

# Mossgate Primary School

Kingsway, Heysham, Morecambe, Lancashire, LA3 2EE

## Inspection dates

20–21 January 2015

<b>Overall effectiveness</b>	Previous inspection:	Requires Improvement	3
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The headteacher and other leaders have ensured rapid improvements in teaching and pupils' achievement. They continually and successfully strive to improve pupils' progress.
- Governors are fully involved in ensuring that the school improves. They work closely with the headteacher checking on teaching as well as pupils' achievement.
- The curriculum provides a wealth of opportunities to ensure that pupils' health and emotional well-being are strongly developed. There are many occasions when pupils can take on responsibilities and can participate in sporting, artistic and musical activities.
- Pupils are polite, well mannered, considerate and well behaved in lessons and around school. They feel safe and understand how to keep themselves safe in different situations.
- Pupils thoroughly enjoy school which is reflected in their above average attendance.
- Strong relationships result in a positive atmosphere during lessons and around the school. Pupils rise to the challenge, enjoying the varied activities teachers plan for them.
- Teaching is good and is leading to consistently good learning, more rapid progress and rising standards.
- Teachers have high expectations of all pupils and ask thoughtful questions to deepen their understanding.
- Pupils of all abilities, including disabled pupils and those who have special educational needs, make good progress in reading, writing and mathematics throughout the school.
- Parents are very supportive of the school and are pleased with the progress their children are making.
- In the Reception class children benefit from a wide range of exciting activities which ensures that they enjoy school from this early stage, helping them to learn well. Creative and imaginative teaching helps children make good progress.

### It is not yet an outstanding school because

- Pupils do not get enough opportunities to develop their mathematical skills further in other subjects.
- The system of marking pupils' work is not yet consistent across the school.
- When teachers check pupils' work during lessons, opportunities are sometimes missed to give further challenge.

## Information about this inspection

- The inspectors observed 7 teachers and visited 17 lessons, one of which was a joint observation with the headteacher.
- Discussions were held with the headteacher, staff, pupils, parents and governors.
- The inspectors observed break time and talked regularly with pupils as they moved around school.
- The inspectors scrutinised pupils' work and listened to pupils read.
- A wide range of the school's documentation was observed, including systems for tracking pupils' progress, safeguarding arrangements, the school development plan and pupils' work in their books.
- The inspectors took account of responses to the school's most recent questionnaire for parents alongside 36 responses from the online questionnaire (Parent View).
- The inspectors analysed 16 questionnaires completed by staff.

## Inspection team

Sue Sharkey, Lead inspector

Additional Inspector

Peter Martin

Additional Inspector

## Full report

### Information about this school

- Mossgate Primary School is smaller than the average-sized primary school.
- Almost all pupils are of White British heritage. Very few pupils are from minority ethnic backgrounds.
- The proportion of disabled pupils and those who have special educational needs is above the national average.
- The proportion of disadvantaged pupils supported by the pupil premium is above the national average. (The pupil premium is additional government funding for those pupils who are known to be eligible for free school meals and those children who are looked after by the local authority).
- The school meets the government's current floor standards, which are the minimum expectations for attainment and progress in English and mathematics by the end of Year 6.
- The school offers a breakfast club managed by the governing body.

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

- Improve teaching to outstanding and raise pupils' achievement by:
  - providing as many opportunities as possible to develop pupils' mathematical skills across different subjects through practical first-hand experiences
  - ensuring that, when teachers check on the progress pupils are making during lessons, they give further challenge when needed
  - further developing the marking of pupils' work so that the system of writing comments about what pupils have to learn next is consistent across the school.

