

# Moresby Primary School

## Inspection report

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<b>Unique Reference Number</b>	112162
<b>Local Authority</b>	Cumbria
<b>Inspection number</b>	342864
<b>Inspection dates</b>	29–30 June 2010
<b>Reporting inspector</b>	David Byrne

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

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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 of pupils on the school roll</b>	70
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Maureen Monkhouse
<b>Headteacher</b>	Pw Adams
<b>Date of previous school inspection</b>	11 May 2009
<b>School address</b>	Moresby Parks Whitehaven Cumbria CA28 8UX
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## Introduction

This inspection was carried out by two additional inspectors. Eight lessons were observed taught by three teachers. Meetings were held with groups of pupils, governors, staff and the School Improvement Partner. Observations were made of the school's work and a range of documents were looked at, including: safeguarding procedures and practices; the school improvement plan; minutes of governors' meetings; the tracking of pupils' achievements; and review documents from the local authority related to improvement since the last inspection. The inspection team analysed 17 questionnaires returned by parents and carers, and analysed questionnaires from staff and pupils.

## Information about the school

This is a small school. The large majority are of White British backgrounds. The percentage of pupils with special educational needs and/or disabilities is above average as is the proportion known to be eligible for free school meals. A higher than average percentage of pupils starts and leaves the school at times other than the normal. The number on roll has declined since the last inspection triggering a fall in income leading to a reduction in staffing. The school has recognition as a Healthy School, has gained an Activemark and also received accreditation for the financial management systems in schools. It has recently won second place in the local Schools in Bloom competition. The school was subject to a notice to improve at the last inspection in May 2009.

**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?**

**3**

**The school's capacity for sustained improvement**

**2**

## Main findings

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement. It is a satisfactory and improving school with a number of good features.

The school is a happy and caring place where pupils feel safe and well cared for. Behaviour is outstanding, attendance is above average and pupils make good friends. An array of initiatives provided for pupils results in good levels of personal development. Pupils benefit from access to excellent gardening activities, and many opportunities to express themselves through dance. These initiatives contribute to the pupils' good understanding of the choices required to be fit and healthy.

Given their individual starting points, achievement is satisfactory. Pupils' good enjoyment of learning is reflected in above average attendance. Progress overall is satisfactory and is good in Key Stage 1. In the past, there has been a lack of progress in Key Stage 2 but this has been overcome and, progress is accelerating quickly and is now satisfactory. Attainment is broadly average; there is room for further improvement in mathematics and writing. Pupils with special educational needs and/or disabilities make good progress as a result of good quality support.

Many lessons, particularly of a practical nature, are exciting and harness the curiosity of most pupils. Others lack enough opportunities for pupils to use their initiative and do not challenge the more able enough. In the Early Years Foundation Stage, a limitation of resources and the classroom organisation reduce opportunities for children to develop independence. The school's commitment to widening the pupils' understanding of the world is evident in the wide range of educational visits in the locality and beyond. This enrichment is a strength of a curriculum which is in the process of being overhauled. Developments are underway to increase opportunities for learning to reflect the pupils' interests and for them to creatively apply their skills of literacy, numeracy, and information and communication technology in a wide range of contexts. Good links with the community help pupils feel secure within their local area, but they have few opportunities to explore the diversity of modern society.

Leadership and management have been effective in improving the school since the last inspection. The school has good strategies for monitoring its performance which lead to an accurate self-evaluation of its performance. The school, therefore, has good capacity to improve.

**What does the school need to do to improve further?**

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- Raise further the achievement and progress by:
  - putting more emphasis on developing writing and mathematical
- investigations in a wider range of contexts
  - meeting consistently the needs of more able pupils
  - improving the organisation of provision and access to outdoor learning for children in the Early Years Foundation Stage.
- Increase the level of challenge in the curriculum by:
  - working with pupils to devise a whole-school plan that more closely reflects their interests and promotes better creativity and more independence.
- Strengthen the contribution to community cohesion by:
  - implementing a clear strategy for developing pupils' knowledge and understanding of the diversity within modern society.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

**Outcomes for individuals and groups of pupils****3**

Pupils are generally keen, enthusiastic and well motivated when lessons enable them to participate rather than sit and listen. These attributes were very evident in an outstanding Year 3/4 history lesson. Pupils became 'Young Archaeologists' and were inspired by 'discovering' objects hidden in the ground as part of a topic linked to the Romans. Pupils collaborate well and share ideas together and are becoming confident to express their thoughts in front of others. When they have to listen for too long, pupils lose interest and are more reluctant to work.

