

Mosborough Primary School

Inspection report

Unique Reference Number	107039
Local authority	Sheffield
Inspection number	377518
Inspection dates	12–13 December 2011
Reporting inspector	Mark Colley

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	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	340
Appropriate authority	The governing body
Chair	C Rosling -Josephs
Headteacher	G Hamilton
Date of previous school inspection	14 January 2009
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Introduction

This inspection was carried out by three additional inspectors. The inspectors observed 16 lessons taught by 10 teachers. They held meetings with senior leaders, groups of pupils, staff and members of the governing body, and spoke informally with pupils and parents and carers. Inspectors observed the school's work and looked at pupils' work, the school's tracking of pupils' progress, school policies and procedures and records of school leaders' monitoring of teaching and learning. They also reviewed minutes from meetings, the school development plan and questionnaires received from 165 parents and carers, as well as responses from staff and pupils.

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

- It gauged the progress made by different groups of pupils across the school.
- It evaluated the quality of teaching in all classes.
- It explored the pupils' understanding of their next steps in learning and what they need to do to make further progress.

Information about the school

Mosborough Primary is a larger than average sized primary school with an increasing number of pupils on role. The percentage of pupils known to be eligible for free school meals is below the national average. The large majority of pupils are of White British backgrounds. A below average percentage is from minority ethnic groups. A small proportion of pupils speak English as an additional language. The percentage of pupils with special educational needs and/or disabilities is below average.

Due to the recent retirement of the deputy headteacher, the school currently has two temporary assistant headteachers in post. The headteacher is retiring at the end of the autumn term with a new headteacher taking up post in January 2012. The school has gained a number of awards including the Eco-School Award, the Artsmark and 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?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school which serves its community well. It is highly regarded by pupils and their parents and carers. The school is led by a determined headteacher who is supported by dedicated teachers and the governing body. This ensures pupils' achievements are valued and success is celebrated. Good teaching and an exciting curriculum provide many opportunities for pupils to try new things and discover the enjoyment of learning. Consequently, pupils behave well, and work hard.

The school has an inclusive ethos and prepares pupils exceptionally well for the next stage of their education. Pupils have a highly developed understanding of issues around safety and of how to keep others in school safe. They relish the many opportunities the school provides to promote a healthy lifestyle. Pupils' spiritual, moral, social and cultural development is excellent. They value diversity and have a well-developed understanding of other faiths and cultures not represented within their community. Pupils enjoy all aspects of their work in school and this supports their high attendance.

Attainment has improved steadily since the previous inspection and remains above the national average in both English and mathematics. Achievement is good with pupils, including those with special educational needs and/or disabilities making good progress as they move through the school. The school has addressed the issues surrounding the teaching of more complex concepts in mathematics, highlighted at the previous inspection. It has further developed effective systems to track pupils' progress and to set pupils' academic targets. However, teachers do not always consistently use this information to plan or identify pupils' next steps in learning. This is an area of inconsistency, and is also identified within the Early Years Foundation Stage, where adults do not always record in detail children's development or use their learning journals consistently to plan for future development.

The enthusiastic headteacher has created a climate of high expectations and a sense of shared purpose. The school regularly and accurately evaluates its performance and its plans for continued improvement are realistic and founded on this accurate self-evaluation. The school's engagement with parents and carers has been a recent focus for improvement and is now outstanding. Many speak highly of the school's work and of the guidance they receive to support their children's learning. Given all of these factors, the school demonstrates a good capacity for sustained improvement.

What does the school need to do to improve further?

- Improve the quality of teaching to be consistently good or better by:
 - ensuring all teachers use assessment data more precisely to plan and target the learning of different groups and individuals
 - making sure all teachers identify the next steps in learning for pupils
 - sharing the existing outstanding practice between all teachers.
- Improve assessment procedures in the Early Years Foundation Stage by:
 - ensuring adults keep more detailed records of the children's day-to-day development and attainment
 - improving the individual learning journals by more clearly identifying expected outcomes and the next steps in development for individuals and groups.

Outcomes for individuals and groups of pupils

2

Pupils show interest in their work, listen carefully and settle down quickly to their learning. A good example of this was in a French lesson where pupils worked with high levels of independence to create a Christmas letter. Pupils made strong links to their literacy work developing their use of conjunctions and opening words and phrases unprompted by the teacher.