## Inspection judgements

### The leadership and management are good

- The headteacher has been relentless in her drive to improve achievement and teaching. She is supported extremely well by the deputy headteacher and two assistant headteachers. Together they have introduced changes that have brought about rapid improvements in the quality of teaching, resulting in raised standards.
- The school's system for checking the quality of teaching and learning as well as pupils' progress is rigorous. The assistant headteachers, who are leaders of English and mathematics, play an active role, often joining with the headteacher in regularly checking on the quality of teaching and pupils' books, as well as talking with pupils. As a result, the school's view of how well it is doing is accurate, sharp and focused. Leaders have a clear picture of its many strengths as well as what needs to be improved.
- Performance management is carried out systematically and is closely linked to teachers' salary award and training. Recent staff training in mathematics has already resulted in improving the performance of higher-attaining pupils.
- Leaders have been successful in their determination to ensure that pupils have equal opportunities and that there is no discrimination within the school. Pupil premium funding is used effectively to ensure that eligible pupils make good progress.
- The school works closely with parents to ensure they are fully involved with their children's education and all parents who were talked to during the inspection expressed very positive views about the school.
- Staff questionnaires reflect high morale and a strong team spirit. Staff are committed to their work and are valued fully.
- The local authority has a very good relationship with the school and has offered much support to the school. It has given training to governors and more recently carried out monitoring with leaders.
- The curriculum supports the development of pupils' spiritual, moral, social and cultural development extremely well in preparation for life in modern Britain. Pupils benefit from a wide variety of after-school clubs including different sports, sewing, cookery, music, pop choir and cheerleading. Through a partnership with the local secondary school, pupils can explore outdoor activities such as kayaking, cave or ghyll scrambling while 'Keep Fit Friday' gets everyone off to a healthy start as pupils are joined by their parents for this before-school activity.
- There is a strong focus on developing pupils' physical and sporting skills. The use of the primary school sport funding has been planned well and is highly effective in extending the range of different activities. This has enabled the school to develop team games, competing with other schools and taking part in different tournaments where the pupils from the school are often very successful.
- **The governance of the school:**
  - Governors visit the school regularly to check for themselves how well it is doing and consequently they have a good knowledge of its work and performance. They provide good levels of support and challenge to make sure the school continues to improve. The governing body is well informed and fully understands information about pupils' progress and achievement. It is pleased that pupil premium funding is used wisely to make sure that eligible pupils have the right support, enabling them to make good progress and that the primary school sport funding enables pupils to learn different team games and compete against other schools. Governors are fully aware of the quality of teaching and make sure that any pay increases are awarded for good teaching and that underperformance is tackled. They bring a good range of expertise to their role and are keen to update their knowledge through relevant training. They make sure that all requirements for safeguarding are met.

### The behaviour and safety of pupils are good

#### Behaviour

- The behaviour of pupils is good. Pupils treat each other with respect. Pupils of all ages are polite and courteous both in lessons and on the playground. When moving around school, they are calm and careful of others.
- Pupils have very positive attitudes to learning, are keen to learn and want to do well. They work together effectively, for example, when discussing questions or sharing ideas and listen attentively when adults are speaking.

- Pupils are given a good understanding of the democratic processes in Britain by being Mossgate 'members of parliament'. They help to organise events to raise funds for local, national and international charities, as well as the school. They are pleased that they are close to raising enough funds to buy new playground equipment.

### Safety

- The school's work to keep pupils safe and secure is good. Pupils say they feel safe and are well cared for by adults in school. They talk confidently about the many opportunities they have to learn about how to stay safe through visits from the fire brigade and learning about road safety, as well as different kinds of bullying such as cyber-bullying. Pupils say that bullying is very rare, but they know that they can talk to any adult in school who will listen to them if they have any problems.
- Pupils say they enjoy school which is why attendance is above average. For example they like to learn new things, they say teachers make lessons fun and they enjoy being a sports leader. All parents who responded to Parent View say their children are happy in school and kept safe.

## The quality of teaching is good

- The good quality and consistency of teaching has enabled pupils to make rapid progress and achieve well.
- Strong team work throughout the school means that expertise is shared and there is a positive ethos in the school. Teachers support each other very well and are very keen to continually improve their own practice further. They have high aspirations for their pupils.
- Teachers' positive expectations for pupils' behaviour and progress ensure that little time is wasted during lessons. Teachers guide pupils' learning well. They make sure pupils know the purpose of what they are learning and intervene regularly to check that pupils have fully understood, as well as checking on the progress they are making. However, there are sometimes missed opportunities to give pupils further challenge during lessons when needed.
- Pupils benefit from a good variety of activities during lessons, including small-group and paired discussions as well as working independently. For example, during a Year 6 lesson, pupils worked independently to create a graph. They then swapped mathematics books with a partner who had the task of using the information from the graph to write questions to challenge their partner. This led to purposeful discussions where pupils were fully absorbed in their thinking as they shared ideas with each other.
- Pupils work is marked regularly. Teachers generally make it clear what pupils have done well and give advice on how to improve their work so that pupils are clear about what they have to learn next. However, the system is not yet used consistently across the whole school.
- Relationships between adults and pupils as well as between pupils and other pupils are strong. Pupils are skilled at working together and listen to each other well. For example, during a Year 5 mathematics lesson pupils were fully engaged as they worked in pairs. They checked each other's thinking while exploring numbers, talking quietly but purposefully.
- Teaching assistants work closely with teachers and are responsive to the needs of pupils. They work flexibly to support pupils of different abilities so that all pupils are fully and actively involved and included throughout lessons.

