

Mossley Primary School

Inspection report

Unique Reference Number	130304
Local Authority	Walsall
Inspection number	360125
Inspection dates	25–26 January 2011
Reporting inspector	Mary Davis

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	236
Appropriate authority	The governing body
Chair	Gobinder Saini
Headteacher	Karen Hammond
Date of previous school inspection	10 October 2007
School address	Tintern Crescent Walsall WS3 2SQ
Telephone number	01922 710357
Fax number	01922 493306
Email address	khammond@mossley.walsall.sch.uk

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M2 7LA

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Introduction

This inspection was carried out by three additional inspectors. They observed 20 lessons and all 11 teachers. Inspectors held meetings with groups of pupils, members of the governing body, staff, and groups of parents. They observed the school's work and looked at policies; development planning; data related to the tracking of pupils' progress; senior leaders' monitoring of teaching and learning; safeguarding documents; minutes of the governing body; pupils' work; and, 44 questionnaires from parents and carers, together with those from pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- It looked at how successful leaders, at all levels, are in monitoring and evaluating the quality of teaching and its impact on learning.
- It looked at how consistently assessment is used to support learning and how well pupils understand how to reach their targets.
- It looked at how well the school promotes community cohesion and what impact this is having on pupils' understanding of life in a multicultural society. It looked at how well the school promotes community cohesion and what impact this is having on pupils' understanding of life in a multicultural society.

Information about the school

Mossley Primary School is an average-sized school serving the area of Bloxwich. Overall, 8% of pupils are from minority ethnic backgrounds and there are no pupils who speak English as a second language. The proportion of pupils with special educational needs and/or disabilities is below average. The proportion of pupils known to be eligible for free school meals is three times the national average at over 50%.

The Early Years Foundation Stage is made up of a Nursery and a Reception class. The school has the Basic Skills Quality Mark, Activemark, International School award and has Healthy School status.

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

Mossley Primary is a satisfactory school. The care, guidance and support it provides are outstanding. Pupils enjoy coming to school. 'A fantastic school' and 'I wouldn't send my children to any other school' are typical of comments made by parents. Parents value the high quality of care that their children receive and particularly the work that the school does to support those who enter the school with speech and language difficulties. Pupils say that the school keeps them safe and are confident that there is always someone who will help them. They are welcoming and polite to visitors and speak with pride about their school. They particularly enjoy taking roles of responsibility and show care and consideration for each other and the adults around them.

Although attainment is broadly average, there has been a pattern of improvement, particularly in mathematics. Pupils enjoy their lessons and make satisfactory progress overall. Progress is not yet good because there is inconsistency in the way that teachers use assessment information to plan for pupils' wide-ranging needs. As a result, those of highest ability particularly are not always challenged sufficiently. Some teachers miss opportunities to move pupils on quickly in lessons once they can do something. Although pupils generally know their targets, the marking of their work does not always provide clear information about their current level of attainment or what they have to do to reach these targets.

The good curriculum is planned to ensure that pupils gain a broad and rich experience, inspiring curiosity, raising aspirations and instilling self-confidence. The excellent range of enrichment activities include regular trips and visits, for example to art galleries, opportunities to sing in a world-famous concert hall or take part in an eco competition against other local schools. The partnership with a school in Senegal enables pupils to gain first-hand experience of children in other countries by sending and receiving DVDs and e-mails, sharing experiences of everyday life and enabling pupils to practise their French. The school works hard to ensure that pupils build a good understanding and respect for different beliefs and cultures, ensuring their good spiritual, moral, social and cultural development.

The caring ethos of the school is evident and is at the centre of all the school's work. The support for pupils with special educational needs and/or disabilities is particularly effective and, as a result, this group make good progress. Those for whom circumstances make them vulnerable are extremely well cared for, involving a wide range of external agencies. This support extends to families and, as a result, parents are increasingly engaging with the school and volunteering their help. Although attendance overall is average, the school has worked to ensure that the number of persistent absentees is consistently very low. As a result of effective support and management, pupils behave well.

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◆ Leaders are passionate about driving improvement for the children in their care and are fully focused on promoting their personal well-being and seeking ways to broaden their experience. Leaders at all levels are fully involved in monitoring and evaluating the work of the school and, as such, the quality of self-evaluation is good. Leaders are now focused more on developing the learning and progress of the most able, but there is still more to do. They have a good understanding of the school's strengths and weaknesses. Many aspects of its work show considerable improvement since the last inspection. For example, the curriculum, care, guidance and support and aspects of pupils' well-being show significant improvement. Pupils' spiritual, moral, social and cultural development is now good. Achievement is also improving. Based on the impact of their work so far, leaders show a good capacity to maintain these improvements.

What does the school need to do to improve further?

