

Moseley Church of England Primary School

Oxford Road, Birmingham, B13 9EH

Inspection dates 4–5 December 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- All pupils make excellent progress regardless of their background.
- A consistent focus on improving teaching and achievement by all leaders, including the governing body, has raised both to be outstanding since the previous inspection.
- Standards are high and continue to rise. The majority of pupils achieve above the level expected for their age by the time they leave.
- Children get off to a strong start in the Reception class, and build a firm foundation for their great success when they are older.
- Pupils' exceptionally positive attitudes to learning, strong working relationships and excellent behaviour all contribute to their outstanding progress, as do their high attendance levels.
- Pupils respond extremely well to teachers' very high expectations of their work and behaviour. They persevere in the face of difficulties and take a pride in their accomplishments.
- Pupils feel extremely safe in school and make a major contribution to this by their own actions, and their efforts to support each other.
- Pupils' learning and enjoyment are supported by the exciting, internationally-themed curriculum that the school provides. Leaders are already planning how the many strengths in this provision can be sustained when a new National Curriculum is introduced next year.
- The school promotes pupils' spiritual, moral, social and cultural development extremely well.
- Teachers successfully use the school's excellent assessment system to plan work for pupils that is at the right level of difficulty, so it is challenging but manageable.
- Pupils' benefit from good quality marking of their work, which is consistent across the school. Pupils are clearly shown how they have done, and where they have made mistakes.

Information about this inspection

- The inspectors observed 13 lessons, three of these as joint observations with senior leaders.
- Observations were made of pupils at break-times, in assembly and around the school.
- Inspectors held discussions with pupils from Years 2, 3, 5 and 6, and spoke informally with many others around the school and in lessons.
- Discussions were held with staff, representatives of the governing body, and the school's improvement partner. A representative of the local authority spoke to an inspector by telephone.
- Several pupils were heard to read, and examples of their work in books and on display were examined.
- The views of 81 parents who responded to the online questionnaire Parent View were analysed, and several parents spoke informally to inspectors at the start of the school day. Eight questionnaires from members of staff were examined.
- A range of documentation was checked, including the school's self-evaluation, records of pupils' progress and paperwork to support safeguarding, and checking the performance of teachers.

Inspection team

Steven Hill, Lead inspector

Additional Inspector

Helen Booth

Additional Inspector

Full report

Information about this school

- The school is slightly below average in size for a primary school.
- Most pupils are White British. About a third of pupils come from a wide range of other ethnic heritages. A below-average proportion of pupils speak English as an additional language, and very few are at the early stages of learning to speak English.
- The proportion of disabled pupils and those who have special educational needs who are supported through school action is well below average. The proportion supported at school action plus or who have statements of special educational needs is also well below average.
- The proportion of pupils who are entitled to support from pupil-premium funding is very low. The pupil premium is extra government funding to help the education of pupils who are known to be eligible for free school meals or who are looked after by the local authority.
- The school meets the government's current floor standards, which are the minimum standards set for pupils' attainment and progress in English and mathematics by the end of Year 6.
- Since the previous inspection, the school has changed from voluntary-controlled to voluntary-aided status.

What does the school need to do to improve further?

- By the end of the summer term 2014, extend and refine plans to incorporate the requirements of the new National Curriculum into the school's current internationally-themed curriculum, so that the existing benefits for pupils' learning and enjoyment are maintained in September, and monitor the impact of this carefully during the next academic year.
- Refine the current good marking of pupils' written work and develop a more systematic 'dialogue' with them by:
 - giving pupils follow-up tasks that provide extra practice to those who need it, and extend the learning of those who have been successful
 - checking that pupils have acted upon their teachers' advice by improving later work.

