

Inspection of Mosborough Primary School

New School Road, Mosborough, Sheffield, South Yorkshire S20 5ES

Inspection dates: 5 and 6 December 2023

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Previous inspection grade

Good

What is it like to attend this school?

Pupils thrive at Mosborough Primary School. The keen sense of community between staff and pupils helps pupils to feel safe and cared for. High quality interactions between staff and pupils are an important feature of this school. Adults make sure that no learning time is lost.

Pupils behave exceptionally well. They treat each other and staff with respect. In lessons, pupils listen carefully to their teachers and are engaged and enthusiastic. At social times, pupils get on extremely well. Staff provide a range of activities to make social times fun.

The school has an extremely well-designed curriculum. Pupils, including those with special educational needs and/or disabilities (SEND), make excellent progress. They enjoy learning and aim high. Pupils persist with their learning, even when tasks are more challenging.

Pupils engage in the life of the school and the wider community. Leaders provide a variety of opportunities for pupils to develop their leadership skills. For example, 'Rights rovers' help other pupils to know and celebrate their rights and responsibilities as confident citizens and the eco-committee ensures pupils are aware of environmental issues such as saving power. These pupils are role models to their friends. They reinforce the school's high expectations.

What does the school do well and what does it need to do better?

The school has designed the curriculum carefully so that staff know what pupils should learn. Staff have excellent subject knowledge. They know what knowledge to emphasise to pupils and when. They check that pupils are remembering the most important knowledge regularly. Pupils produce work of consistently high quality. Leaders have included many enhancements to the curriculum. These include regular trips to places of historical interest, both locally and regionally, which bring pupils' learning in history alive. In French, leaders have established connections with schools in French speaking countries to provide pupils with the opportunity to apply their learning. Pupils study a diverse range of artists in their art lessons. In maths and science, pupils have frequent opportunities to apply their learning. They develop a strong sense of what it means to work scientifically.

The school has an excellent understanding of the best ways to support pupils with SEND. Leaders select highly effective interventions to meet pupils' individual needs. They ensure that staff have the training they need to deliver these interventions effectively. Staff adapt learning, where necessary, to make sure all pupils get the most out of learning activities.

Children in the early years get off to an excellent start. Adults are enthusiastic and demonstrate a strong understanding of early learning development. They immerse children in learning. Staff choose activities that help children to understand the

curriculum. They are skilful at making sure children learn and use new vocabulary well. Subject leaders have identified the early knowledge that children need to make sure they are prepared well for their learning in Year 1.

The school prioritises the teaching of reading. The well-established scheme for teaching phonics helps pupils learn to read quickly. Staff teach the phonics sessions consistently. They intervene quickly to support any pupil who is falling behind. As a result, pupils become fluent, confident readers quickly. The school provides lots of opportunities for pupils to read and study high-quality texts. Leaders have chosen texts which complement and enhance pupils' learning across the curriculum. Pupils talk enthusiastically about the books they have been reading.

The school has designed the curriculum for pupils' personal, social and health education as carefully as the academic subjects. The curriculum is ambitious. Pupils talk confidently about concepts such as democracy and staying safe online. There are regular opportunities for pupils to build their understanding of other faiths and cultures. Pupils respect and value people from diverse backgrounds. Their behaviours reflect their understanding of the fundamental British values. Almost all pupils have joined one or more of the school's high-quality, extra-curricular clubs. The 'world explorers' club, in which pupils learn geography, is particularly popular.

Leadership at all levels is very strong. Governors provide highly effective support and challenge. They know the school well and are determined it will continue to improve. Senior leaders have created a school community that staff are proud to be part of. Staff receive extensive training opportunities and engage with research. Morale is extremely high. Pupils and families highly praise the school, which is the hub of its local community.

Safeguarding

The arrangements for safeguarding are effective.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need](#)

of help and protection; pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	107039
Local authority	Sheffield
Inspection number	10289921
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	418
Appropriate authority	The governing body
Chair of governing body	Rachael Hartley
Headteacher	Martin Fallon
Website	www.mosboroughprimary.co.uk
Date(s) of previous inspection	12 and 13 July 2022, under section 8 of the Education Act 2005

Information about this school

- The school does not make use of any alternative provision.
- 17% of pupils are eligible for pupil premium funding.
- There are below average numbers of pupils with SEND.

Information about this inspection

The inspector(s) carried out this graded inspection under section 5 of the Education Act 2005.

Inspections are a point-in-time judgement about the quality of a school's education provision.

- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The lead inspector held several meetings with the headteacher during the inspection.

- The lead inspector met with the headteacher, the head of school, members of the governing body and a representative from the local authority.
- Deep dives were carried out in these subjects: early reading, mathematics, history, science and art. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also discussed the curriculum in some other subjects.
- An inspector observed pupils reading to a familiar adult.
- Inspectors spoke to pupils formally and informally about their learning and experiences at school. An inspector also spoke to parents as they dropped their children off at the school gate.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors observed pupils' behaviour throughout the school day, including during breakfast club, during lesson visits and at breaktime. Inspectors spoke to groups of pupils about their views on behaviour and the wider experiences they receive at school.
- The inspectors reviewed the parental responses received through the Ofsted online questionnaire, Ofsted Parent View, including free-text responses. Inspectors also considered the responses received through Ofsted's staff questionnaire.

Inspection team

Zoe Helman, lead inspector	His Majesty's Inspector
Kerry Partington	Ofsted Inspector
Stephanie Ngenda	Ofsted Inspector
Donna Waddington	Ofsted Inspector

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