

# Wrightington Mossy Lea Primary School

Inspection report

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<b>Unique Reference Number</b>	119225
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	379757
<b>Inspection dates</b>	16–17 January 2012
<b>Lead inspector</b>	Clare Henderson

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>	53
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Helen Green
<b>Headteacher</b>	Anne Mains
<b>Date of previous school inspection</b>	18 January 2007
<b>School address</b>	Mossy Lea Road Wrightington Wigan WN6 9RN
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## Introduction

Inspection team

Clare Henderson

Additional inspector

This inspection was carried out with two days' notice. The inspector observed nine lessons taught by four teachers and three teaching assistants, listened to individual pupils reading in Years 2 and 4 and scrutinised pupils' work. She held meetings with members of the governing body, parents and carers, staff and groups of pupils. The inspector observed the school's work, looked at documents relating to safeguarding, pupils' progress and attainment and the way in which the school evaluates its own performance. There were no responses to the on-line questionnaire (Parent View) to consider when planning the inspection. The inspector scrutinised the questionnaires completed by staff and pupils and analysed the 20 from parents and carers.

## Information about the school

This school is smaller than the average-sized primary school. The proportion of pupils known to be eligible for free school meals is average. An above-average proportion of pupils have special educational needs or are pupils with disabilities. All pupils are from White British backgrounds. A few children travel a considerable distance to the school. Mobility is above average and around 19% of pupils join the school after the end of the Reception Year. Government floor standards have been exceeded for the past three years. The school has gained Investors in People, Healthy Schools status, the Lancashire Race Equality Mark, Activemark, Eco School, International School and Green Partnership awards. It is in a formal collaboration with another small primary school. The deputy headteacher manages the school for two and a half days each week, while the headteacher is executive headteacher of the collaborated school. The school runs breakfast- and after-school clubs which were considered during this inspection.

**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

<b>Overall Effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>1</b>
<b>Leadership and management</b>	<b>2</b>

## Key Findings

- The overall effectiveness of this school is good. It is exceptionally welcoming and its outstanding pastoral care enables all pupils to flourish in their personal development. Parents and carers who responded to the questionnaire and those who talked to the inspector agree with this view overwhelmingly.
- Achievement is good. All groups of pupils make good progress given their starting points in reading, writing and mathematics. When they leave in Year 6, their attainment in English and mathematics is above average.
- Pupils at the end of Year 2 attain broadly average standards in reading. This is as a result of the priority given in the Early Years Foundation Stage and Years 1 and 2 to developing pupils' understanding of letter names and their corresponding sounds.
- Pupils' behaviour is outstanding. Meticulous safeguarding procedures are central to all the school does and contribute very effectively to pupils feeling extremely safe in school.
- The quality of teaching is good. Pupils' learning is enriched very well within the good curriculum. This is because sports, music and creative arts are given a high profile. However, tasks in all lessons do not always match pupils' abilities and enable them to achieve their full potential in English.
- Leadership and management are good. The school is led and managed very effectively by the headteacher. Middle leaders and members of the governing body do not have enough involvement in monitoring and evaluating the quality of teaching and learning.
- Pupils' spiritual, moral, social and cultural development is outstanding as they learn to value and respect each other. They have a clear understanding of right and wrong actions and are provided with an exceptional range of opportunities to learn about and meet pupils from a wide range of religious and cultural backgrounds.

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

- Raise pupils' achievement in English and mathematics to outstanding in all year groups by:
  - ensuring tasks in all lessons consistently match pupils' abilities and enable them to achieve their full potential
  - developing further the leadership role of middle leaders and members of the governing body in monitoring and evaluating the quality of teaching and learning.

## Main Report

### Achievement of pupils

In all the lessons seen during the inspection, pupils were enthusiastic and displayed a very positive attitude to learning. Pupils were very keen to join in discussions and activities, particularly when learning had a creative, reasoning or practical focus. At these times, they were fully absorbed and their learning was accelerated at a good and occasionally outstanding pace. In a Key Stage 2 history lesson, for example, pupils learnt at a good rate when they were challenged to use thinking and reasoning skills to research information relating to space exploration.