When children start school in the Early Years Foundation Stage, a higher proportion than average has low levels of development. Progress in the Reception is good overall but, despite this, their attainment is still just below expectations by the start of Year 1. Progress quickens in Key Stage 1 and at the end of Year 2, attainment is broadly average. In Key Stage 2, progress is accelerating and is now satisfactory with elements of good progress. This is as a result of steps to improve the curriculum, for example by placing more emphasis on developing pupils' awareness of letters and sounds, and giving more emphasis to number and calculation in mathematics. A particularly positive move has been the creation within Key Stage 2 of groups set by ability. These initiatives have raised attainment at the end of Year 6 and it is now average.

Moral and social development is strong and makes a positive contribution to pupils' personal development and academic achievement. They are very thoughtful and kind. In their role as school councillors, they feel able to voice their opinions and alter aspects of school for the better. Pupils understand the importance of caring for the environment and recycling; they are increasingly involved in growing vegetables and plants and caring for wildlife. Pupils participate in church and community activities, for example, taking part in activities to remember the area's mining heritage and fund-raising to help

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others. Pupils are satisfactorily prepared for their next stage of education.

*These are the grades for pupils' outcomes*

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

**How effective is the provision?**

Teaching is improving and while satisfactory overall, has many good features. The expectations for each lesson are clearly spelt out and often used by pupils to evaluate their own learning. The best lessons are typified by:

- a brisk pace with opportunities for pupils to think for themselves and make decisions
- work being matched to the pupils' needs so that even the more able are challenged
- opportunities for pupils to have hands-on experiences leading to in-depth discussion about what they did and have learnt or otherwise
- time being allocated for pupils to think through how well they have done and how they could improve.

A strong feature in good lessons is the positive contribution from skilled learning assistants who support individuals well. They work in partnership with the teacher to provide discrete guidance for pupils with special educational needs and/or disabilities.

<sup>1</sup> 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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Some lessons have a limited scope for pupils to get involved and make decisions about what they have done or how well they learn. Assessment information is increasingly used effectively but some variations in its use exist. Teachers have worked hard to improve marking and at its best it now gives pupils a clear understanding of the next steps in their learning.

There has been a renewed focus since the last inspection on promoting the basic skills of reading, writing and numeracy. Less attention, though on investigative work is limiting progress in mathematics and the transfer of writing skills to different contexts. By working with externally funded visitors, pupils and staff are developing a good insight into the benefits of creatively linking subjects together; this is exemplified by the involvement of pupils in the externally funded 'Keep Sake' project. There is, however, a lack of a tried and tested plan for developing skills and knowledge across the school within a thematic approach. Pupils value highly the wide range of enrichment activities. They thoroughly enjoy the many visits, visitors in school and out-of-school clubs. The school's excellent work linked to the environment has resulted in establishing an ongoing link with the Botanical Gardens at Newcastle University and adopting a flower bed in Whitehaven.

Staff know pupils and their families exceptionally well which makes a significant contribution to the development of relationships with parents and pupils. Parents and pupils are very satisfied that the school is a secure and safe place. Arrangements for inducting children into school and moving to the secondary school are effective. The school tirelessly and very effectively communicates with support agencies in education, health and social care to reduce barriers to learning. Strategies to extend the most able are less well planned or executed.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

The school is well managed. In partnership with good support from the local authority and the backing of loyal parents, difficulties within the school have been overcome. There is a clear way forward and a determination to sustain the rapid improvement that is underway. Assessment and monitoring are now rigorously used to ensure no pupil falls behind in literacy and numeracy. As a result, the school is now reaching and at times exceeding its targets. In subjects other than English and mathematics monitoring is less systematic and potentially reduces the positive impact of linking subjects

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together. The school is committed to ensuring equality of opportunity, although the more able could do better in some classes. Good attention is given to tackling issues of discrimination. Good links with local schools and with organisations such as extended services benefit pupils' learning and staff development.

