

Moss Hey Primary School

Eskdale Avenue, Bramhall, Stockport, Cheshire, SK7 1DS

Inspection dates 30 April–1 May 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
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.

- Children in the Reception class are taught very well. As a result, they make consistently good progress and are well prepared for Key Stage 1.
- Pupils make good progress from Year 1 to Year 6 and reach above average standards in reading, writing and mathematics.
- Teaching has improved quickly in the last year and is typically good with some that is outstanding. Teachers plan work that meets most pupils' needs well so that they are challenged to work hard.
- Pupils' behaviour and their attitudes to learning are good. Staff ensure they are kept safe.
- The excellent leadership of the headteacher has quickly brought about improvements to teaching and pupils' achievement. As a result, standards have risen quickly since 2013, particularly in mathematics.
- Governance of the school is good. Governors know the school well and challenge and support the senior leaders effectively.
- Parents speak highly of the school and almost all would recommend it to others.

It is not yet an outstanding school because

- Marking does not always give pupils the advice they need and when it does, pupils are not always given the opportunity to improve their work.
- Pupils do not always know how to improve their work
- Some pupils do not present their work neatly enough.
- The most able pupils are not always given enough opportunity to do the hard work they are capable of because they have too many easy tasks to do first, particularly in mathematics.
- Leaders' plans for improvement do not always include how they will measure the impact of the changes made or when they will be checked.

Information about this inspection

- Inspectors observed 14 lessons or parts of lessons, including two joint observations with the headteacher. In addition, inspectors conducted some shorter visits to classrooms to check the quality of the curriculum.
- Inspectors observed pupils' behaviour at breaktime and at lunchtime, both inside the school and in the playground. They listened to a sample of pupils read from Years 1, 2, 5 and 6.
- Discussions were held with groups of pupils, eight members of the governing body, a representative of the local authority, the headteacher, other school leaders and members of staff.
- Inspectors took account of 20 staff questionnaires and 56 responses to the online questionnaire (Parent view).
- Inspectors looked at a number of documents, including the school development plan and the school's view of how well it is doing. They reviewed the standards pupils achieved over time and the standards in pupils' current work. They observed the school at work and also checked the school's documentation and procedures for safeguarding, child protection, behaviour and attendance.
- Inspectors scrutinised many aspects of the school's work, including pupils' workbooks, current achievement data, documents relating to the performance management of teachers, the school's own case studies of individual pupils' achievements and minutes of the meetings of the governing body.

Inspection team

Liam Trippier, Lead inspector

Additional Inspector

Peter Allen

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school.
- The proportion of pupils who are known to be eligible for support from the pupil premium is much lower than the national average. The pupil premium is additional funding to support pupils who are known to be eligible for free school meals and those who are looked after by the local authority.
- The proportion of pupils supported by school action is above average. The proportion supported at school action plus or with a statement of special educational needs is much lower than average.
- Nearly all pupils are White British. A few pupils are from minority ethnic backgrounds and a small number speak English as an additional language.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress.
- The school provides a before- and after-school club.
- The headteacher has been in post since September 2013.

What does the school need to do to improve further?

- Improve teaching so that pupils' achievement is outstanding by:
 - regularly marking pupils' work with useful comments and providing all pupils with the time to act upon these
 - ensuring pupils' work is always presented well
 - regularly sharing pupils' next steps for learning with them so they all know how to improve their work
 - making sure work planned for the most able pupils always makes them think hard, in mathematics lessons in particular.
- Improve leadership and management by making sure that all plans for improvement have actions with clear start and end times and show how leaders will measure the impact of any changes made on pupils' achievement.