Most pupils begin school with skills levels which are generally below age-related expectations. Outstanding links with parents and carers enable children in the Early Years Foundation Stage and those joining the school during the school year to settle happily, enjoy school and benefit from good-quality teaching and the before- and after-school clubs. In the Early Years Foundation Stage, priority is given to extending children's personal, social and emotional development and their understanding of letter names and sounds, while providing them a good range of opportunities to follow their own interests in learning through play. A high focus on developing pupils' reading skills continues effectively through Years 1 and 2 in a well-structured way. During Years 1 and 2, pupils build effectively on the good learning they experience in the Early Years Foundation Stage in all areas of learning. Consequently, all pupils in Years 1 and 2 make good progress. By the end of Year 2, pupils' attainment in reading is broadly average.

Pupils currently in Years 3 to 6 make good progress in reading and writing and outstanding progress in mathematics. Lesson observations and a scrutiny of pupils' work carried out during the inspection show attainment in reading and writing are above average by the end of Year 6. Although progress is good throughout the school, opportunities for pupils to make outstanding progress in all year groups are missed because tasks in all lessons do not always match pupils' abilities. Pupils with special educational needs and pupils with disabilities are provided with excellent care and attention by the talented team of teachers and teaching assistants. Individual learning programmes and constant review of their learning needs narrow the gaps in learning successfully and enable them to make the same good progress as others in the school. This ensures that progress in learning is good for all groups of pupils. Parents and carers agree overwhelmingly with the findings of the inspection and are pleased with their children's achievement.

## Quality of teaching

In the best lessons, teachers show a sharp awareness of pupils' learning by reviewing their learning and understanding in lessons to check and, if required, redirect learning. As a result, in such lessons, progress is outstanding. However, this was not evident in all lessons observed. The use of assessment strategies, such as pupils working with partners to research information or evaluate strengths in each other's work, and teachers' good subject knowledge are strong features of all teaching. The quality of teaching is good rather than outstanding because, although the work teachers plan in lessons is challenging, tasks do not always match pupils' abilities and, at these times, pupils say work is either too easy or too hard for them to achieve as well as they could. The support pupils with special educational needs and pupils with disabilities receive from skilled learning support assistants is very effective in enabling them to make good progress in learning. High expectations of how pupils should behave and learn and some well-developed cross-curricular links are strengths in the curriculum provided. For instance, pupils were highly motivated to learn in a Key Stage 2 science lesson, when they used English skills of speaking, listening and discussion well to investigate the properties of rocks. Teachers ensure marking informs pupils accurately how to improve their work. Although the headteacher monitors the quality of teaching and learning closely, this role is not shared fully with middle leaders or members of the governing body.

Strong links with schools in France, Jordan and Gambia, as well as in this country, enable pupils to reflect in history and geography lessons on cultural differences and to act on their findings by, for instance, providing pupils less fortunate than themselves with information, communication and technology (ICT) equipment. Pupils' spiritual, moral, social and cultural development is accelerated well through thought-provoking assemblies and art and music lessons. Pupils are taught about others and the world around them and, together with their above-average attainment, this means that they are well prepared for the next stage in their education. All the parents and carers who spoke to the inspector and those who responded to the inspection questionnaires are very pleased with the quality of teaching the school provides and their views are justified.

## Behaviour and safety of pupils

Pupils make an exceptional contribution to a safe, positive learning environment. Their behaviour, as seen in class and around the school during the inspection and from records held by the school, is outstanding. Parents and carers spoken to and those who responded to the inspection questionnaire and all pupils agree and are highly positive about behaviour and safety. 'We all look after each other in Mossy Lea' is a comment typical of the pupils' views. In lessons, pupils respond very enthusiastically to learning, enabling lessons to proceed without interruptions. Pupils show very high levels of courtesy, collaboration and cooperation in and out of lessons. For instance, they have worked closely together to develop their garden area and talk enthusiastically about the vegetables they have produced for the benefit of the whole school community. Pupils have a clear understanding of the need to lead a safe lifestyle. This is reflected in the way they explain their understanding of possibly unsafe situations, such as on the road. Pupils take their roles and responsibilities very seriously for example, older pupils care for the younger ones at playtime and during lunch breaks, helping them to develop their confidence and to learn the skill of cooperation.