Governors have responded with vigour and determination to the last inspection report. They take on responsibilities to improve it, for example by keeping an eye on all performance data and also by pursuing the school's potential to be 'green'. They play a major role in independently evaluating the school's work. Safeguarding procedures are good, ensuring the safety and well-being of pupils and adults. The school is committed to all aspects of community cohesion but lacks a suitable strategy for developing the pupils' understanding of the diversity of modern society. The school is working hard to listen to parents and has now secured their good involvement in school life. The budget is carefully monitored to remove the deficit within an agreed time and to maintain value for money of what is spent. The school grounds are very attractive, with good quality resources to support learning. The environmental resources are of a high quality.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children are happy at school because they are looked after well and feel valued. Despite the relatively low levels of development of many children joining the school in Reception, most behave well and settle quickly. Many, but not all children have weaknesses in their speaking and language skills, their knowledge and understanding of the world and in aspects of their social and emotional development. Resources and



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facilities are satisfactory. Teaching staff are dedicated and make the best of what there is. Assessment is accurate and assists in planning work for each child. Most children work well in adult-led sessions where teaching is good. This results in good improvement in the children's development. Despite this good progress, attainment at the end of Reception is below average.

Leadership and management along with provision are satisfactory. The best way of using the indoor and outdoor space is not yet thought through carefully enough. As a result, opportunities for children to participate in activities they choose themselves are restricted which holds back their independence. Good relations between home and school benefit children, particularly those who are less confident. Children who need specific help are supported well. 'My child is really happy at school', is typical of parents' and carers' comments.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

**Views of parents and carers**

The large majority of parents returning their questionnaires express strong support for the school and the improvements that are underway. They rate the quality of care highly and feel that the school does a good job in supporting pupils with special educational needs and/or disabilities. There was no statistically significant pattern of criticism of the school. The inspections findings confirm that the school is caring and supportive of pupils with special educational needs and/or disabilities and that the school has improved since its last inspection.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Moresby 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 inspector received 17 completed questionnaires by the end of the on-site inspection. In total, there are 70 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	8	47	6	35	2	12	0	0
The school keeps my child safe	10	59	5	29	1	6	0	0
The school informs me about my child's progress	8	47	8	47	0	0	0	0
My child is making enough progress at this school	8	47	6	35	2	12	0	0
The teaching is good at this school	7	41	7	41	1	6	0	0
The school helps me to support my child's learning	11	65	3	18	1	6	0	0
The school helps my child to have a healthy lifestyle	12	71	4	24	0	0	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)	6	35	7	41	1	6	0	0
The school meets my child's particular needs	7	41	6	35	3	18	0	0
The school deals effectively with unacceptable behaviour	7	41	6	35	1	6	1	6
The school takes account of my suggestions and concerns	8	47	5	29	0	0	1	6
The school is led and managed effectively	7	41	7	41	0	0	1	6
Overall, I am happy with my child's experience at this school	9	53	5	29	1	6	1	6

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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



1 July 2010

Dear Pupils

Inspection of Moresby Primary School, Whitehaven, CA28 8UX

It was a privilege to spend two days with you. You clearly like school and when you have lessons with lots of practical activities you certainly enjoy learning. You have curiosity for the natural world. I remember sharing the excitement of finding an insect on the school field. I agree with you that the school is safe. Your behaviour is excellent almost all of the time and you are polite and friendly and know the importance of living safe and healthy lives.

Your rate of learning in Years 3 to 6 is increasing rapidly and you are starting to do as well as you should in reading. In writing, and some aspects of mathematics, there is still room for some improvement. Attainment has risen and is now broadly average. Those of you who find learning difficult reach better standards than pupils in schools nationally. You benefit from excellent resources for learning about the environment and are rightly proud of your gardening achievements.

All adults in the school are keen to make your lessons interesting while also making sure you do as well as you can in reading, writing and mathematics. These are important areas for you to succeed in if you are to do well in the future. The way you understand how well you are doing in lessons is helping you to learn well and set your own targets for improvement. I feel that there is scope for an even more exciting curriculum which more closely reflects your interests and I have asked the school to work with you to do this.

Even though you all settle in quickly to school life, the Reception class needs better resources for learning indoors and out. I have discussed this with your staff and they will strive to bring this about.

I wish all of you the best for happy and successful time in your school.

Yours sincerely,

Mr David Byrne

Lead inspector

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