

# Moor Row Community Primary School

Moor Row, Cumbria CA24 3JW

## Inspection dates

31 October–1 November 2018

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- Since her recent appointment, the executive headteacher has worked with drive and passion to transform the quality of education at the school. She is very well supported by the senior teacher, governors and staff. Staff morale is high.
- This is an inclusive and welcoming school. The school's values of respect, hopes and aspirations, tolerance, unity, responsibility and honesty lie at the core of the school's work.
- Pupils, including those with special educational needs and/or disabilities (SEND) and disadvantaged pupils, make good progress across the curriculum. However, some of the most able pupils are not challenged consistently to reach the higher standards.
- Leaders are taking determined action to improve teaching and pupils' outcomes in writing. Standards in this subject are improving to be more in line with those seen in reading and mathematics.
- The quality of teaching and learning is good. Teachers have high expectations of their pupils. Teaching assistants provide effective support.
- Pupils' spiritual, moral, social and cultural development is strong.
- Pupils enjoy coming to school. Pupils' attendance has improved and is in line with the national average.
- The school is calm and orderly. Pupils behave well in lessons and around the school. They are respectful and polite to others.
- Parents and carers are delighted with the improvements in the school's work. Many say that the school is well led.
- Governors know the school well. They challenge and support leaders effectively.
- Pupils are safe and well cared for. There is a strong culture of safeguarding in the school.
- The provision in early years has improved. As a result, children get off to a good start. They are well prepared for Year 1.
- The curriculum successfully builds pupils' knowledge, skills and understanding. Pupils enjoy a wealth of artistic, creative and sporting activities, which contributes to their health and well-being.
- Some middle leaders are new to post. They are at the early stages of developing their skills in checking and improving their subject areas.

## **Full report**

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

- Improve leadership and management, by further developing middle leaders' skills in checking and improving their subject areas, so that pupils continue to achieve well.
- Embed changes to the teaching of writing, so that pupils' progress continues to improve.
- Improve pupils' outcomes further, by ensuring that the most able pupils are challenged consistently to achieve the higher standards.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- Since her appointment in April 2018, the executive headteacher has quickly established herself and won the trust and confidence of staff, parents and pupils. She has wasted no time in driving forward improvements in teaching and learning, behaviour and in the early years provision.
- The executive headteacher is determined to ensure that children and pupils have the very best opportunities to succeed. Her high expectations are shared by staff and governors. She is very well supported by the newly appointed senior teacher. Leaders have worked very effectively to create a caring and inclusive school where pupils make good progress from their different starting points.
- Staff morale has improved. It is high. All members of staff who responded to the Ofsted questionnaire said that they are proud to work at the school and feel well supported by leaders. A typical comment was, 'The headteacher helps us to make a difference.'
- The executive headteacher shares her time between Moor Row Community Primary School and Orgill Primary School. She has developed beneficial links across both schools that enable teachers to learn from each other and to check the accuracy of assessment information.
- Leaders have an accurate view of the school's strengths and weaknesses and use this knowledge well to inform future plans for improvement. They ensure that regular checks are made on the quality of teaching. Coaching is provided by senior leaders to help teachers improve.
- Some of the middle leaders are new to their posts. They bring energy and enthusiasm to the school, but some are at the early stages of developing their skills in checking and improving their subject areas. However, middle leaders are being well supported by senior leaders in developing their roles and skills in these aspects of their role.
- Pupil premium funding is used effectively. Leaders and staff have a good awareness of the barriers that disadvantaged pupils face and ensure that these pupils receive timely and helpful support. As a result, disadvantaged pupils make good progress.
- On her arrival, the executive headteacher reviewed the curriculum and introduced new schemes of work that support pupils' academic and personal development well. Curriculum plans now allow for the progression of pupils' knowledge and skills across all subjects.
- Pupils' learning opportunities are enhanced by trips to museums and outdoor areas. They relish the wide range of extra-curricular activities, such as basketball, hockey and swimming. Other opportunities include dance and drama, which build pupils' confidence and self-esteem.
- Leaders use the physical education (PE) and sport funding effectively to improve teachers' skills in teaching PE. Pupils now have many opportunities to represent the school, such as in local bowling and gymnastics competitions.
- Pupils' spiritual, moral, social and cultural development is strong. It is promoted well

through an emphasis on seven core values of 'respect, hopes and aspirations, tolerance, unity, responsibility and honesty'. Leaders provide a range of opportunities for pupils to learn about different faiths through the curriculum and visits to places of religious practice, such as a Buddhist temple.

- Leaders use additional funding effectively to support pupils with SEND. As a result, these pupils make strong progress.
- Parents have confidence in the leadership of the school. Many of those who spoke to the inspector were highly supportive of recent developments. One parent commented, 'The school has introduced a new reading and writing programme which my children love, and they are making excellent progress.'
- Leaders welcome the support and challenge that they receive from the local authority.