- Raise achievement and accelerate rates of progress by:
 - improving the quality of teaching and learning so that the vast majority is good or better by July 2011
 - using assessment information consistently well to plan lessons that meet the individual needs of pupils, particularly to stretch those of highest ability
 - embedding the use of assessment in lessons and improving the consistency of good quality marking, so that pupils know exactly how well they are doing and what they need to do to reach the next level.
- Strengthen the rigour of monitoring and evaluation of teaching, learning and curriculum provision for the most able pupils.

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

When they start in the Early Years Foundation Stage, children's skills and experiences are generally well below most children of their age, particularly in communication and language skills. They make good progress during this key stage and enter Year 1 with broadly average attainment in most areas of learning. From this point, pupils make satisfactory progress so that by the end of Key Stage 2 in 2010, attainment is average overall. Pupils do slightly better in English than mathematics. Following the previous inspection, there was a strong focus on raising attainment in mathematics and, as a result, there has been a steady pattern of improvement. ◆

Pupils across the school read well and boys and girls show an enthusiasm for reading and using the library bus that visits once a week. Pupils are enthusiastic when answering questions and keen to show what they know. In the lessons seen, they particularly enjoy opportunities for active learning provided in international curriculum sessions, for example dressing up in Victorian clothes and investigating artefacts from the era.

The support for pupils with special educational needs and/or disabilities, particularly that which promotes their communication and literacy skills, enables them to make good progress. Parents say they value how much their children's self-confidence is improving and inspectors confirm that this group show good levels of independence.

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Pupils are keen to use signing to support those with speech difficulties and older pupils support younger ones as play leaders and house captains, who act as playground buddies. They are thoughtful and considerate, behaving impeccably when a teacher was unable to speak due to laryngitis. Pupils enjoy the wide variety of sporting activities, including regular swimming lessons, and they appreciate the healthy diet provided in the school canteen. They can explain what constitutes an unsafe situation. The school council members take their responsibilities seriously as evident in the way that they have contributed to the provision of a bicycle shed to support those who enjoy cycling to school.

◆ The school places a high priority on ensuring pupils' future economic well-being by raising aspirations and expectations. As a result, pupils have a good understanding of the world of work and careers and are able to gain experience of handling money by running the school's healthy tuck shop and learning how to save money using 'squirrel money boxes' and bank books. Their developing basic skills in literacy, numeracy and information and communication technology and, in particular, their confident personal skills support their future steps.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	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
The extent to which pupils feel safe	2
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

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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How effective is the provision?

Warm relationships between teachers and pupils are evident in lessons. Pupils respond quickly to instructions and the consistent behaviour management strategies that are used across the school. Resources, including new technology, are used well to enhance learning. Pupils are frequently enabled to rehearse their ideas by talking in pairs before reporting back to the class, and teachers generally use questioning well to probe understanding. Some, however, miss opportunities to challenge the most able pupils by expecting more detailed answers. Sometimes teachers do not make it sufficiently clear to pupils what they are meant to be learning. They are also then unsure what the teacher is looking for, so are unable to assess their own work independently. Where teachers explain the intended learning clearly pupils understand what they need to do to achieve a 'three star' award and work keenly to improve.

The International Primary Curriculum is used well to provide a balanced provision and supports community cohesion. Good links have been developed with other countries to broaden the experience and knowledge of pupils. French is taught across the school and the focus on the arts is strong. The quality of art display around the school provides stimulation and inspiration. Extended services are used well and the provision for music and swimming is a key strength of the curriculum, as are the well-attended extra-curricular activities from cookery to needlework and gardening. Extra support for those with low levels of literacy are particularly effective and pupils enjoy learning through fun activities and are able to develop confidence. The new and innovative scheme of work in mathematics is beginning to have a very positive impact on pupils' achievement, although it has not yet been fully embedded across the school.

❖ The excellent care, guidance and support provided ensure that the care of those facing challenging circumstances is deeply embedded at all levels. Pupils are well known as individuals and support is extended to their families. The school works closely with the police, and other external agencies, to ensure pupils' safety and well-being. This extends to support provided as pupils leave school. Leaders are proactive in working to protect pupils from dangers they may face in their local environment. Induction into school is well managed and the school constantly seeks to involve and support parents and engage them in its work.

These are the grades for the quality of provision

The quality of teaching	3
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

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How effective are leadership and management?

The headteacher is well supported by her senior team who share her vision in driving improvement and ensuring the high quality of care needed by their pupils. The roles and responsibilities of the team in monitoring and supporting other staff are well embedded. All teachers have access to assessment information and are held to account for the progress of their pupils.

