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27 November 2017

Miss L Everitt  
Headteacher  
Mospits Lane Primary School  
Mospits Lane  
Liverpool  
Merseyside  
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Dear Miss Everitt

### **Short inspection of Mospits Lane Primary School**

Following my visit to the school on 14 November 2017, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in January 2013.

#### **This school continues to be good.**

The leadership team has maintained the good quality of education in the school since the last inspection. You are a strong leader who has developed a culture of high aspirations. Governors and your highly effective leadership team share your drive and vision. You have created a cohesive and highly skilled leadership team who drive improvements in their areas of responsibility. Several members of your staff provide support within the local authority. Staff morale is high, they feel supported and have many opportunities to learn new skills. Staff who responded to the online survey state that they are proud to work at the school.

The governing body are knowledgeable and have a wide set of skills. They use these skills effectively to support the school's improvements and to challenge leaders. Together you have an accurate view of the school's strengths and areas for development. There is a clear understanding of the priorities for school improvement. Governors are proud of the school and are keen to raise achievement for all pupils so they excel. Governors visit the school to check on the progress made towards improvement.

Pupils enjoy school and they are pleased to be part of the school community. The curriculum ensures that pupils experience a broad range of activities. Consequently, they love learning and are well prepared for the next stage in their education. Pupils are polite and well-mannered. They are a credit to the school. Behaviour is consistently good and pupils' support for each other is admirable. There is an air of calm and purposeful learning around school and in lessons. Pupils were keen to tell

me how much they enjoy learning, 'especially when we have to challenge ourselves'. Pupils told me that one of the best things about the school is that they 'have so many different opportunities to take part in things and to represent our school.'

Parents who responded to Ofsted's online questionnaire, Parent View, are very positive about the school. They value your leadership and a view held by many is that: 'It is a brilliant school led by a caring and positive headteacher who instils good morals, values and self-respect. It must be one of the best primary schools in Liverpool.' They are equally praising of all of the staff and agreed that staff do everything they can to ensure that their children are happy and enjoy learning.

Leaders have successfully dealt with the areas for improvement identified by the previous inspection. At the last inspection, the lead inspector asked you to improve the quality of teaching by ensuring that pupils are clear about what they have to do before they begin their work. Teachers explain well-planned activities clearly and regularly check up on pupils' learning. As a result, no time is wasted and pupils work diligently and are keen to complete activities.

The previous inspection also reported that leaders needed to improve teachers' skills at questioning pupils to check their learning and move it forward. Staff have received training to improve their knowledge and understanding of the impact that effective questioning has on pupils' progress. Teachers' skilful use of questioning allows pupils to make links to prior learning, sparks their curiosity and enables them to make good progress. Pupils told me that, 'We enjoy having to explain our thinking.'

Finally, the previous inspection reported that leaders needed to develop ways for pupils to use their mathematical skills in different ways across different subjects. Teachers provide a range of opportunities that enables pupils to practise and reinforce their mathematical skills in different subjects across the curriculum. Consequently, pupils enjoy mathematics and make good progress.

### **Safeguarding is effective.**

Safeguarding arrangements across the school, including in the early years, are fit for purpose. Safeguarding policies are up to date and are rigorously adhered to by all staff. Leaders have ensured that vetting procedures for the recruitment of staff and governors are thorough. Regular training for staff and governors ensures that they are up to date with any changes to legislation. They understand their responsibilities and what they need to do to keep pupils safe. Leaders act swiftly if any concerns are raised and work effectively with external agencies to keep pupils safe.

Pupils feel safe at school and are in agreement that bullying does not happen. Older pupils have a good understanding of different types of bullying and are confident that if it ever happened their teachers would sort it out. Pupils told me that, 'We are lucky because we have great friends and teachers who always help us if we are

worried about anything.’ As a result, pupils love coming to school and attendance is good. Pupils have access to a wide range of opportunities to learn about how to stay safe, especially when they are online. Parents share the view that their children are safe and happy.

