

Inspection of a school judged good for overall effectiveness before September 2024: Moss Lane School

Moss Lane, Godalming, Surrey GU7 1EF

Inspection dates:

3 and 4 December 2024

Outcome

Moss Lane School has taken effective action to maintain the standards identified at the previous inspection.

What is it like to attend this school?

This welcoming school sits at the heart of the community. Pupils are safe and happy here. Staff show care and kindness towards pupils, and in turn, pupils are considerate of each other. They show patience and empathy towards one another. Relationships between pupils, staff, parents and carers are positive and respectful.

Pupils behave well in and around the school. They are polite and courteous. Pupils understand the importance of celebrating similarities and differences. They appreciate that every child is unique and has different personal needs. This includes pupils with special educational needs and/or disabilities (SEND), some of whom have complex needs. Pupils with SEND are well supported in accessing the curriculum.

Pupils enjoy coming together as a whole school to sing their theme song that reinforces the school's values of being safe, ready and aiming high. They proudly represent the school at events, including in the local community. This includes singing at a local home for the elderly and at the opening of the Christmas market in the town centre.

Pupils in Year 2 are well prepared to move on to their next schools. This is because transitions into, within and from the school are coordinated and managed well. Children in Reception receive a good start to their education.

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

The school has revised what it wants pupils to learn over time. The curriculum in some subjects is well ordered. Pupils' learning increases in complexity as they move through the school in these subjects. For instance, the mathematics curriculum enables pupils to build secure knowledge of mathematical concepts. Children in Reception use appropriate

subject-specific language to explain the similarities and differences between different shapes. In Year 1, pupils use number lines to explore calculations using subtraction and addition. They know the names of different shapes. Pupils in Year 2 learn to use vertical lines of symmetry to divide different shapes into equal parts. In some subjects, including science, the school is reviewing its curriculum to make sure that pupils build their knowledge securely from one year to the next. Pupils do not achieve as well as they could in these subjects.

Teachers typically address pupils' misconceptions appropriately. They give pupils time to think and generate their ideas. In a minority of lessons, teachers do not systematically check what pupils know and understand. This means that opportunities to deepen pupils' learning or apply their knowledge to different contexts are not routinely provided.

Leaders are successful in creating a positive learning environment. The school works closely with staff to develop a range of strategies to quickly identify pupils' needs. Staff ensure that children entering Reception settle well and quickly in school.

The school prioritises the teaching of reading to ensure that pupils become fluent readers. Staff deliver the phonics programme consistently well. Pupils recall and rehearse sounds they have previously learned. They apply their knowledge of phonics to their writing and spelling. Staff ensure that pupils at risk of falling behind receive the support they need. Pupils enjoy listening to the stories adults regularly read to them.

Adults model the conduct, language and learning behaviours they want pupils to learn. Low-level disruptions are managed calmly and sensitively. Pupils know and follow the school's golden rules well. They know the classroom routines. For example, during transition times in lessons, children in Reception move swiftly and orderly from the carpet to group tables. Staff communicate clear expectations of attendance and punctuality to parents. There are rigorous processes in place to support families to ensure pupils attend school regularly and on time.

The school provides opportunities to develop pupils' character, confidence and interests. Pupils enjoy the enrichment activities on offer, including the regular visits to the library, allotment and woodlands school. Adults teach pupils how to stay safe in school and online. Pupils have an age-appropriate understanding of consent. They know what to say to anyone who is compromising their personal space or boundaries.

The school is committed to ensuring that pupils are at the centre of all that it does. It knows the children and their families well. Staff and those responsible for governance celebrate the 'spirit of community' and teamwork promoted within the school. Staff value the time and opportunities given to carry out their responsibilities effectively. Leaders have an honest view of the school's strengths and next steps. Those responsible for governance are keen to ensure that staff receive the resources they need to fulfil their duties effectively and support the realisation of the school's vision.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Occasionally, checks of what pupils know, remember and can do are underdeveloped. When this happens, teaching does not deepen pupils' knowledge and understanding securely. The school should support staff to check what pupils know so that they build on pupils' understanding using purposeful activities and learning experiences.
- In some subjects, the school is reviewing its curriculum to make sure that pupils build their knowledge securely over time. Pupils do not achieve as well as they could in these subjects. The school should support staff to develop expertise in delivering the new curriculum content to enable pupils to achieve consistently well in all subjects.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good for overall effectiveness in February 2014.

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	125049
Local authority	Surrey
Inspection number	10269129
Type of school	Infant
School category	Community
Age range of pupils	4 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	158
Appropriate authority	The governing body
Chair of governing body	Kyra Mumford
Headteacher	Victoria Abbott
Website	www.moss-lane.surrey.sch.uk
Date of previous inspection	13 October 2020, under section 8 of the Education Act 2005

Information about this school

- The school does not make use of any alternative provision.

Information about this inspection

- Inspections are a point-in time evaluation about the quality of a school's education provision.
- The inspector discussed any continued impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector met with the headteacher, the chair and members of the governing body, a representative of the local authority, an independent school adviser, senior leaders and other members of staff.
- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspector: 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.

- The inspector considered the responses to Ofsted Parent View, including the free-text comments. They considered the responses to Ofsted's online surveys for staff and pupils.

Inspection team

Lascelles Haughton, lead inspector

His Majesty's Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024