Children start the Early Years Foundation Stage with levels of development that are typical for their age. During their time in school, pupils achieve well and enjoy learning. By the end of Year 6, most pupils are making the expected levels of progress in English and a large majority similarly in mathematics. Teachers' good subject knowledge and well-planned support has tackled elements of previous underachievement effectively, particularly for more-able pupils in mathematics. Inspectors observed good progress in a number of other subject areas, particularly in information and communication technology (ICT) and in French. There are no significant differences in the attainment of different groups. Currently, most pupils across the range of ability make similarly good progress in relation to their needs and starting points.

Pupils behave well and value the praise and rewards they receive from teachers. They are confident and articulate in group work cooperating and applying their basic skills extremely well. A continual focus in class on effective attitudes and approaches to learning ensure pupils are exceptionally well prepared for their future economic well-being. Pupils are punctual and attendance is high. Almost all parents and carers state that they feel their children are safe in school. These views are mirrored by pupils themselves. Pupils are extremely knowledgeable about the safety issues related to the internet and linked to road and fire safety. They are exceptionally keen to be fit and healthy. They enjoy the many opportunities for sport and exercise and enjoy learning outdoors, for example, by using the school's garden and being involved in ecological work. The school council has a strong voice and all pupils have opportunities to take on roles of responsibility. Pupils have many opportunities to

discuss important social and moral issues impacting on society as seen in a discussion about Fair Trade produce. This contributes to a strong sense of right from wrong and an excellent understanding of other faiths and cultures.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
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	1
Taking into account:	
Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

The quality of teaching throughout the school is good and teaching observed in some classes was outstanding. Classrooms are well resourced, bright and colourful, supporting pupils' learning well. Teachers make good use of modern technology to enhance learning in the best lessons incorporating stimulating images, video clips and pupils' high quality work. Teachers and teaching assistants work effectively together in order to ensure that lessons move at a brisk pace and this contributes well to pupils' good progress. Pupils are able to work well independently and teachers and teaching assistants, therefore, have the time to support pupils of differing ability. Lessons are effectively planned to meet the needs of pupils of different ages and at different stages of learning. Work is usually well matched to pupils' abilities, but there are occasions when teachers do not use assessment information to plan and target the learning of different groups and individuals. Although pupils' work is frequently marked and they are developing an understanding of targets for improvement around their writing and mathematics, this is not yet consistent.

The curriculum provides a wide variety of activities across the school and these make a good contribution to pupils' good development and well-being. The curriculum is enhanced by educational visits and visitors, including professional theatres working and performing with pupils. Themed days within the curriculum further develop pupils' thinking and learning skills, as well as providing exciting and memorable experiences. Pupils value the wide range of extra-curricular and enrichment activities offered by the school and uptake of these is good across all groups.

All adults demonstrate good care for the pupils through the sensitive support and positive encouragement they give and relationships are excellent. As a result, pupils

¹The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

know that any issues they raise will be dealt with. Pupils, as well as parents and carers, are confident in the advice and information they get from the school. A particularly strong feature of the school's work is its caring commitment to supporting pupils who are potentially vulnerable due to their circumstances and face particular difficulties or challenges. These pupils receive good care and support at Mosborough. There are effective links with the pre-school providers which help children to settle when they start in the Early Years Foundation Stage, and with the secondary school to which almost all pupils transfer, which eases their transition from Year 6 to Year 7.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher and other senior leaders identify accurately the challenges facing the school and develop effective plans for improvement. The school continues to be driven forward, although leaders recognise that the outstanding teaching practice noted in some lessons needs to be shared in order to improve teaching still further. Leadership roles are regularly reviewed to meet staff changes. The current leadership is aware that some middle leaders need to further develop their roles in order to secure an even greater accountability for pupils' outcomes. Governance is good. The governing body provides a strong level of support and challenge, for example, by asking pertinent questions about the progress of different groups of pupils and through their work with subject coordinators.