## **Inspection findings**

- This inspection focused on a number of key lines of enquiry. The first of these looked at the achievement of children in Reception. This is because over the last four years the number of children achieving a good level of development has risen considerably. Leaders regularly evaluate the quality of provision within Reception and the learning opportunities that children experience. Consequently, they have invested in many improvements to ensure that children get off to an excellent start. The learning environment inside and outside is vibrant, creative and purposeful. Children have opportunities to read, write and develop their mathematical knowledge in a wide range of skilfully planned and resourced areas of learning. Children are happy, active and highly motivated to learn. You have rightly judged early years to be a strength of the school.
- The second key line of enquiry considered how leaders are improving the achievement of the most able pupils in reading and mathematics in key stage 1. This is because in 2016 and 2017 the proportion of pupils who attained at the highest standard at the end of key stage 1 was below the national average. Leaders evaluate the quality of teaching and hold teachers to account for the progress of the most able pupils. In terms of reading, the teaching of phonics is strong across Reception and key stage 1. Teachers skilfully build on this good foundation to extend pupils’ reading. Leaders have invested in interesting texts and created learning environments that develop pupils’ love of reading. There is a consistent and structured approach to the teaching of reading that develops pupils’ reading comprehension skills in a structured way. As a result of these actions, most-able pupils make good progress.
- In mathematics, you recognised that the teaching of mathematics for the most able pupils needed to change. Teachers now receive targeted training to improve their knowledge and understanding. Leaders plan opportunities for teachers to learn from the highly effective mathematics teaching in key stage 2. This is beginning to have an impact on the most able pupils’ progress. In pupils’ books there was evidence that they now have more opportunities to challenge themselves further in their learning. Pupils are keen to learn and enjoy mathematics. However, these improvements are still in the early stages of development. You agree that the most able pupils need more opportunities to develop their reasoning and problem-solving skills in mathematics, so they achieve at the highest standard more consistently.
- Another key line of enquiry considered the progress that pupils make in writing. This is because pupils’ achievement in writing across the school was below the national average in 2017. Leaders have reviewed the teaching of writing and identified the barriers that prevent some pupils making good progress. Regular monitoring of teaching has identified specific training to improve teachers’ subject knowledge. Leaders plan many opportunities for teachers to learn from

each other and review pupils' writing. As a result of leaders' actions, improvements have been made to the teaching of phonics, spelling, punctuation, grammar and pupils' handwriting across the school. A review of pupils' work revealed that they are using their improved skills effectively in some year groups. You agreed that more needs to be done to ensure that the teaching of writing is consistent across key stage 2, so that achievement in writing improves to match that of other subjects.

- The last key line of enquiry considered the attendance and persistent absence of disadvantaged pupils. This is because in 2016, attendance was low and persistent absence was high for these pupils. There are effective systems to check pupils' attendance and punctuality. Pupils enjoy the various ways that leaders celebrate good attendance across the school. You know the reasons why every pupil is absent and have worked effectively with families to improve attendance for all. As a result of actions taken by leaders, attendance for this group of pupils is improving.

### **Next steps for the school**

Leaders and those responsible for governance should ensure that:

- teachers embed the strategies in place to improve pupils' problem solving and reasoning in key stage 1, so that the most able pupils achieve at the highest standard
- the teaching of writing is consistent across key stage 2, so that pupils make more rapid progress.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Liverpool. This letter will be published on the Ofsted website.

Yours sincerely

Julie Kynaston  
**Her Majesty's Inspector**

### **Information about the inspection**

During the inspection, I met with you, the deputy headteacher, the school bursar and your senior leaders. I spoke with members of the governing body and an officer from the local authority. I spoke with a group of pupils and other pupils around the school. Documents were scrutinised, including your self-evaluation document, school improvement plan, external audits, attendance information and safeguarding checks. I reviewed pupils' achievement records and your checks on the quality of teaching. I also visited lessons with you to speak with pupils and look at examples of their work. I observed pupils' behaviour during lessons, at breaktimes and as they moved around the school. I reviewed minutes of meetings of the governing body. I took account of responses to Ofsted's online questionnaire, Parent View,

including 79 free-text responses. I also took account of 29 responses to Ofsted's staff questionnaire and 85 responses to Ofsted's pupil questionnaire. I completed a review of the school's website.