### **Governance of the school**

- The governing body has recently experienced changes in membership. New members bring a wide range of experience and skills to their roles. Governors are passionate about the school, and want the best pastorally and academically for the pupils.
- Governors support the executive headteacher well in her efforts to improve pupils' academic standards. A review of minutes of meetings confirmed that governors challenge leaders effectively. Governors make regular visits to check on the work of leaders. For example, they ensure that pupil premium funding makes a positive difference to the outcomes and experiences of disadvantaged pupils. Governors have a clear understanding of the school's strengths and weaknesses.

### **Safeguarding**

- The arrangements for safeguarding are effective.
- There is a strong culture of safeguarding in the school. Since her arrival, the executive headteacher has improved safeguarding procedures and the security of the site. Leaders ensure that all appropriate checks on adults are made before they start to work at the school. Records are comprehensive and thorough. Governors regularly check the single central record to ensure that it meets requirements.
- Leaders keep detailed records of safeguarding training. Staff are aware of the signs of abuse and know what to do if they have any concerns. Leaders act upon these quickly and make timely referrals to external agencies when appropriate.
- Pupils say that they feel safe in the school. The overwhelming majority of parents who responded to Parent View, Ofsted's online survey, said that their children feel safe and are well looked after.

### **Quality of teaching, learning and assessment**

**Good**

- The quality of teaching and learning has improved considerably since the last inspection and is now good. Teachers follow a well-planned programme of study for all subjects. This ensures a more consistent approach to teaching. As a result, pupils make good gains in their knowledge, understanding and skills across a range of subjects.

- Teachers have high expectations of all pupils. They demonstrate good subject knowledge and use questioning skilfully to probe pupils' understanding. Teachers benefit from accessing good-quality professional development that enhances their knowledge and skills.
- Most teachers set work that is matched well to pupils' learning needs. However, the work set for the most able does not always challenge them enough.
- The teaching of writing is improving strongly. Recent changes to the way in which writing is taught are having a positive impact on pupils' progress. Teachers encourage pupils to use appropriate vocabulary and to spell accurately and pupils appreciate having the chance to edit their own work. Pupils have more opportunities to write at length across the curriculum. For example, pupils' written work to remember people in the local community who died during combat in the First World War is displayed around the school.
- In mathematics lessons, teachers provide opportunities for pupils to use and apply their mathematical skills and fluency in problem-solving and reasoning activities. Pupils' mathematics books now show good progress.
- Phonics is taught well and supports pupils to become successful readers. Pupils say that they enjoy reading. Leaders have introduced new, high-quality resources to boost pupils' reading and comprehension skills.
- Teaching assistants provide a range of effective support, such as skilful modelling of phonics in small-group teaching or individual support for pupils. As a result, pupils with SEND make good progress from their different starting points.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are polite and welcoming. They show respect and care for each other.
- In lessons, most pupils show positive attitudes to learning.
- Pupils feel safe and are very positive about the school. A typical comment from pupils was, 'Teachers are kind and make learning fun. I get to see all my friends and help them if they get stuck.'
- Leaders have developed an effective personal, social, health and education programme that supports pupils' emotional and mental health. Pupils develop a strong understanding of diversity, respect and tolerance.
- Pupils have a good understanding of the different types of bullying, including the risks of using the internet. They said that bullying is rare in the school and, if it does occur, is dealt with well by the adults. School records show that there have been no instances of bullying over time.
- Pupils are developing their leadership skills in various roles. For example, members of the school council work hard to raise money for local charities.

## Behaviour

- The behaviour of pupils is good.
- Leaders have introduced a new behaviour policy which emphasises rights and responsibilities. This has helped to raise expectations of pupils' behaviour.
- Pupils said that behaviour in the school has improved since the appointment of the executive headteacher. Parents and staff agree. Almost every parent who responded to Parent View said that behaviour is good and that their children are happy at school.
- The school is calm and orderly. Pupils behave well during lessons and break times.
- Attendance has improved and is now in line with the national average. Leaders use rewards to celebrate the good attendance of individual pupils. Persistent absence is falling. Leaders and the family support worker liaise closely with families to address issues that may prevent pupils from attending school.

## Outcomes for pupils

**Good**

- Pupils' achievement has improved since the previous inspection. Inspection evidence shows that current pupils are making good progress in a wide range of subjects.
- Pupils' attainment in reading, writing and mathematics at the end of key stage 1 has been above the national average over recent years. The unvalidated overall progress scores for reading, writing and mathematics at the end of key stage 2 in 2018 are broadly average.
- Outcomes in reading have improved greatly. Pupils make good progress in this subject. The proportion of pupils meeting the expected standard in the national Year 1 phonics screening check was above the national average in 2016, 2017 and 2018. A strong focus on reading has led to pupils reading more widely and often, both in school and at home. Provisional results for 2018 show that the proportion of pupils achieving the expected standard in reading at the end of key stage 2 increased significantly.
- Pupils achieve well in mathematics. The work seen in books shows that pupils are increasingly proficient in using number. The proportion of pupils achieving the expected standard in mathematics at the end of key stage 2 was above the national average over the past two years. This positive trend continued in 2018.
- Leaders are working relentlessly to improve standards in writing. Nonetheless, pupils' outcomes in this subject are not as strong as they are for reading and writing. The proportion of pupils who attained the expected standard in writing at the end of key stage 2 in 2017 and 2018 was slightly below the national average. Recently introduced strategies include a focus on developing pupils' grammar and punctuation. A review of current assessment information and scrutiny of pupils' work indicate that pupils' progress in writing is improving strongly.
- The proportion of pupils working at greater depth or achieving the higher standard in reading, writing and mathematics is improving over time. However, some of the most able pupils do not consistently achieve the standards of which they are capable because the work they receive does not offer consistent challenge.
- Leaders closely monitor the progress of the small number of disadvantaged pupils in

