerships with other organisations have a positive impact on pupils' well-being and their learning. All required safeguarding checks are thorough and risk assessments are detailed. There are clear management responsibilities in relation to child protection and all staff have a comprehensive knowledge of processes and procedures.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2

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The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

The Early Years Foundation Stage team are highly effective in helping children to make significant progress. By the time they enter Year 1, the large majority of children are working at the expected levels. The leader of the setting shares her excellent skills and high ambitions for the children with staff. As a result, planning, assessment and organisation are outstanding. Parental involvement is very strong. Through regular workshops, the support given at home is impacting positively on children's progress. Support for new entrants helps them to settle very quickly into classroom routines. A gentle reminder for one child to remember his target and use his 'indoor voice' in the classroom was quickly acted upon. Excellent relationships help the children to feel very safe and happy. With an excellent focus on learning through play, the children confidently initiate their own activities and show high levels of imagination and exceptionally positive attitudes and behaviour. The 'hairdressing salon' was a hive of activity, with children discussing colours and styles, while those in the music room developed their own dance sequences. At all times pupils work harmoniously together and respect each other's differences.

The provision indoors and outside is outstanding and adults give a high priority to the children's safety and welfare. In a rich learning environment, adults provide inspirational teaching. Imaginative adult-led activities are tailored to meet the needs of individuals. During free choice activities, adults join the children to extend their learning and experiences. In a recent development, adults are focusing particularly on the children's language skills, which are very low on entry. The success of their initiatives is clearly seen in the way the children confidently write labels for different displays and record messages to a friend who has just left the school.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

Nearly all parents and carers who responded to the questionnaire or spoke to the inspectors were very positive about the school. The inspection team agrees with their positive views. There were no significant issues for the school. Parents and carers expressed total confidence that the school keeps their children safe. Several of them also remarked on the very good levels of care and support that their children receive. One parent summed up the views of many when she wrote, 'I have nothing but admiration for the staff who are all extremely supportive. They really do make Moor Park a fantastic school for any child, whatever their needs or ability.'

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Moor Park Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 110 completed questionnaires by the end of the on-site inspection. In total, there are 420 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	82	75	21	19	4	4	2	2
The school keeps my child safe	82	75	28	25	0	0	0	0
The school informs me about my child's progress	67	61	39	35	3	3	0	0
My child is making enough progress at this school	71	65	35	32	4	4	0	0
The teaching is good at this school	77	70	32	29	1	1	0	0
The school helps me to support my child's learning	73	66	34	31	2	2	0	0
The school helps my child to have a healthy lifestyle	74	67	31	28	2	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	61	55	40	36	2	2	0	0
The school meets my child's particular needs	65	59	42	38	3	3	0	0
The school deals effectively with unacceptable behaviour	66	60	37	34	4	4	0	0
The school takes account of my suggestions and concerns	60	55	40	36	7	6	1	1
The school is led and managed effectively	72	65	37	34	1	1	0	0
Overall, I am happy with my child's experience at this school	77	70	31	28	2	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



26 February 2010

Dear Pupils

Inspection of Moor Park Primary School, Blackpool, FY2 0LY

Thank you for your warm welcome when we visited your school recently. We appreciated the time you gave to talk to us. A special thanks goes to the school council, the editors of the school magazine and pupils in Years 5 and 6. You met with us and shared your ideas about the school in a very sensible and grown up way. You told us that you go to a good school. We agree with you.

These are some of the main findings in our report.

- You are making good progress and achieving well.
- The outstanding care, guidance and support you receive from all of the staff help you to feel very safe and happy and healthy in school.
- Provision for the children in the Nursery and Reception is outstanding. You all help to make it special through your excellent behaviour and hard work.
- Teaching is good and so is the curriculum. Relationships are excellent and you are all keen to learn and enjoy school.
- Your school is well led and managed by the headteacher, staff and governors.
- You all behave well and enjoy taking responsibility.

Even in such a good school as yours, there are always things that can be better. We have asked the school to help you make faster progress in English and mathematics, by sharing targets with you and giving you more opportunities to practise your literacy and numeracy skills in different subjects. I hope you will all help by continuing to work very hard. We have also asked the school to check that you are making good progress in learning about different communities locally and in the wider world. Good luck to you all for the future.

Yours sincerely

Mrs Sheila Mawer

Lead inspector

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