

Moss Hall Infant School

Inspection report

Unique Reference Number	101295
Local Authority	Barnet
Inspection number	276491
Inspection dates	11–12 May 2006
Reporting inspector	Graham Lee

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

Type of school	Infant
School category	Community
Age range of pupils	5–7
Gender of pupils	Mixed
Number on roll	
School	
Appropriate authority	The governing body
Chair	Mrs Shirley Bilgora Ms Helen Connor
Date of previous school inspection	Not previously inspected
School address	Moss Hall Grove Finchley London N12 8PE
Telephone number	02084459735
Fax number	02084459735

Age group	5–7
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a larger than average sized infant school. It is popular and over-subscribed. Around two-thirds of pupils are of minority ethnic background and more than half speak English as an additional language. The proportion of pupils with learning difficulties and disabilities is much higher than average. Although some pupils are from advantaged backgrounds there is a wide social mix in the school. The proportion of pupils eligible for free school meals is below average. Attainment on entry is broadly average.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade:

What the school should do to improve further

- * Work with parents to improve pupils' attendance and reduce the number of holidays taken in term time.
- * Ensure that work for more able pupils is consistently challenging in all lessons.

Achievement and standards

Grade:

Personal development and well-being

Grade:

Quality of provision

Teaching and learning

Grade:

The quality of teaching and learning is good and ensures that pupils make good progress. In the Reception classes it is of consistently high quality because all staff work very effectively together, have high expectations and challenge children to think for themselves. Elsewhere teachers have excellent relationships with pupils and use interactive technology very effectively to engage their interest. As a result, pupils are very well motivated and enjoy their learning. Teachers plan a range of interesting activities around a central theme. For example, a Year 1 lesson on the theme of animals began with an effective whole-class introduction on the use of capital letters. Some pupils then wrote a letter to a farmer in a class story, another group were drawing animals in a variety of media, others were retelling the story in the sand tray and yet others were involved in role play in the 'pet shop'. All pupils were very clear about what they were expected to learn and made good progress. Teachers work in close partnership with a very skilled team of teaching assistants who make a significant contribution to the quality of education, particularly for pupils with learning difficulties and disabilities. In a few lessons, work for the more able pupils does not challenge them to achieve as well as they might.

Assessment, a weakness at the last inspection, is now an area of strength. Teachers use assessment information to identify pupils who need extra support and to plan for the next stages of learning. Written feedback for pupils gives them a clear idea of what they need to do in order to improve their work.

Curriculum and other activities

Grade:

The curriculum is outstanding and ensures that pupils make substantial gains in their personal, social and emotional development. It also gives pupils many opportunities to be creative and express their ideas. As a result, they become confident learners and really enjoy their education. From Reception to Year 2 pupils enjoy a seamless transition as the curriculum is built effectively around themes which help them to see the links between subjects. The 'outside classroom' is an important dimension in this approach and enables pupils to explore the world around them. The curriculum meets the needs of pupils with learning difficulties and disabilities extremely

effectively. A wide range of support groups and strategies are used very successfully to support pupils with a wide range of complex needs. The curriculum is enriched through a range of visits and visitors and an increasing number of lunchtime and after-school clubs, which allow pupils to develop their interests, for example in sport, the arts and ICT.

Care, guidance and support

Grade:

The school provides outstanding care, guidance and support to its pupils. It enjoys a very fruitful partnership with parents and the vast majority are very pleased with all aspects of the school's work. Very positive relationships throughout coupled with the high priority placed on treating each child as an individual creates a very supportive learning environment for all pupils. Support for vulnerable children is exemplary and the needs of these children are met very successfully through a highly co-ordinated support system. Many parents of pupils with learning difficulties and disabilities speak glowingly of the school's support for their children. The school calls upon the expertise of a variety of outside agencies for additional support and to build capacity from within. For example, links with a local special school have proved mutually beneficial. Monitoring of pupils' progress is rigorous and individual target setting is used effectively to guide pupils' academic development. All health and safety issues are addressed, risk assessments are in place and child protection procedures are well established.

Leadership and management

Grade:

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Text from letter to pupils explaining the findings of the inspection

Pupils

I am writing to say how much we enjoyed visiting your school last week. You were all so friendly and keen to talk to us and made it very enjoyable. We thought you would like to know what we found out. You and your parents are all proud of your school. You are right to be because it is a good school. We were very impressed with your behaviour and the kind way you treated each other. You really enjoy your learning and always try to do your best. All staff look after you very well and help you to feel safe and important.

You all make a very good start in Reception because all the adults help you to settle down well. There are also lots of fun and exciting things for you to do. As you go through the school, teachers and other adults help you to get better at your work. The topics you do are really interesting. Those of you who find things a little difficult are doing very well because of the extra help you get. We were also very impressed with how quickly some of you learn English in the school. By the time you move on to junior school you are all doing well.

Your headteacher has done a lot to make the school such a happy and good place to be. She is helped by all the staff and they all work hard to make sure that you all do as well as you can. We have asked them to do a couple of things to help to make the school even better. We have asked the teachers to make sure that the work is hard enough in all lessons for those of you who sometimes find things easy. You and your families can help with the second one. A number of you do not come to school often enough. To do as well as you can you do need to make sure that you come to school all the time.

Yours truly

Graham Lee

Lead Inspector