

Mossfits Lane Primary School

Mossfits Lane, Wavertree, Liverpool, L15 6UN

Inspection dates 15–16 January 2013

| Overall effectiveness | Previous inspection: | Not previously inspected | |
|--------------------------------|----------------------|--------------------------|----------|
| | This inspection: | Good | 2 |
| Achievement of pupils | | Good | 2 |
| Quality of teaching | | Good | 2 |
| Behaviour and safety of pupils | | Outstanding | 1 |
| Leadership and management | | Good | 2 |

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress and achieve well. Some pupils make excellent progress in writing.
- Teaching is good overall and some lessons are outstanding.
- Pupils' attitudes to learning and their behaviour are outstanding. They feel entirely safe in school and their attendance is above average.
- Leaders and managers set high expectations for themselves and others, both in pupils' achievement and in teaching quality. They are ambitious for the school, check its work rigorously and have worked successfully with the local authority.
- The governing body provides very good support and challenge for the school and helps to drive rapid improvement.
- All staff members have contributed well to the rapid progress made in the four terms since the school opened. They provide a supportive and effective place for pupils to learn.

It is not yet an outstanding school because

- Although most teaching is good or better there are some aspects which could be improved and there is not yet enough outstanding teaching.

Information about this inspection

- Inspectors observed 25 lessons and parts of lessons.
- Meetings were held with pupils, teaching staff and members of the governing body and representatives from the local authority.
- In addition, inspectors took account of 41 responses to the online questionnaire (Parent View).
- The school's work was observed and a wide range of documentation scrutinised. That included available national data and the school's own assessments, the school's self assessment of its work, local authority reports, minutes of governing body meetings, safeguarding information and samples of pupils' work.

Inspection team

| | |
|-------------------------------|----------------------|
| Kevin Johnson, Lead inspector | Additional Inspector |
| John Shutt | Additional Inspector |
| Frances Farnorth | Additional Inspector |

Full report

Information about this school

- This is a larger than average-sized primary school.
- The majority of pupils are White British.
- A below average proportion of pupils is known to be eligible for support through pupil-premium funding.
- The proportion of pupils supported by school action is average.
- A well below average proportion is supported by school action plus or has a statement of special educational needs.
- Before- and after-school care are provided on site. This is not managed by the governing body and receives a separate report.
- The school was opened in September 2011 following the amalgamation of separate infant and junior schools.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress at the end of Year 6.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is always at least good and a higher proportion of lessons are consistently outstanding by:
 - making sure that pupils are always clear about what they have to do before they begin their work
 - improving teachers' skills at questioning pupils to check their learning and move it forward
 - developing ways for pupils to use their mathematical skills in different ways across different subjects
 - improving the quality of marking across all subjects and classes so that it matches some of the excellent marking seen in some literacy books.

Inspection judgements

The achievement of pupils is good

- Most children start the Reception Year with skills that are typically expected for their age. They are taught and cared for well. There is some outstanding teaching of letters and sounds (phonics) which gives children confidence to tackle reading and writing skills on their own. All children make good progress in all aspect of their learning, particularly in developing their social skills. Most reach, and some achieve beyond, the levels expected of them by the time they move into Year 1.
- Pupils continue to make good progress in Years 1 and 2. In reading, writing and mathematics, the most recent national tests show standards to be above the national average. Pupils' current work shows that they are expected to do their best, that they work hard and that their progress and attainment continues to improve. The school's focus on writing has been a success with some particularly good progress in that subject. Pupils read confidently. They enjoy reading and talk enthusiastically about their favourite books. The most able know what they should do to become even better readers.
- Progress has rapidly gathered pace in Years 3 to 6 since the school opened. Attainment in Year 6 was average in the 2012 national tests. Since then it has improved impressively for all groups of pupils. The school sets its sights high and does not accept 'ordinary' progress. Where it is seen, there is swift and effective support to boost the rate of pupils' progress. As a result school assessments and pupils' work show that significant numbers of pupils are currently making better than expected progress in reading and writing.
- While progress in mathematics is good, pupils' mathematical understanding would benefit from more chances to use skills in different ways across different subjects. Nevertheless, standards are on track to be above expectations in English and mathematics.
- By the time pupils leave Year 6 they read well. This confirms the success of the school's work to improve pupils' reading skills. Pupils read fluently and often, occasionally using electronic books at home. In a guided reading session, pupils showed good skills when finding hidden meaning in the text which helped them to understand the story more clearly.
- Those supported by the pupil premium, including pupils known to be eligible for free school meals, make good progress. Gaps between the attainment of groups are closing quickly. The funding provides additional one-to one support for some pupils. It also pays for training for teaching assistants in the teaching of mathematics programmes and phonics (letters and sounds). The early identification of, and support for, pupils at risk of falling behind ensure that pupils have equal opportunity to achieve their best.
- Disabled pupils and those supported by school action plus also make good progress because of the carefully mapped out plans for their learning and good quality teaching they receive. Some pupils achieve better than the nationally expected levels in English and mathematics in the national tests at the end of Year 6.

The quality of teaching is good

- There is a sense of urgency in the school that filters through to the classrooms. It ensures that no time is lost at the start of lessons. Teachers set high expectation and pupils settle to work and learn quickly. Occasionally, teachers are too quick to set pupils to work and do not make fully sure that they know what they have to do before they start.
- Teachers cater well for their different ability groups. Work is usually planned to enable groups to make good progress and achieve what they set out to learn. Teaching assistants play a crucial role by planning with teachers and working with small groups of pupils. Although pupils are very much involved in assessing their own work, sometimes more could be gained if teachers questioned pupils more closely during the lesson about what they are learning and what they still need to do, in order to get the very best out of them.