Inspection judgements

The achievement of pupils is good

- Children start in the Reception class with skills, knowledge and understanding seen typically in four-year-olds. They make good progress in this class because they are taught consistently well and select a wide range of well-planned, high quality and interesting play activities that help them to develop the skills they need for Key Stage 1.
- Evidence from observations of children's learning, the school's assessments and pupils' workbooks shows that pupils make good progress through Key Stage 1 and reach slightly above average standards overall. Standards in reading are consistently high and attainment in mathematics is rising. In writing, a greater proportion of the most able pupils should reach the higher standards of which they are capable.
- In 2013, standards at the end of Key Stage 2 in reading, writing and mathematics tumbled from above average to average and progress was not good. In the past, the quality of teaching was variable and did not always ensure enough pupils made good progress. Leaders have taken decisive and effective action to improve teaching and achievement. Current standards in Year 6 are now above average in reading, writing and mathematics and progress throughout Key Stage 2 has accelerated quickly so that it is now good.
- The most able pupils are also making good progress in most classes and subjects. However, teachers sometimes do not plan hard enough tasks, particularly in mathematics, to make sure these pupils are challenged as soon as they are ready for new learning. This leads to uneven progress across the school for this group of pupils, although they do reach the levels they are capable of by the end of Key Stage 2.
- Pupils enjoy reading. They make good and sometimes outstanding progress in reading because they are taught well by staff and are provided with a wide range of texts and subjects to explore. The teaching of phonics (letters and the sounds they make) is very effective and helps younger pupils read unfamiliar words quickly. Families take a keen interest in their children's reading and this contributes to strong achievement in this subject. The most able pupils in Year 5 and Year 6 read with fluency, great expression and have excellent knowledge of a wide range of authors and texts.
- The school shows a strong commitment to ensure all pupils succeed equally. The few pupils eligible for the pupil premium, including those known to be eligible for free school meals achieve well. There is no evidence of a significant gap in the attainment of these pupils and others in the school. The few pupils who do not speak English as their first language also achieve well. Similarly, disabled pupils and those with special educational needs make good progress and are supported effectively by teaching assistants and other school staff.

The quality of teaching is good

- The appointment of the new headteacher has had a positive impact on the leadership of teaching and learning, so that the quality of teaching has improved quickly and securely. Teaching is typically good with some outstanding teaching in each key stage.
- Teaching is effective in ensuring pupils make good progress. Teachers explain ideas clearly and use questioning effectively so that pupils know well what they are learning about, consider answers and deepen their understanding. For example, in a mathematics lesson in Year 3, the teacher explained division well. During the lesson, she asked the pupils to check their calculations regularly so they thought carefully about their work and worked with increasing accuracy.
- Teachers plan well for teaching assistants so that identified pupils are effectively supported. As a result, all pupils take part and learn well in lessons and no one is left out. The work of teaching assistants makes a good contribution to the achievement of pupils throughout the school.

- In mathematics lessons, teachers follow the school's agreed way of teaching calculations and enable pupils to learn new ideas in a clear sequence of activities. Pupils solve word problems using the calculations they have been taught to a good standard. However, some of the most able pupils are not challenged enough in mathematics lessons because teachers do not always carefully plan hard enough work for them. Consequently, activities are not always changed sufficiently quickly in response to the most able pupils' higher and more rapid level of understanding.
- Pupils learn to read and write well. They enjoy writing about an interesting range of topics, such as sports and the Second World War.
- Pupils' workbooks show the good progress they make over time. However, they are not all presented well and some work is untidy. Teachers' marking of pupils' work is improving quickly, although their comments do not consistently give pupils clear ways to improve. Teachers do not always update pupils' individual targets nor give them enough opportunity to respond to teachers' comments when they are made. As a result, not all pupils are absolutely clear how to make their work better.

The behaviour and safety of pupils are good

- The behaviour of pupils is good.
- Evidence gathered by the school in surveys and on this inspection indicates that all staff and pupils have very positive views of behaviour in school. Nearly all parents agree that the school makes sure its pupils are well behaved.
- Pupils say they enjoy school and speak highly of it, typically describing school as 'great' and 'amazing'. The pupils' above average attendance and low incidences of lateness reflect pupils' enthusiasm for school.
- Pupils get along well with each other in class, around the school building and in the playground. At lunchtimes, older pupils organise games well with the younger pupils, which they all enjoy tremendously. Pupils' behaviour in the before- and after-school club is also good. Pupils say on the very rare occasions they fall out with each other, they are able amicably to sort out any disagreements they have for themselves, but know that staff are on hand to provide help if they want it.
- In lessons, pupils' behaviour is also good and they appreciate the merits and awards the school uses to promote their good conduct and attitudes to work. Any pupils who have difficulties behaving well are supported very effectively to improve their conduct and relationships so they can concentrate and take part fully in lessons. Pupils' attitudes to learning are generally positive but some work in pupils' books is presented untidily and does not reflect a pride in their work.
- The school's work to keep pupils safe and secure is good.
- Pupils are safe when on the school site and on the regular trips provided. Pupils understand how the school keeps them safe and know that the regular fire drills and instruction about staying safe on the internet are there to protect them.
- Pupils have a good understanding of different types of bullying and say that there is none in the school. They also say that they have not heard any unpleasant, racist or homophobic language used in the school and this is borne out by school records.