## The achievement of pupils is good

- The good progress made by children in the early years continues through Key Stages 1 and 2. All parents who responded to Parent View agree.
- Since the previous inspection progress has accelerated rapidly for all groups of pupils. For example, in 2014 a much higher proportion of pupils achieved Level 2 in reading, writing and mathematics than in 2013. By the end of Year 2 attainment is now average in reading, writing and mathematics.
- Pupils thoroughly enjoy learning. They talk with enthusiasm about their work and what they are learning. Year 6 pupils know what levels they are achieving as well as the levels they are aiming for. Pupils are encouraged to develop their independence and do not always rely on adults to provide the answers and this prepares them well for the next stage of their education.
- Standards by the end of Year 6 have also risen. The school's results in the 2014 national tests at the end of Year 6 in reading and mathematics were average, but well above average in writing. All of the pupils achieved their expected progress in writing and a well above average proportion made more than expected progress. In mathematics, an above average proportion of pupils made both expected and above expected progress. Projected targets for 2015 indicate that standards should continue to rise,

particularly in reading and mathematics.

- Pupils are given many opportunities to write for a wide range of purposes and different subjects so that writing tasks are stimulating and meaningful. In mathematics lessons, pupils have opportunities to use their mathematical skills to solve problems; however, real-life problem-solving is not always extended to other subjects.
- Progress for the most able pupils is similar to that of other pupils because teachers plan challenging activities which really make them think. In the 2014 teacher assessment a much higher proportion of Year 2 pupils reached the higher levels in reading, writing and mathematics than in previous years.
- Disabled pupils and those with special educational needs, together with pupils who speak English as an additional language, make good progress. This is because they are supported well by teaching assistants who work closely with teachers giving good quality guidance to individuals or small groups of pupils. The school is successful in providing equal opportunities for learning for all pupils.
- In 2014, the attainment of disadvantaged pupils in Year 6 was similar to that of other pupils in the school for mathematics, but two terms behind in reading and one and half terms in writing. Their attainment compared with all pupils nationally was similar in mathematics and writing, but two terms behind in reading. Through successful small group support, these pupils are making good progress and the remaining gaps between their attainment and that of others are closing rapidly.
- Pupils enjoy reading and make good progress. They read widely and their skills develop rapidly when guided carefully by a teacher or teaching assistant. For example during a phonics (matching letters to the sounds they make) lesson a small group of Year 1 pupils enjoyed using their individual white boards to write words and check the spelling with the letter sounds shared carefully with them by the teaching assistant. In the classroom a larger group of pupils were guided by the teacher to use robotic actions with their arms to sound out words that included the letter 'i'.

### The early years provision

is good

- When children join the school in the Reception class a good proportion have weak skills, particularly in reading, writing, numbers and speaking and listening. Highly effective teaching ensures that children are guided to make good and rapid progress.
- Staff work closely with parents to gather and exchange information. During the inspection parents had been invited to join their children to share and talk with them about their learning journals. Parents make contributions to their children's journals with pictures or information about relevant activities at home. Parents talked to during this visit all said they were very happy with the provision that the Reception class was providing for their children.
- There are exciting and good opportunities for children to develop their early skills of reading, writing and mathematics through creative and imaginative play, both in the classroom and outdoors. Children enjoyed the story of 'The Gingerbread Man' and creative planning ensured that the pleasure of the story could be extended to a wide range of activities. Two children, for example, focused well as they shared the story in pictures and words. The teacher encouraged children to read the words as well use actions and singing to bring the story to life. Other children attached sweets on gingerbread men biscuits while adults challenged them to count the sweets as they went along.
- Adults talk and question children frequently to develop their language and communication skills. There are very occasionally missed opportunities to use searching questions to challenge children's understanding even further in order to develop their thinking skills fully.
- Children play extremely well together, show good attitudes to learning and behave well. Whether they are working with an adult or by themselves, they sustain their interest for long periods of time because they are motivated to learn.
- The early years provision is led and managed well by an assistant headteacher who is also the Reception teacher. She is supported well by the teaching assistant and together they work as an effective team. As result of knowing all children well and ensuring that sessions are based on constant evaluation of children's needs and interests, children make good progress.

## 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>	130262
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	452017

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	194
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	John Manley
<b>Headteacher</b>	Ann Christine Lawler
<b>Date of previous school inspection</b>	20 November 2013
<b>Telephone number</b>	01524 850736
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