Pupils feel adults listen to them and respond positively to their ideas. They say they feel very safe in school and that incidents of bullying 'do not happen here'. Records seen confirm that pupils adhere fully to the high expectations and consistent approach all staff have to acceptable behaviour. Pupils are very clear about what constitutes bullying, racism and cyber bullying because, as they comment, 'Teachers tell us in lessons how to stay safe when using the Internet' and 'They teach us respect and tolerance for the religious and cultural beliefs of others'. They say also any bullying or concerns they may have are quickly sorted out by all adults. Pupils demonstrate both exceptional understanding of other cultures and tolerance of differences, contributing to their outstanding behaviour and safety. They say they feel extremely happy and secure in school and this is reflected in their above-average levels of attendance and contributes significantly to their enjoyment of school.

## **Leadership and management**

The school is led very effectively by the headteacher. Self-evaluation is accurate and extremely well presented; consequently, the school knows its strengths and weaknesses well and has successfully consolidated pupils' good achievement since the last inspection. The governing body is very supportive of the school. It ensures that all safeguarding requirements are met and that pupils' safety has high profile in all of the school's work. The governing body possesses relevant expertise to support the school's work and to evaluate its effectiveness. There is shared drive and ambition to seek constant further improvement, as seen for instance in the completion of the school hall, the formal collaboration with another small school, and the provision of good opportunities for the professional development of staff. However, middle leaders and members of the governing body are not involved fully in monitoring the quality of teaching and learning in order to support improvement. Consequently, the school's capacity to improve is good, rather than outstanding.

The curriculum is good. It provides pupils with an excellent range of opportunities for them to achieve their full potential in their personal development and good opportunities academically. Spiritual, moral, social and cultural development is outstanding because these aspects are interwoven exceptionally well in all the subjects pupils study. Pupils learn to care for, respect and reflect about beliefs and values and they respond positively to the wide range of cultural opportunities provided by the school. Discrimination, racist behaviour or harassment of any form are not tolerated and the ethos established in the school, that every child matters, promotes equality for all well. This is evident in the many aspects of support for different groups of pupils; for instance, in narrowing the gap in attainment for those with special educational needs and pupils with disabilities. Parents and carers say how pleased they are with the school and how welcome they are made to feel. The school grasps every opportunity through regular information meetings and use of the highly effective web-site to respond to their views.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.



## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



18 January 2012

Dear Pupils

**Inspection of Wrightington Mossy Lea Primary School, Wigan, WN6 9RN**

Thank you for talking to me and helping me when I inspected your school. I was extremely impressed by how each one of you settles into school quickly and is eager to do as well as you can. I enjoyed thoroughly talking to some of you, hearing some of you read, listening to you sing so enthusiastically and tunefully in assembly and seeing how much you enjoy your lessons, playtime and lunchtime with your friends. In your questionnaire responses, the overwhelming majority of you said you are very happy with all aspects of school life.

You go to a good school. You are taught well and receive excellent care and support in all classes and from all staff. You make good progress in lessons and your behaviour, in lessons and around the school, is excellent. I was very impressed with your responsible attitudes and the way you consider each other's feelings so well.

You enjoy the many interesting activities arranged for you thoroughly, especially in the after-school clubs. Your headteacher and all the school's leaders are determined to improve your school so that you all do as well as you possibly can. To do this, I have asked them to make sure that tasks in lessons always match your abilities. I have also asked that staff and members of the governing body are involved in reviewing the quality of the teaching you receive. I hope you will play your part by continuing to work hard and to do your best to make your school even better.

Yours sincerely

Clare Henderson  
Lead inspector

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