

Moore Primary School

Inspection report

Unique Reference Number	110990
Local Authority	Halton
Inspection number	310474
Inspection date	25 September 2008
Reporting inspector	Eileen Mulgrew HMI

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.

Type of school	Primary
School category	Community
Age range of pupils	5–11
Gender of pupils	Mixed
Number on roll	
School (total)	206
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
Appropriate authority	The governing body
Chair	Mrs Janet Gould
Headteacher	Mrs Janet Macdonald
Date of previous school inspection	16 May 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Lindfield Close Moore Warrington Cheshire WA4 6UG
Telephone number	01925 740326
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Age group	5–11
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors.

The inspector evaluated the overall effectiveness of the school and investigated the following issues: the achievement of pupils; the quality of the curriculum; the quality of pupils' personal development and well-being and the leadership and management of the school. Evidence was gathered from the school's self-evaluation, plans for further improvement, nationally published assessment data and the school's own records of progress over time. Discussions were held with staff, pupils, governors and the local authority representative. A significant number of questionnaires were returned by the parents and considered. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

Moore is a slightly smaller than average primary school with the vast majority of pupils from White British heritage. The percentage of pupils eligible for a free school meal is very low. The proportion of pupils with learning difficulties and/or disabilities, including those with a statement of special educational need, is similar to the national figure. Until September 2008 the school housed a resource base for pupils with moderate learning difficulties. This is now a designated assessment base for pupils on the autistic spectrum. Currently it has two pupils on roll. The school has received Basic Skills Quality Mark, National Healthy School Status, Tasty Tuck Award, Activemark and Artsmark Gold.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Moore is a good school with some outstanding features. The headteacher provides excellent leadership to the very enthusiastic and committed staff. Together with a very supportive governing body, they have created a truly inclusive school with a focus on raising standards and promoting the personal development of all pupils. The school enjoys an excellent reputation within the community. The school is popular with parents and is often oversubscribed. Parents are very supportive of the school's work and show an appreciation of the school's strong family atmosphere. The views of most parents are summed up in the comment: 'A brilliant school. It's such a happy, friendly environment and I feel privileged my children attend'.

Excellent care, guidance and support provide the basis for the outstanding development of pupils' personal development and well-being. As a result, pupils feel valued and feel confident that they are treated as individuals with regard to their educational and emotional needs.

Arrangements for starting school are supported and appreciated by parents. Procedures that are in place as pupils move from class to class ensure they feel comfortable and supported.

Planned activities starting in Year 5 result in pupils feeling confident in their transfer to high school. The school takes no chances with the safety of its pupils; relevant required procedures are in place for child protection, safeguarding and health and safety. The attention to the needs of pupils with learning difficulties and/or disabilities is admirable. This includes pupils in the assessment base. Early identification of need and focused support enable pupils with additional needs to make similar rates of progress as their classmates and sometimes better progress than typically expected for those groups nationally.

Very good relationships between pupils, staff, parents and the community result in the great majority of pupils feeling happy, safe and confident that someone will listen to them if they are troubled. Behaviour is excellent. Pupils' spiritual, moral, social and cultural development is excellent. Assemblies give pupils the chance to reflect upon their own and other cultures. Pupils are polite and caring to each other, know right from wrong and have a clear sense of fairness. Pupils have many opportunities to take on responsibilities and understand their role in the smooth running of the school community, for example, as elected school council members, house captains, peer mentors and play leaders. The school is used for a variety of village activities, for example, carol services at the local church and scarecrow workshops for the village celebration give pupils the chance to feel part of the wider community. The school band and choir regularly perform in local events. Pupils have an excellent understanding of the benefits of leading a healthy lifestyle and their efforts have been rewarded with National Healthy School Status. Young Enterprise Day allowed pupils to gain a very good understanding of the world of work, resulting in them knowing the importance of attendance, punctuality and the need to manage a budget. By the time they leave Year 6, pupils have developed into mature, confident and sensible young people. This, together with their good basic skills, ensures that they are extremely well prepared for the next stage in their education and for their later role as citizens in a diverse society.

In this safe and caring environment pupils attain standards that are above average and their achievement is good. Pupils join Year 1 working securely within the early learning goals. Good teaching and attention to personal development result in pupils making good progress over the key stage, so by the end of Year 2, almost all gain the expected level for their age with a significant number reaching the higher levels. By the time they leave in Year 6, standards in English and mathematics overall are above average and in science, well above average. In the

2007 national test results for Year 6 most pupils attained the expected level for their age in English, mathematics and science, with significant numbers reaching the higher levels in mathematics and science. However, in English, some pupils did not gain the higher level of which they were capable. The school responded by taking action to improve writing skills, for example, providing extra lessons to boost performance and by re-designing the curriculum to include more practical activities. Although evidence indicates that these actions are starting to improve performance in writing, there is further scope for raising pupils' achievement in this area, particularly in Key Stage 2. All pupils, including those with learning difficulties and/or disabilities, make good progress.