The governing body carries out its statutory responsibilities and takes an active part in the monitoring and evaluation of achievement and, as a relatively new team, is beginning to provide effective challenge. Leaders ensure that discrimination of any sort is not tolerated. The promotion of equal opportunity is satisfactory. Leaders track overall progress effectively and analyse the performance of different groups of pupils. Leaders are correctly working to close the gap between the progress made by those with special educational needs and/or disabilities and those of highest ability. Leaders ensure that the large numbers of pupils who qualify for free school meals have full access to extra-curricular enrichment. ♦

Safeguarding procedures are robust. The curriculum ensures that pupils know how to keep themselves safe and child protection arrangements are secure with all staff being suitably trained. The site supervisor regularly reviews the safety of the school site and all appropriate policies are in place.

♦ The school knows its parents well and involves them in literacy and cooking sessions and supports them by providing an interactive job-seeking system. The family liaison workers do much to enhance this work. The school has a good range of partnerships with other agencies, providing outreach work and involvement in projects run with neighbouring schools. The school has a good understanding of its local environment and adapts its curriculum to meet the needs of the community and develop its pupils as good citizens of the future. It supports the local community well and addresses such issues as behaviour on the estate through the involvement of police community support officers.

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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	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
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	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children enjoy coming to school and make good progress in lessons. They are confident and secure, and are learning to lead a healthy lifestyle through, for example, active play, eating fruit and learning the importance of good hygiene routines. They show enthusiasm for their learning and are keen to share this with adults. They show good levels of independence but also work well together. Children settle quickly into school as a result of good induction procedures. Children with special educational needs and/or disabilities make good progress due to the targeted support provided. Skilled adults provide a rich and interesting environment in both indoor and outdoor areas and there is a good balance of adult- and child-initiated activities.

◆ The leader of the key stage has high expectations of staff, children and families, understanding the specific needs of children and organising provision accordingly and seeking to engage parents. There are good links with a range of outside agencies, including speech and language support. Collaborative planning with all key adults and the monitoring of the provision for its impact on learning, together with the effectiveness of assessment, are currently under-developed and this is why leadership and the overall effectiveness of the provision are judged to be satisfactory rather than good. The school's leaders are already working to address this.

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These are the grades for the Early Years Foundation Stage

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

Views of parents and carers

A small minority of parents and carers completed questionnaires and this response was well below the national average. Those who responded were overwhelmingly positive, with 100% saying that the school keeps their children safe. A small number of parents expressed concern about communication with parents. Inspectors explored this and found that the school communicates well and actively seeks to engage parents in its work. A few expressed concern that their children were not making sufficient progress and that higher attainers were not being sufficiently challenged. Inspectors agreed and have asked the school to address this.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Southam College 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 44 completed questionnaires by the end of the on-site inspection. In total, there are 236 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	24	55	19	43	1	2	0	0
The school keeps my child safe	27	61	17	39	0	0	0	0
My school informs me about my child's progress	20	45	19	43	3	7	1	2
My child is making enough progress at this school	23	52	15	34	5	11	0	0
The teaching is good at this school	24	55	18	41	0	0	0	0
The school helps me to support my child's learning	22	50	18	41	4	9	0	0
The school helps my child to have a healthy lifestyle	24	55	19	43	1	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)	21	48	18	41	2	5	0	0
The school meets my child's particular needs	22	50	19	43	3	7	0	0
The school deals effectively with unacceptable behaviour	19	43	20	45	2	5	2	5
The school takes account of my suggestions and concerns	21	48	17	39	5	11	0	0
The school is led and managed effectively	25	57	14	32	1	2	0	0
Overall, I am happy with my child's experience at this school	27	61	16	36	0	0	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 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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



27 January 2011

Dear Pupils

Inspection of Mossley Primary School, Walsall WS3 2SQ

Thank you very much for the welcome you gave to me and my colleagues when we visited the school for its recent inspection. We enjoyed talking with you and seeing all that you do. We particularly enjoyed your beautiful singing in assembly and hearing about your partner school in Senegal.

Our inspection has judged that you go to a satisfactory school. The care that the school provides for you is excellent and, as a result, you feel safe and are developing in confidence. The standards that you reach in mathematics are steadily rising, and standards overall are currently typical of pupils your age, but we feel that teachers can help you do even better, so that you make good progress. We were impressed by your good behaviour and the care you show for each other. You concentrate well and enjoy your lessons and all the activities that are provided for you, including all the clubs, sport and music. Your teachers provide lessons that are interesting, but we feel that some of you find the work too easy and so we have asked teachers to challenge you more. You know your targets, but we feel that teachers' marking does not always inform you what level you are at or what to do to reach high levels, and we have asked your teachers to make this clear for you. You make a good contribution to your school community and are polite and welcoming to visitors and kind and considerate to those around you.

The leaders of the school are working hard to make sure you learn well and develop well as young people. You can help them by attending regularly and continuing to work hard. I wish you every success for the future.

Yours sincerely

Mary Davis Lead inspector

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