

Mobberley CofE Primary School

Inspection report

Unique Reference Number	111277
Local authority	Cheshire East
Inspection number	378265
Inspection dates	21–22 June 2012
Lead inspector	Kathleen McArthur

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	128
Appropriate authority	The governing body
Chair	Helen Mountney
Headteacher	Carol Owen
Date of previous school inspection	16 April 2008
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Introduction

Inspection team

Kathleen McArthur

Additional inspector

This inspection was carried out with two days' notice. The inspector observed eight lessons taught by six teachers, visited small group activities and met with groups of pupils, governors and staff. The inspector observed the school's work, and looked at a range of documents, including improvement plans, school and national data, monitoring records and procedures for the care and protection of pupils (safeguarding). Responses in the 61 questionnaires received from parents and carers and those completed by pupils and staff were analysed.

Information about the school

The school is smaller than the average-sized primary school. Four of the five classes have two age groups but Reception-aged children are taught in a single class. The proportion of pupils known to be eligible for free school meals is well below average. Almost all pupils are from White British backgrounds. The number of pupils supported at school action is below average and the number at school action plus or with a statement of special educational needs is average. The school meets the current floor standards set by the government which are the minimum expectations for attainment and progress.

The school holds Healthy Schools 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	1
Achievement of pupils	1
Quality of teaching	1
Behaviour and safety of pupils	1
Leadership and management	1

Key Findings

- This is an outstanding school. Pupils feel very safe and secure and thrive in the calm, nurturing and stimulating environment, arriving happily each day, eager for new challenges. One commented, 'I would recommend this school because we are always learning something new.' Parents and carers expressed very positive views in their questionnaires. 'Fantastic' and 'Amazing' were typical of their comments.
- Particular strengths of the school are the high quality of care for all pupils, especially those with special educational needs who make rapid and sustained progress, and the way spiritual, moral, social and cultural development is promoted through the rich, imaginative curriculum.
- Achievement is outstanding and attainment is above average. Pupils make excellent progress in each year group throughout the school. Oral skills are very strong so pupils articulate their ideas clearly and write freely and confidently in all subjects.
- High quality teaching enables all groups of pupils to achieve very well. Very occasionally, subjects are scheduled at times of the day when pupils are not at their most receptive which may, occasionally, slow the pace of learning.
- Excellent behaviour and attitudes and above-average attendance support pupils' learning very effectively. Pupils approach their tasks with keen enthusiasm. They move around indoors and outside safely, with consideration for others.
- The headteacher's unswerving vision and commitment has inspired the determined drive for improvement, based on the school motto, 'Be the best we can'. Rigorous performance management and professional development has resulted in outstanding teaching. Inspection evidence and school monitoring records show progress is accelerating and an increasing proportion of pupils are attaining the higher levels in reading, writing and mathematics.

What does the school need to do to improve further?

- Review the timetable to ensure all aspects of the curriculum are delivered at appropriate times to always maximise pupils engagement with their learning.

Main Report

Achievement of pupils

Inspection findings confirmed parents' and carers' very positive view of pupils' progress. Pupils work diligently, tackle all tasks enthusiastically and cooperate happily with staff and their 'talk partners'. Children enter the Early Years Foundation Stage with typical skills for their age, although counting skills are higher, thanks to parents and carers pre-school input. They settle happily to all activities and enjoy working, especially when they are outside. Progress is particularly rapid in reading and writing due to well organised letters and sounds sessions. By the end of Reception class, children are working a little above the goals for their age, and some into the next level.

Pupils' books, school and national data show attainment is above average by the end of Year 6. Small numbers in each cohort and increased mobility into Key Stage 2 mean attainment often varies from year to year. Rigorous actions have successfully overcome a dip in 2011, particularly in writing for boys at Key Stage 2. These include professional development and strategic interventions plus topics and materials designed to capture boys' interest. School data show pupils currently in Year 6 are securely on course to meet challenging targets and any minimal remaining performance gaps are cohort related. In addition, the data show that in every year group pupils make well above the expected progress. On the very few occasions that literacy and numeracy lessons are timetabled late in the day, pupils are less receptive than usual and learning may slow slightly. Pupils supported at school action plus, those with a statement of special educational needs and those who may be vulnerable because of their circumstances receive excellent support, sensitively directed to their needs. Consequently, they progress as well as their classmates.

Pupils' writing is well organised. They present work neatly and use imaginative vocabulary, such as, 'Dusty cobwebs filled the mouldy corner.' and 'I clambered up the old wooden ladder.' Literacy and numeracy skills support learning across the curriculum, for example, writing comparisons of Mobberley and India and costing food for the Snack Galaxy project. Pupils are keen readers and many benefit from reading regularly at home. Attainment in reading is above average at the end of Key Stage 1 where regular letters and sounds lessons aid progress in reading, writing and spelling. By the end of Year 6, attainment in reading is above average, with a greater proportion of pupils attaining the higher level.