The leadership and management are good

- The headteacher leads the school with vigour and determination. Since her appointment last year, she has had an unswerving focus on ensuring teaching is of high quality and that its impact on learning is rapid. She has the full support and commitment of all staff and the governing body and consequently, the school's capacity for improvement is strong.
- The school knows itself very well and has a clear and accurate view of its own performance. Plans for improvement based upon the regular checks on teaching and achievement have

identified actions that have brought about significant and positive changes. However, the plans do not have precise measures or clear time scales on which to easily determine the impact of the school's actions on pupils' achievement.

- Middle leaders are increasingly effective and know the school's strengths and areas for development well because they are closely and regularly involved in checking the impact of teaching on pupils' learning and achievement. They lead by example and have provided training for staff to contribute to the school's rapid improvements.
- The leadership of teaching is strong. Leaders provide many opportunities for teaching staff to improve and develop their skills, including seeing and hearing about good practice. Leaders' expectations of all staff are high, yet realistic. Training in the teaching of mathematics has brought about improvements to pupils' achievement, although the most able pupils can be challenged further in this subject.
- Arrangements for the performance management of staff are robust. Teachers' individual targets for improvement are based upon the school's main priorities and clearly linked to salary progression. Any weaknesses identified are followed up with training and support. Staff are rightly held to account for the progress their pupils make, in regular meetings with leaders. Teaching assistants also have performance management targets linked to the school's priorities, which contribute well to improvements.
- The school supplements pupils' learning in class with a good range of educational trips and visitors to the school. The topics pupils study are of relevance and interest to the them, such as the environmental theme 'Life in a Rainforest' and the French and Art theme 'Nous Sommes des Artistes'.
- Pupils' spiritual, moral, social and cultural development are promoted well. For example, in an assembly, pupils listened attentively to the excellent performances of some Year 5 and Year 6 pupils when they played their musical instruments to a high standard. They applauded spontaneously and very much enjoyed the experience. The school recognises there is more to do to promote pupils' experience of a wider range of cultures than their own.
- The primary school sport funding is used appropriately to increase participation in sport and games. Extra clubs have been established, based upon pupils' interests and attendance is high. A sports coach takes groups of pupils for games and the school has ensured staff receive extra training in teaching gymnastics.
- The school has benefited well from good quality support from the local authority. The school improvement officer has helped the headteacher bring about rapid changes.
- The school's promotion of equality and tackling of discrimination is good.
- The school's procedures for safeguarding are effective and meet statutory requirements.
- **The governance of the school:**
 - Governance of the school is good. Governors know well the school's main strengths and areas for development because they regularly check the impact of teaching on pupils' achievement. They provide suitable challenge and support to senior leaders and routinely ask searching questions in meetings to ensure they have an accurate picture of the school's performance. Governors have plans to more regularly check out for themselves the quality of teaching by seeing lessons and have recently devised procedures for doing this.
 - The governing body ensures the pupil premium is spent well and the primary school sports funding is used appropriately. Governors ensure teachers' performance is managed effectively and know that any underperformance is addressed swiftly.

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	106090
Local authority	Stockport
Inspection number	444047

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

Type of school	Primary
School category	Maintained
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	203
Appropriate authority	The governing body
Chair	Robin Ellis
Headteacher	Tabitha Smith
Date of previous school inspection	19 July 2010
Telephone number	0161 4395114
Fax number	0161 4390663
Email address	headteacher@mosshey.stockport.sch.uk

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