This good progress is as a result of good teaching and an excellent curriculum. Staff are experienced, enthusiastic and committed. They attend further training to increase their expertise. Teachers' good subject knowledge results in a confident precise style and well planned tasks which meet the needs of most learners. Relationships between pupils and teachers are friendly and warm and expectations of behaviour are high. Pupils respond well by having excellent attitudes, behaviour and enjoyment in their learning. Consequently, pupils maintain well the good start they have in learning before starting school and reach above average standards in their work. Pupils' work is marked regularly. Teachers' comments praise pupils' effort and give them clear advice as to how to improve their work further. Thorough checking on the progress pupils make in their learning leads to relevant targets being set which pupils understand. Teaching assistants support classes effectively, but there is scope for more focused work with groups and individuals.

The excellent curriculum emphasises the skills of literacy, numeracy and information and communication technology. From September 2007, the school introduced a creative curriculum which links different subjects together. As a result, pupils enjoy their learning more, experience more practical activities, have the opportunity to study a topic in depth and work independently. The rich curriculum allows pupils to gain knowledge of and respect for other cultures. The school has a strong relationship with a school in Kenya. Pupils raised money to purchase classrooms there, and consequently the schools were officially twinned. Pupils in Year 6 exchange letters. As one pupil explained 'It's our school in a different country with different children who are just like us'. Pupils from Year 2 to Year 6 enjoy learning Spanish, German and French. Enrichment activities include the use of the local environment to study geography and science, and visitors including parents help to bring certain events to life. The annual residential trips for Years 4, 5 and 6 to Burwardsley, Foxhowl and Derbyshire greatly contribute to pupils' enjoyment of learning. Many pupils take part in a very wide range of activities after school, for example, the choir, tennis and football. Consequently, many pupils feel motivated to join clubs in the local area.

Leadership and management, including governance, are good. The experienced headteacher's excellent leadership provides a clear purpose, direction and enthusiasm for the development of the school. Together with an effective leadership team she has developed a school culture in which all contributions are valued. Through highly accurate self-evaluation staff and governors know exactly what the school is doing well and where it could do better. For example, it has correctly identified that writing could be improved and has already taken some steps to tackle this issue. However, there is still some way to go and the school is determined to raise standards in this aspect of its work.

The governing body fulfils its statutory duties well and has successfully led developments to improve the school site and provide an outdoor classroom for the youngest children. Governors are actively involved in all major developments and monitor the effect of their decisions during

Governor Week and through the many visits they make to school. Individual governors effectively contribute valuable expertise and have a good understanding of the day-to-day running of the school. There is no complacency and the school has a good capacity for further improvement.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Provision in the Early Years Foundation Stage (EYFS) is good. Children join from a variety of pre-school settings with skills that are broadly similar to children of this age group. However, their emotional development, letters and sounds and knowledge and understanding of the world are slightly weaker than typically expected. Together with an emphasis on developing independent skills, staff give prominence to supporting children in recognising sounds and letters and to developing their confidence as writers. So, by the time they enter Key Stage 1, the vast majority of pupils are working securely at levels expected for their age with a few slightly higher. The promotion of children's welfare overall is outstanding. The good arrangements for starting school reassure parents that their children will be safe and well looked after. Staff work as a team to check on children's progress and plan exciting activities that meet their needs. Children have chances to follow their own curiosity; for example, a group of children were happily describing the properties of cornflour mixed with water as they traced letters in the mixture.

Due to the re-designation of the resource base the school has organised the EYFS unit to incorporate the assessment base. In this way, the needs of pupils with specific learning difficulties and/or disabilities are fully met. The school's response to ensuring staff are suitably trained and resources are appropriate for this new unit is admirable. The outdoor area is relatively new and the school is starting to use it more extensively for all aspects of children's learning.

What the school should do to improve further

- Improve standards and achievement in writing across Key Stage 2.

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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?	2
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?	1
The capacity to make any necessary improvements	2

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?	1
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

¹Grade 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

How good are the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	1
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

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	2
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	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	2
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

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

I thoroughly enjoyed my visit to your school when I came to see how well you are learning. You all looked very smart in your uniform. You made me feel very welcome with your warm smiles that greeted me in assembly. It was lovely to hear your super singing; I could tell how much you enjoy it.

I enjoyed meeting and talking with you and hearing all about the exciting activities you do in school. Your parents are very pleased with your school and are happy for you to go there. Please thank your parents for completing the questionnaires.

Everyone works together to give you a good start to your education. It really is a 'family' school.

Your school is a good one with some outstanding features. These are the things I found best about your school.

- You have an excellent headteacher who has lots of exciting ideas.
- All the adults look after you exceptionally well.
- You are polite, friendly and very well behaved.
- You have lots of fun.
- In lessons you show how much you want to learn.
- You learn so much about the world and enjoy the contact you have with Moore school in Kenya.

I have asked your teachers to make sure that those of you in Key Stage 2 get even better at your writing. I know you will help by telling your teachers the sorts of things you want to write about.

I hope you continue to enjoy your learning at Moore.