Quality of teaching

Parents and carers view teaching as good, but inspection evidence, including pupils' books, observations and monitoring records shows outstanding teaching resulting in excellent achievement. 'We find out lots of new things in lessons.' was a typical pupil comment. Lessons are always well organised with clear routines, skilled support and imaginative activities. Staff use their strong subject knowledge to set high expectations for what pupils

can achieve and use open questions that challenge pupils to think hard. Consequently, pupils are resilient learners, keen to investigate and find out more. Very well taught basic skills support learning in all subjects. For example, Reception class children made up and wrote riddles for their partner to identify various minibeasts and Year 5 and 6 pupils calculated coordinates and compass points on a map of the local area. Pupils with special educational needs receive high quality teaching and support that is appropriately tailored to their individual needs. This ensures they participate fully in all activities and make rapid and sustained progress in their learning.

Spiritual, moral, social and cultural development is successfully promoted in all lessons. Stimulating activities enable pupils to think and reflect on their learning, to share and discuss their ideas. Consequently, they show high levels of enjoyment and make excellent progress. Informative assessment and tracking systems give staff a very clear view of progress from which to plan work that challenges and meets the needs of pupils of all abilities. The marking policy is consistently applied and understood by pupils. They know their targets and say teachers' comments help them improve their work and reach the next target or level.

Behaviour and safety of pupils

Inspection findings agree with parents, carers and staff views that pupils are kept very safe. Pupils say they feel safe because the gates are locked and, 'Staff are always with us.' The curriculum and anti-bullying week activities ensure pupils know how to care for their own safety and are aware that bullying may take different forms, such as cyber bullying through the internet. They do not see bullying as an issue and trust staff to listen and act if they experience any problems. Consistent behaviour management is based on simple rules that are understood and respected as fair. Excellent behaviour in lessons and outside means the school is a harmonious community where pupils of all ages work and play happily together. For example, on Enrichment days, pupils work and learn in their four house groups and pupils from Reception to Year 6 demonstrate excellent skills of cooperation, independence and support for each other. This adds to the outstanding way they are prepared for the next stage of their education. Pupils are proud of their school and are keen to contribute. Older ones 'buddy up' with young ones to help them in the playground and pupils are always eager to raise funds for different charities. Attendance is above average. Pupils arrive on time each day and determined efforts have reduced the number of term-time holidays.

Leadership and management

Leaders, managers and staff share an ambitious vision and work very effectively as a team, strongly committed to ongoing improvement. School performance is evaluated and analysed accurately to set priorities and implement tightly-focused improvement plans. Rigorous actions have rapidly boosted attainment after the dip in 2011, and, throughout the school, progress is accelerating so that all pupils are making better than expected progress in English and mathematics. Monitoring records and inspection evidence show well planned professional development and performance-management targets have raised the quality of teaching and learning to outstanding. The governing body is extremely well informed. Governors provide knowledgeable challenge, for example to improve boys' writing, and are constantly seeking to improve and develop the school.

Leaders and managers place the highest priority on equality of opportunity. There is no discrimination and the school works closely with external agencies to remove any barriers to

learning, especially for pupils whose circumstances make them potentially vulnerable. The school benefits from, and values, the support of parents and carers, and does all it can to ensure they are fully involved in their child's learning.

The excellent curriculum puts appropriate emphasis on basic skills, ensuring pupils are very well prepared for the future. Imaginative learning activities and experiences stimulate pupils' curiosity and capture their interest very effectively. For example, the visit of a published author further boosted interest in reading and encouraged some very creative writing about different troll characters. However, on a few occasions, literacy and numeracy lessons are timetabled when pupils are not at their most receptive, which can very slightly slow the pace of learning. Spiritual, moral, social and cultural development is promoted very effectively with specialist French, German and sports teaching, and Philosophy for Children. Older pupils all learn an instrument, and are soon to play with the Halle Orchestra in Manchester. The educational and residential visits, and the varied after-school clubs are all very popular and well attended. Safeguarding arrangements give no cause for concern and meet all current requirements. The site is secure, staff training is up-to-date and the safeguarding governor checks and reports on arrangements.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	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 to 31 December 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).

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.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
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.
Floor standards	the national minimum expectation of attainment and progression measures
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.



25 June 2012

Dear Pupils

Inspection of Mobberley CofE Primary School, Knutsford, WA16 7RA

Thank you very much for your friendly welcome when I inspected your school. You were all very polite, helpful and keen to tell me about everything you do. I really enjoyed sharing your Enrichment Day, seeing you write in Viking runes, baking honey cakes, painting your clay trolls and writing stories with the visiting author. You told me you enjoy everything at school, and your parents and carers are very pleased with the school, too.

Mobberley is an outstanding school, with excellent leaders, managers and staff who care for you extremely well. Your behaviour is excellent and you always look after and help each other. You say you feel safe because the staff always listen and help you. You make excellent progress and reach standards above those expected for your age. This is because you are taught very well and follow an excellent curriculum that keeps you very busy with many interesting activities.

The school leaders are always seeking ways to make your school even better so I have asked them to look at the timetable and make sure all lessons are at the best times for learning.

I am sure you will always help them and continue to enjoy life at Mobberley School.

Yours sincerely

Kathleen McArthur
Lead inspector

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