- The variety of methods that teachers use keeps pupils interested in their work is good. Practical work, such as investigating shapes, proved an exciting way for pupils to learn in Year 4. Pupils look forward to art, science and music lessons because there are, 'fun things to do in the lessons'. Teachers use electronic whiteboards well to help pupils focus on their learning and keep them on their toes. Pupils' computer skills are also put to good use, for example, to find information for history or geography topics, especially now that the new equipment is fully available.
- Literacy skills are taught well. There has been intensive focus on reading and writing which is now paying dividends with regard to progress. Writing throughout the school is good. Pupils have good opportunities to write in different ways and for different purposes, whether telling stories, arguing a case or writing a poem. Writing is often linked to other studies such as history, geography or science.
- The teaching of mathematics ensures that pupils have a good grasp of number and that they can use what they know to solve number problems. While there is sufficient emphasis on learning shape and measuring skills there are few opportunities for pupils to develop these in different ways and to solve 'real life' problems, for example, outside the classroom.
- Lessons are planned well because teachers know precisely what pupils are capable of achieving. They mark pupils' writing well and sometimes the help that pupils get from marking is excellent. Teachers acknowledge, however, that marking in other subjects and across classes does not match the quality seen in writing and is an aspect of teaching to be improved.

The behaviour and safety of pupils are outstanding

- Pupils enjoy school and their attitudes to learning are outstanding. They pay attention to teachers, try always to do their best and present neat and tidy work.
- Behaviour in lessons, assemblies, in the dining room and generally around the school is exemplary. Pupils are always polite and very well mannered. They behave respectfully towards adults and each other. They mix and play sociably in the playground and are quick to see where help is needed.
- Pupils do not tolerate bullying in any of its forms, including on the internet or by text, and say that name-calling is extremely rare. Playground differences are always quickly sorted out and friendships restored. They feel entirely safe in school and understand potential risks. They share excellent relationships with all adults who work in the school. They know how to protect themselves from dangers outside of school because of the importance the school attaches to the right kind of teaching and guidance.
- Pupils contribute a great deal to the life of the school. The very active school council seeks pupils' views to discuss at their meetings and leads the way in fundraising and in securing some playground improvements. Pupils willingly take on caring roles in the playground, such as play leaders and watching over the safety and well-being of younger pupils.
- Attendance is above average and parents fully agree with their children about the excellent care and safety the school provides.
- Overall, pupils' spiritual, moral, social and cultural development is outstanding and they are extremely well prepared for their move to their next school.

The leadership and management are good

- School leaders, including members of the governing body, have very successfully created an effective school in the short time since its amalgamation. They have already shown clearly that they are well able to continue making improvements.
- They have brought together the energy and enthusiasm of teachers and assistants in a well-motivated team that shares a strong commitment to further improvement and ambition for the

school. Thorough and accurate self-evaluation means that all know what still needs to be done and how they are accountable for seeing it through.

- The headteacher's skill and determination are major influences in the school's success and a model for the effective support provided by the very able senior leaders.
- The school invited the local authority to help with the priorities it initially set for itself. This support has been highly effective in improving teaching and raising pupils' achievement particularly in reading and writing in Years 3 to 6. The local authority is now offering lighter touch support, confident that the school can independently improve.
- The management of teachers' performance has a high priority. Their work in the classroom is checked rigorously by senior leaders and the quality of support and the extensive training provided for teachers has a positive impact on pupils' learning and achievement. Leaders have an accurate understanding of the strengths of teaching and the aspects that can be improved.
- Subject leaders have a good overview of the standards in their subjects and how effectively the curriculum serves the needs of pupils and helps them to achieve well. They share their ideas and skills and plan the curriculum well. Pupils' learning is enriched and horizons are broadened by a good range of extra activities outside lesson time, including some residential visits for pupils in Years 4 and 6.

■ **The governance of the school:**

- The governing body challenges the school strongly and hold its leaders to account. It has undertaken extensive training in order to work effectively with the school. It knows how well the school works and how good it can become. Governors understand how national data can help to provide a clear indication of the effectiveness of the school's work. They use it well to watch over the attainment of different groups, including the impact of the use of the pupil-premium funding, to ensure that there is no discrimination and that pupils are provided for equally. The governing body shares the overview of teachers' performance with senior leaders and how that is linked to pay progression. Statutory duties are carried out efficiently. Safeguarding systems and procedure are good. Staff and governors have undertaken all relevant training and all are aware of their responsibilities with regard to the safety and well-being of pupils.
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What inspection judgements mean

| School | | |
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| Grade | Judgement | Description |
| Grade 1 | Outstanding | An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment. |
| Grade 2 | Good | A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment. |
| Grade 3 | Requires improvement | A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection. |
| Grade 4 | Inadequate | <p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p> |

School details

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| Unique reference number | 136810 |
| Local authority | Liverpool |
| Inspection number | 400287 |

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

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 408 |
| Appropriate authority | The governing body |
| Chair | Erini Cheliotis |
| Headteacher | Louise Everitt |
| Date of previous school inspection | Not previously inspected |
| Telephone number | 0151 7221716 |
| Fax number | 0151 7380309 |
| Email address | office@mospits.com |

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