

# Mossfield Primary School

Mossfield Road, Swinton, Manchester, Lancashire, M27 6EH

**Inspection dates** 29–30 April 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- This is a happy and caring school where pupils thrive and achieve well.
- Pupils make good progress, often from very low starting points. They reach average standards in reading, writing and mathematics by the end of Year 6.
- Children in the Early Years Foundation Stage settle quickly into school life and get off to a good start with their learning.
- Effective support for those pupils with special educational needs and those eligible for the pupil-premium funding helps them achieve at least as well as their classmates.
- The quality of teaching is good. Detailed marking and feedback helps pupils to know how to improve their work.
- Teaching of reading is a strength. Pupils enjoy the way class topics link to books.
- Pupils are proud of their school. They behave well, say that they feel safe and have positive attitudes towards learning.
- The headteacher is highly ambitious for the school. His leadership sets a positive tone and the staff team works well together for the good of the pupils.
- Senior and middle leaders make regular checks on teaching and provide good guidance for staff. This is bringing about ongoing improvements in teaching and pupils' achievement.
- Pupils' spiritual, moral, social and cultural development is promoted well. They benefit from a well-planned and varied curriculum that captures their interests well.
- Pupils say how much they enjoy the homework topics set.

### It is not yet an outstanding school because

- Achievement in writing is not as good as that in reading and mathematics. Fewer pupils reach the higher standards and make better than expected progress in this subject.
- Work does not always challenge the most able pupils sufficiently to help them reach the higher levels in writing.
- The quality of teaching is usually good rather than outstanding.
- Information pupils have about what they are expected to achieve in writing is used inconsistently across the school.
- Governors do not hold leaders fully to account for current pupils' progress.

## Information about this inspection

- Inspectors observed 20 lessons or parts of lessons including one observed jointly with the headteacher.
- The inspectors also looked at examples of pupils' work and listened to pupils read. They observed the teaching of reading skills and talked to pupils about the books they have enjoyed and those that they were currently reading.
- Meetings were held with two groups of pupils and inspectors spoke to pupils about their work. Inspectors held meetings with three governors. They spoke to a representative of the local authority and met with members of the school staff.
- Inspectors spoke to parents at the start of the school day and took account of 14 responses to the online questionnaire (Parent View) and the school's own recent parent survey. Inspectors also took account of 26 responses to staff questionnaires completed during the inspection.
- Inspectors observed the school's work and looked at a wide range of documentation, including external reviews of the school's work, safeguarding documents, records of current standards and progress, the school's strategic plan and documents relating to pupils' behaviour and attendance. Minutes from governing body meetings and reports produced by the headteacher were also considered.

## Inspection team

Lyn Pender, Lead inspector

Additional Inspector

Maureen Coleman

Additional Inspector

Terry Bond

Additional Inspector

## Full report

### Information about this school

- The school is larger than most other primary schools. The number of pupils attending the school is rising rapidly as the school moves to two-form entry over the next few years.
- At the present time 30 children attend the Nursery class full time. Around the same number of children join the school at the start of the Reception Year. There are two Reception classes, two classes in each of Years 1 and 2 and one class for each age group in Key Stage 2.
- Most pupils are White British with a small proportion of pupils from a range of other heritages and backgrounds. A small minority of pupils are at an early stage of learning to speak English as an additional language. This proportion is rising.
- The proportion of pupils supported through school action is well-above average. A below-average proportion of pupils are supported at school action plus or have a statement of special educational needs.
- The proportion of pupils known to be eligible for support through pupil premium funding is high when compared to the national average. This additional funding is provided for those pupils who are known to be eligible for free school meals, children from service families and those children who are looked after by the local authority.
- A higher than average proportion of pupils join the school at other than the usual time.
- Because of the ongoing rise in pupil numbers the school has experienced an increase in staffing since the last inspection. This includes two class teachers who joined the school in the week prior to the inspection. The leadership team has been re-structured and strengthened since the time of the last inspection.
- The children's centre which was on site at the time of the last inspection report was recently re-located to another site in the local authority. The school is now refurbishing this space to accommodate the growing school numbers.
- The school meets the government's current floor standard, which is the minimum expectation for pupils' attainment and progress in reading, writing and mathematics.
- The school holds the Leading Parent Partnership award.
- A breakfast- and after-school club are provided on site. This provision is managed by a private provider and is subject to a separate inspection.