Inspection judgements

The achievement of pupils is outstanding

- Children start in Reception with skills and understanding that are generally better than those typically found at this age. They make an excellent start to their schooling because adults build on this firm initial platform to help all children to make excellent progress. Standards are above average when they go into Year 1.
- The outstanding progress continues across Key Stage 1, so that standards are high at the end of Year 2 in reading, writing and mathematics. By the end of Year 2 last year, virtually all pupils reached the expected 'average' level of 2B in national assessments, and about a half of them attained the higher Level 3.
- At Key Stage 2, progress is also excellent and standards continue to rise. By the end of Year 6 last year, about 80% of pupils had exceeded the expected standard and reached level 5 in reading, writing and mathematics. About a third did even better, reaching level 6 in mathematics and writing assessments. This exemplifies the exceptionally strong progress that the more-able pupils make across the school.
- The small number of pupils who are supported by the pupil premium make the same excellent progress as their classmates. However, numbers in each year group are too small to make meaningful comparisons between their attainment and that of others. At the end of Year 6 in 2013, for example, none of the pupils were eligible for this support.
- Disabled pupils and those who have special educational needs receive very effective support that is tailored precisely to what they require to help them learn. As a result, they make excellent progress.
- There is no difference in the achievement of different groups, other than the random fluctuations to be expected year to year. Boys and girls make similarly outstanding progress over their time in school, as do pupils from different ethnic heritages and those who speak English as an additional language.
- Pupils have high literacy and numeracy standards and use these skills very effectively to support their progress in other subjects. In French, for example, pupils rapidly learned how to read, write and say new vocabulary about Christmas, before making excellent progress in using their new knowledge to write an account of English traditions for their French pen-friends.

The quality of teaching is outstanding

- Teachers are extremely effective in providing pupils of different abilities with work at just the right level of difficulty for them, so that it is often extremely challenging, but manageable when they apply themselves. Pupils react positively to these high expectations, enjoying the challenge because, as pupils in Year 6 explained, 'Teachers explain things really clearly, and are very patient'. As a result, pupils are confident in asking for help if they need it and are not afraid to make mistakes.
- Teachers and other adults keep a close eye on pupils' progress during lessons, continually challenging them to extend their thinking and refine their work. They also quickly pick up any misconceptions and intervene to point out errors and to clarify explanations if pupils are puzzled. This gives a rapid pace to learning and prevents time being wasted.

- Teachers make excellent use of pupils' positive relationships by involving them in collaborative work and discussions. This helps to involve all pupils throughout lessons, provides them with a chance to sort out and clarify their ideas, and often gives them a very clear understanding on which to base their written work.
- Teachers are adept at making their explanations clear and engaging, for example through the use of illustrations on the interactive white boards. They are also skilled in making explanations memorable. This was exemplified when the Reception teacher captivated children's attention as she and 'Sally', the class puppet, introduced the names and features of solid shapes. The children joined in enthusiastically in calling out the 'magic' word, and helping Sally to blow hard to inflate flat shapes into solid ones in a 'magic' bag.
- Classes are managed extremely well so that little time is wasted and learning goes at a rapid pace. Very positive relationships, clear routines and consistently high expectations of work and behaviour all support this. Just as importantly, the exciting and interesting tasks that teachers prepare often completely engage pupils' attention so they are carried along by their enthusiasm.
- Teachers make very clear to pupils how they are doing, discussing their work with them and challenging them to improve. As a result, older pupils know what level they have reached, what level they are aiming for, and what aspects of their work they need to improve to get there.
- The marking of pupils' written work is consistent and thorough in identifying their strengths and pointing out their mistakes. However, teachers seldom take this a stage further by giving pupils the chance to build immediately on their comments, providing specific extra tasks that could extend or consolidate their understanding, and checking that pupils have acted on the advice.
- Teachers and their skilled support staff work very effectively together to enhance learning for pupils by offering the right level of support and challenge to individuals and groups.

The behaviour and safety of pupils are outstanding

- Pupils take a delight in learning and enjoy their successes. Equally well, they deal positively with any mistakes that are pointed out to them, and work conscientiously to correct them and improve their understanding. Their behaviour is excellent in class and around the school.
- Pupils work hard in lessons, listen attentively to their teachers, and concentrate extremely well. They take care with their work and presentation. They get on diligently when asked to work on their own, but are also very skilled in working together. They listen to and value each other's opinions, share their own ideas thoughtfully, and organise themselves without fuss when working in groups.
- Pupils and their parents rightly share very positive views on behaviour around the school. Pupils say misbehaviour is rare, and always dealt with well by adults. They value the rewards for good behaviour, and strive hard to live up to the expectations embodied in the code of 'Moseley Manners.'
- Pupils feel very safe in the school and can explain why. They follow rules very sensibly and can explain why this is important for their own and others' safety.
- Pupils have a clear understanding of different forms of bullying, including cyber-bullying and that based on prejudice. They say it is extremely rare and are confident that adults would deal well

with any incidents. They are active in preventing bullying, through the anti-bullying council which works with other pupils to make sure that anyone who has worries or concerns has someone to confide in and help them.