Discrimination is not tolerated and the similarly good levels of achievement by different groups of pupils reflect the school's good commitment to equal opportunity for all. The school's excellent relationships with parents and carers as well as the local community have helped to significantly improve attendance. Parents and carers value the opportunities provided to support their child's learning and the excellent levels of communication they receive. The school provides a wide range of support for parents and carers particularly those who may be vulnerable. Safeguarding is robust and given a high priority through good staff training and induction; routines and procedures are regularly reviewed and updated and all government requirements are met. The school is a cohesive and inclusive community. Local links are strong as are links to the wider community. The school is currently developing similar links at an international level. Effective partnerships with other schools and agencies support pupils' learning and welfare.

These are the grades for the 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	2

The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
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	2

Early Years Foundation Stage

Children enter the Reception Year with skills that are broadly typical for their age. By the start of Year 1, they are attaining levels which exceed national averages and many are working beyond the levels expected for their age. Children develop high levels of confidence and independence through their time in the Early Years Foundation Stage and work and play well together. They enjoy learning outdoors but further development is needed to ensure the range of activities outside match those planned indoors. Welfare requirements are met and children know how to keep safe and understand basic hygiene routines well. Provision is appropriate and covers the range of learning outcomes through a good balance of adult-led and independent learning sessions. Adult-led learning is particularly effective when developing strategies for blending and segmenting words (part of the phonics approach) and supports children’s spelling and reading well.

Leaders have ensured effective links with local nurseries which help children settle quickly. Excellent communication and relationships with parents and carers help children to quickly adjust to school routines. Learning journals are in place and are shared with parents and carers but do not always identify the expected outcomes and the next steps in development. Records of the children's day-to-day development and attainment are not always detailed enough.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation stage	2
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 in the Early Years Foundation Stage	2

Views of parents and carers

Almost half of all parents and carers responded to the questionnaire, which is higher than the response rate in most schools. The vast majority of those who responded, or who talked to the inspectors, expressed very positive views about the school. Parents and carers particularly praised the leadership of the headteacher, the interesting curriculum and extra-curricular activities, the attention to individuals and the quality of care provided by the school. The inspection found evidence that supports these positive views. A few raised individual concerns in their written comments. These included worries about the academic needs of their children; how

quickly pupils received support and low level disruptive behaviour. The inspection found that the large majority of pupils make good progress. It also judged pupils' behaviour and care, guidance and support to be good.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Mosborough 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 inspection team received 165 completed questionnaires by the end of the on-site inspection. In total, there are 340 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	126	76	38	23	0	0	1	1
The school keeps my child safe	126	76	37	22	1	1	1	1
The school informs me about my child's progress	102	62	60	36	2	1	1	1
My child is making enough progress at this school	96	58	67	41	1	1	1	1
The teaching is good at this school	115	70	49	30	0	0	1	1
The school helps me to support my child's learning	103	62	53	32	4	2	1	1
The school helps my child to have a healthy lifestyle	100	61	62	38	2	1	1	1
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)	99	60	51	31	2	1	1	1
The school meets my child's particular needs	94	57	68	41	2	1	1	1
The school deals effectively with unacceptable behaviour	78	47	79	48	2	1	3	2
The school takes account of my suggestions and concerns	87	53	67	41	5	3	2	1
The school is led and managed effectively	120	73	43	26	0	0	1	1
Overall, I am happy with my child's experience at this school	120	73	43	26	1	1	1	1

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 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 2010/11 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.



14 December 2011

Dear Pupils

Inspection of Mosborough Primary School, Sheffield, S20 5ES

Thank you for your welcome when I inspected your school with two other inspectors. We very much enjoyed our visit. Thank you for telling us about your work and all the other things you do at school. Mosborough Primary is a good school and the headteacher and staff know how to improve it in the future.

Here are some of the main things I found out:

- your school gives you a good start to your education and prepares you extremely well for your future education
- your attainment is above average and you achieve well
- you have an excellent understanding of how to stay safe and live a healthy lifestyle
- your behaviour is good and you all get on well with each other
- your headteacher, assistant headteachers, members of the governing body and staff are working hard to improve the school.

Here are some of the things I have asked your teachers to do to make your school even better:

- ensure that all the teaching is consistently good or better so that you make even better progress
- in the Reception class make sure records of what you achieve are more detailed.

We wish you all the very best for your futures and hope that you continue to enjoy school and work hard.

Yours sincerely

Mark Colley
Lead Inspector

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