the school. They use pupil premium funding wisely to ensure that these pupils receive high-quality support. As a result, disadvantaged pupils make good progress from their differing starting points when compared with other pupils nationally.

- Pupils with SEND make good progress over time from their starting points. This is because teachers and teaching assistants know the needs of these pupils and help them to learn well.
- Pupils' work shows that progress is continuing to improve in science. Pupils develop their scientific knowledge and skills well.
- Pupils achieve well across a range of subjects. They are becoming creative and imaginative artists and designers.

### Early years provision

**Good**

- Over time, different cohorts of children enter the Nursery and Reception class with different levels of skills and knowledge, ranging from below to broadly typical for their age. Children make consistently good progress regardless of where they start. The majority of children achieve a good level of development by the time they leave early years. Consequently, they are well equipped for their move into Year 1.
- The executive headteacher has worked closely with the early years leader to improve the quality of provision. They have an accurate understanding of the strengths and areas for further development in this area of the school. The early years classroom was recently relocated to a different part of the school and is attractive and well resourced. The outdoor area has also been improved and provides a range of opportunities for children to explore and develop their learning, especially their physical skills.
- Teaching in early years is good. Leaders have improved the assessment and checking of children's learning to ensure that children make progress towards their early learning goals. Teachers plan a range of interesting opportunities that enable children to learn well. Children can access a range of resources without adult help.
- Phonics is taught effectively. During the inspection, children were able to form letters accurately from the sounds represented by different letters. There were lots of opportunities for children to sing, which captured their interest and imagination.
- Leaders ensure that effective safeguarding procedures are in place and that welfare requirements are met.
- Behaviour in early years is good. Children are happy and enjoy learning. They settle well into routines and play well together. Children respond quickly to adults' instructions.
- Leaders are increasingly proactive in involving parents in their children's education. For example, staff undertake workshops to inform parents about approaches to reading and phonics.

## School details

Unique reference number	112161
Local authority	Cumbria
Inspection number	10046395

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 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	68
Appropriate authority	The governing body
Chair	Anita Bone
Executive Headteacher	Julie Irving
Telephone number	01946 810620
Website	<a href="http://www.moor-row.cumbria.sch.uk">www.moor-row.cumbria.sch.uk</a>
Email address	<a href="mailto:headteacher@moor-row.cumbria.sch.uk">headteacher@moor-row.cumbria.sch.uk</a>
Date of previous inspection	14–15 June 2016

## Information about this school

- Moor Row Community Primary School is smaller than the average primary school and has four mixed-age classes. Nursery-aged children and the Reception class are taught together.
- The proportion of pupils known to be eligible for support through the pupil premium is much lower than the national average.
- The proportion of pupils from minority ethnic groups is much lower than the national average, as is the proportion of pupils who speak English as an additional language.
- The proportion of pupils who receive support in school for SEND is below the national average. The proportion of pupils who have an education, health and care plan is broadly average.
- A breakfast club is provided by the school.



## Information about this inspection

- The inspector held meetings with the executive headteacher, senior teacher, middle leaders, teachers and support staff. He also met with members of the governing body, including the chair of governors, and a representative of the local authority.
- The inspector observed teaching, learning and assessment in all classes. Some of the observations were conducted jointly with the executive headteacher.
- The inspector looked at pupils' written work in subjects across the curriculum to evaluate pupils' learning over time.
- The inspector observed pupils' conduct during break- and lunchtimes.
- The inspector met with a group of pupils formally and spoke with many more pupils informally, and he heard pupils read.
- The inspector spoke with parents in the playground before school. He also took account of the 28 responses to the online Parent View questionnaire and 16 free-text comments made by parents. He also considered the eight responses to the staff questionnaire.
- The inspector scrutinised a wide range of documentation, including records relating to pupils' behaviour and attendance, safeguarding information, minutes of governing body meetings, information on the progress made by pupils, training arrangements for teachers and other staff, the school's checks on the quality of teaching, external reviews by the local authority, and the school's self-evaluation and improvement plan.

## Inspection team

Ahmed Marikar, lead inspector

Her Majesty's Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/publications/complaints-about-ofsted](http://www.gov.uk/government/publications/complaints-about-ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. [www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings](http://www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings).

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.gov.uk/ofsted](http://www.gov.uk/ofsted).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2018