- Pupils take their responsibilities very seriously, and enjoy the jobs they undertake, particularly when they help to look after younger pupils. They show great concern and sympathy for others.
- By Year 6, pupils are caring, sensible young people who consider complex moral or spiritual issues thoughtfully, and express their views maturely. They greatly value their friendships and respect other people's differences. They also have a wide understanding of aspects of different cultures and religions, a major improvement since the previous inspection.

The leadership and management are outstanding

- Since the previous inspection, the headteacher and her deputy have worked together extremely effectively to help colleagues continually improve their practice, and hence raise pupils' achievement. A lack of complacency characterises the staff's excellent team work.
- Teachers have wholeheartedly embraced the school's focus on improving provision for the benefit of pupils. Central to this has been the use of increasingly sophisticated assessment systems to track the progress of individuals and groups. Staff have worked together to make excellent use of this data, to identify any problems in pupils' progress, and to react swiftly to address issues. This has resulted in the pupils' remarkably consistent, outstanding achievement.
- A regular and rigorous approach to monitoring teachers' performance has helped senior leaders to give colleagues clear feedback on their teaching, and precise advice and suitable training to help them improve. The quality of teaching has risen steadily as a result. During the inspection, just over half the teaching seen was outstanding with the rest being good. This closely mirrors the school's own records of the recent quality of teaching.
- The management of teachers' performance has been made more rigorous by more tightly linking teachers' targets to the progress of pupils. Progression on the pay scales is linked appropriately to these targets.
- The school has an excellent curriculum that has strong international links, and which greatly supports pupils' enjoyment of school, their behaviour and safety, and their spiritual, moral, social and cultural development. It also contributes to their great academic success. The introduction of a new National Curriculum next year means that the current scheme will have to be modified to meet new requirements. The staff are currently planning together to make sure that this is done without compromising the many strengths in the existing provision.
- The enrichment to the curriculum is extensive, with many opportunities for pupils to play music, to make visits beyond the school, and to take part in a wide range of extra-curricular clubs. French, taught by a specialist from a local secondary school, adds to the international aspects of learning. The development of outdoor learning through excellent provision in the 'Forest School' adds a further dimension to pupils' experiences that they greatly enjoy.
- Subject leaders and those with responsibility for particular key stages make a major contribution to the school's success. They keep a careful check on achievement through monitoring pupils' work and teachers' planning, and continually seek to improve provision through review and modification of practice. The team work of staff to this end is a particular strength.

- Links to parents are strong as they are given very good information about their children's progress and their targets. Their positive views of the school are clearly reflected in Parent View, as they were in the extremely positive comments of those who spoke to inspectors.
- The extra government funding for developing sport and physical education is being spent effectively. The school has improved equipment, provided training for staff, and joined a partnership which provides extra expertise as well as increased involvement in competitive sport. All this is enhancing the existing strong provision to support pupils' physical well-being.
- The local authority has rightly identified that the school requires little in the way of direct support. It has helped to promote a variety of partnerships with other local schools, which Moseley makes full use of in sharing expertise to its own benefit as well as the benefit of its partners. For example, a local secondary has helped the school to be secure in judging whether pupils are meeting the requirements to be graded at level 6 in national assessments. The school pays for regular outside evaluation from an experienced school improvement partner, to validate its own strong self-evaluation.
- The pupil-premium funding is carefully targeted to support the small number of eligible pupils, both academically and socially. The school has made sure that these pupils are fully included in all aspects of school life, and that they make the same excellent progress as the others.
- Procedures for safeguarding pupils meet requirements and are reviewed and updated regularly by governors and staff.
- **The governance of the school:**
 - The governing body has excellent systems to give it a clear understanding of the school's strengths and weaknesses. Governors are particularly knowledgeable about data and what it shows about the progress of pupils, including different groups. This has given it a clear view of the effectiveness of its spending of the pupil-premium funding, for example. Governors have a full understanding of performance management, and know clearly the quality of teaching in the school. Their secure understanding means they are able to challenge the school rigorously about any issues, and to give it strong support. Finances are managed well to provide the best value for money in terms of how well pupils develop socially and academically. Governors know how to reward good teachers and make sure that there is no underperformance.

What inspection judgements mean

School		
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

Unique reference number	103398
Local authority	Birmingham
Inspection number	427072

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	210
Appropriate authority	The governing body
Chair	Jayne Surman
Headteacher	Roslyn Ashe
Date of previous school inspection	2 October 2008
Telephone number	0121 4490441
Email address	enquiry@moseley.bham.sch.uk

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