### What does the school need to do to improve further?

- Build on the improvements taking place in the quality of teaching so that all is good and more is outstanding.
- Ensure writing tasks are hard enough and challenge pupils to do their best, particularly the most able, so that pupils make faster progress and more reach the higher levels of attainment.
- Make sure that pupils use the information they have about how to improve their writing to make their work better.
- Ensure that governors hold leaders to account fully for pupils' current progress by ensuring that they regularly review the progress and attainment of present pupils.

## Inspection judgements

### The achievement of pupils is good

- Most children's skills are considerably below those typical for their age when they join the Nursery class, especially in speech and language and often in their social and independent skills. Many of the children who start school in the Reception classes also join with skills and knowledge typically well below those expected for their age. Throughout the Early Years Foundation Stage children make good progress. By the time they join Year 1, just under a third of children have reached a good level of development.
- Progress from Year 1 to Year 6 is good. Most pupils make the progress expected of them in reading, writing and mathematics. The proportion of pupils currently doing better than this is higher in reading and mathematics than in writing.
- Similar progress is being made by current learners. However, because of some weaker teaching in Year 4 in 2013, the progress of pupils in this year group dipped below that expected. School data and inspection evidence show that leaders have taken decisive action, pupils are catching up quickly and gaps are closing.
- At the end of Year 2, standards in reading, writing and mathematics have been consistently in line with the national average for a number of years. Pupils in the current Years 1 and 2 are making good progress and are on track to reach at least the expected standards by the end of the key stage and a good proportion are expected to attain the high levels.
- By the end of Year 6 most pupils reach expected standards for their age in reading, writing and mathematics. The proportion of pupils reaching the higher levels, although similar to national averages, is higher in reading and mathematics than in writing.
- Leaders ensure that the needs of pupils entering the school at other than the usual time, some of whom have skills below those typically expected for their age, are identified quickly. Additional support is provided to help pupils catch up and make the same good progress as other pupils.
- Younger pupils are effectively taught phonics, which is the ability to match letters to the sounds they make. The proportion of pupils reaching the expected level in the Year 1 phonics screening check in 2013 improved on the previous year but remained lower than the national average. However, the proportion of pupils who met the standard in Year 2 was high compared to the national average and reflects good progress made from typically lower than expected starting points.
- The school provides good support for disabled pupils and those with special educational needs. Pupils learn well and make at least good progress from their various starting points.
- The attainment of the most able pupils is broadly similar to the national average. However, fewer pupils than the national average make better than expected progress in writing from their starting points in Key Stage 2.
- In Year 6 in 2013, pupils' eligible for the pupil premium, all of whom are known to be eligible for free school meals, achieved at least as well as other pupils in the school and were around a term ahead of similar pupils in other schools. A similarly positive picture exists for current pupils. This indicates the school's effective promotion of equal opportunities.

### The quality of teaching is good

- Teaching is typically good and enables pupils to make good progress over time. School leaders' clear focus on continuing to improve the quality of teaching is proving successful.
- Children are taught well in the Early Years Foundation Stage. An interesting range of activities enables them to make a good start to their learning. They settle quickly and become curious learners who play happily together. As a result of this good teaching children develop their language and communication skills well and become increasingly confident when talking with adults and other children.
- Across the school activities are planned carefully and capture pupils' imagination well. Subjects

are woven together into interesting topics all of which are supported by a class book such as *'War Horse'* which Year 6 are studying this term. As part of their history studies about the First World War, pupils wrote about what they would see and feel if they were to see the distressed horse wandering on the battlefield. Careful questioning prompted them to use a range of sophisticated adjectives and a good level of maturity in their writing.

- Pupils learn well when work is set at the right level to meet their needs. Teachers use good subject knowledge and their understanding of the levels that pupils are working at to set activities that allow them to make good progress. However, sometimes, particularly in the Key Stage 2 classes, the most able pupils are set writing tasks that are too easy and progress for these pupils slows at times.
- Throughout the school, teachers provide good guidance for pupils when marking their work. Pupils are set targets for writing and mathematics which tell them clearly how to improve their work. However, this information is not yet used consistently well across the school to help pupils check how well they are doing. This means opportunities for pupils to make improvements to their work are sometimes missed.
- A warm, welcoming learning environment with a high profile on reading exists throughout the school. Pupils appreciate the range of books provided for them and read widely, regularly and with enjoyment. Research skills are applied really well in the popular homework projects that are set regularly.
- Teaching assistants are trained well. They work closely with teachers to provide good support for pupils, especially those who are disabled or have special educational needs.

### **The behaviour and safety of pupils** are good

- The behaviour of pupils is good. Pupils are proud of their school. They greet visitors warmly and are keen to tell them about their work and the way the adults take good care of them and keep them safe.
- Pupils behave well in class and around school. They listen attentively in lessons and enjoy the regular opportunities provided for them to work together in small groups.
- Pupils readily take on responsible roles, for example as members of the school council or as 'buddies' who act as role models and helpers for younger children. Other pupils look after the school's chickens; the eggs laid are sold to raise funds to help a boy in Malawi to attend school.
- Pupils take a pride in their work and presentation of books in all subjects is of a high standard.
- There are a few pupils who sometimes find it difficult to manage their own behaviour. The school has a range of effective strategies in place to support these pupils well and learning time is rarely disrupted. Most parents feel that behaviour is well managed at school and that their children are well cared for.
- The school's work to keep pupils safe and secure is good. Pupils say they feel safe and have a good understanding of the different types of bullying, including cyber bullying. They say that bullying incidents do happen occasionally but they trust the adults to deal with any issues quickly and fairly.
- The need for good attendance has a high profile. Attendance is currently in line with the national average and the learning mentor and other school staff continue to work with external agencies and parents to bring about improvements.

### **The leadership and management** are good

- The headteacher is held in high regard by pupils, parents and staff. Ably supported by the deputy headteacher, he has created a culture where all staff share his determination to continue to improve the school.
- Senior and middle leaders' roles are well-developed. All have an accurate understanding of how well the school is doing: leaders effectively evaluate the school's performance and identify the

right priorities for further development.

- Leaders understand what constitutes good teaching and offer clear advice to staff about how teaching can be improved. Training is provided to bring about improvements, for example in developing early reading skills. The link between performance and salary progression for staff is clear and applied rigorously.
- Tracking systems are in place to record the progress made by pupils from their starting points. These systems provide a wealth of information about the achievement of pupils and help school leaders identify anyone who is in danger of falling behind and to take the appropriate action to help them catch up. However, this information is not yet shared with governors to ensure that they are fully informed about the current progress of pupils.
- Support for pupils with special educational needs and for pupils known to be eligible for pupil premium funding is well led and managed effectively. Equality of opportunity is at the heart of the school's provision. The emotional and academic needs of pupils are carefully checked and interventions put in place for those requiring additional support. The school works closely with parents and seeks ways to support families who may be vulnerable.
- The subjects taught motivate and enthuse pupils and provide a range of opportunities for them to practise reading, writing, mathematics and information and communication technology skills. Class topics are enriched by a variety of educational visits, for example to a Buddhist temple or the Houses of Parliament in London. Good links with the local high school mean that Spanish lessons are taught by specialist teachers from that school. Year 4 pupils visited the high school for an information and communication technology lesson during the inspection. This shows the commitment of both schools to preparing pupils well for the next stage in their education. Pupils' spiritual, moral, social and cultural development is given good attention.
- The pupil premium is being used to effectively to provide specialist teaching and additional support and for ensuring equal access for eligible pupils to all the school has on offer.
- Pupils are encouraged to take part in sports to help them stay healthy and promote their well-being. The primary sports funding is used well to pay for specialist coaches to work with pupils and staff. Pupils say they enjoy the increased range of activities available after school.
- Parents who spoke to inspectors, the school's own parental questionnaires and parents who responded to Parent View indicate that they hold very positive views about the school and appreciate the care provided for their children.
- The local authority provides light-touch support for this good school. From time to time the headteacher works with headteachers who are new to the authority.
- **The governance of the school:**
  - Governors are highly committed to supporting the school and have a good understanding of the school's context. They review published data on pupils' achievement and are aware of the overall achievement of pupils. However, they do not yet regularly receive or review up-to-date information about the progress of present learners. This prevents them asking searching questions to hold leaders fully to account for pupils' current progress.
  - Governors are aware of how the pupil premium funding is used, including the provision of additional small group teaching for identified pupils. They understand the impact this is having on pupils' overall achievement. They ensure that safeguarding arrangements meet requirements. Governors are aware of the quality of teaching and carry out their duties with regard to checks and procedures for managing teachers' performance.
  - Governors ensure that the school's finances are managed well. They have successfully created a bright and well-maintained school environment and have ensured that the recent additions to the school building are being adapted well to meet the needs of the rising number of pupils on roll.

## 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

<b>Unique reference number</b>	105925
<b>Local authority</b>	Salford
<b>Inspection number</b>	443819

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	320
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Lol Duffy
<b>Headteacher</b>	David Magee
<b>Date of previous school inspection</b>	5 May 2010
<b>Telephone number</b>	0161 9212160
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