



# Mosely Church of England Primary School

Inspection Report

**Unique Reference Number** 103398  
**LEA** Birmingham  
**Inspection number** 276910  
**Inspection dates** 26 September 2005 to 27 September 2005  
**Reporting inspector** Frances Gillam RISP

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

<b>Type of school</b>	Primary	<b>School address</b>	Oxford Road
<b>School category</b>	Voluntary aided		Birmingham
<b>Age range of pupils</b>	4 to 11		West Midlands B13 9EH
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0121 449 0441
<b>Number on roll</b>	214	<b>Fax number</b>	0121 449 5128
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Dr R Meikle
<b>Date of previous inspection</b>	5 December 2000	<b>Headteacher</b>	Dr Julia Burton

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 26 September 2005 - 27 September 2005	<b>Inspection number</b> 276910
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Moseley Church of England Primary School is close to the centre of Birmingham. It is an average sized primary school. Most pupils come from families that, in socio-economic terms, are more favourable than average. The school serves an area that represents many cultures and faiths. Over two thirds of the pupils are from a white British heritage. Minority ethnic groups include pupils from mixed white and black Caribbean, white and Asian, Asian and black Caribbean heritage. Almost all of these pupils speak English fluently. Children enter school with standards well above those expected for their age. The percentage of pupils with learning difficulties and disabilities and those requiring a statement of special educational needs is low. The percentage of pupils entitled to free school meals is very low. There have been three new teaching appointments this term.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Moseley Church of England Primary provides satisfactorily for its pupils. This does not reflect the school's evaluation of its provision which is viewed as outstanding. There are high standards and good progress for most pupils. However, progress in writing in Years 1 to 3 is slower, particularly for the higher attaining pupils. The headteacher does not evaluate sufficiently well the progress of different groups of pupils to ensure that their needs are identified early enough. In addition, the headteacher's monitoring of teaching does not set clear targets for improvement. Subject leaders make effective analysis of the quality within their subjects and this drives improvements particularly well in mathematics and science. The standards and quality of provision in Foundation Stage are satisfactory. The school provides satisfactory value for money. It has the capacity to improve. It has maintained high standards and good progress in mathematics and science but there is a varied pattern of progress in English. There has been sound improvement since its last inspection.

### What the school should do to improve further

- Improve pupils' progress in writing in Years 1 to 3, particularly for the higher attaining pupils
- Improve the quality of the headteacher's monitoring and evaluation of provision
- Improve the use of data to identify more effectively how well different groups of pupils in the school make progress.

## Achievement and standards

### Grade: 2

Standards are high. Pupils' progress is good in most areas. In 2004, standards in English fell because higher attaining pupils did not make sufficient progress. Challenging targets and improvements in the teaching of writing have resulted in 75% of pupils achieving Level 5 in the tests in 2005, and pupils make good progress in Years 4 to 6. However, the action to improve writing standards in Years 1 and 2 has proved less effective, with a further reduction in the percentage of pupils reaching the higher levels. The progress of the higher attaining pupils in writing should be better. The emphasis on developing pupils' mathematical and scientific investigation skills is proving effective. As a result, pupils are developing a good understanding of how to manipulate numbers, identify patterns and draw conclusions from their findings. This helps to maintain the high standards in these subjects and ensures pupils make good progress. Pupils with learning difficulties reach the targets set for them in their Individual Education Plans because they are supported effectively. Well focused tasks for the lower attaining, which support the development of their literacy and numeracy skills, result in most of these pupils attaining the expected level for their age by Years 2 and 6. This results in good progress for these groups of pupils.

## **Personal development and well-being**

### **Grade: 2**

Pupils' spiritual, moral and social development is good. Teachers encourage pupils to reflect on their actions and respect the views and ideas of others. This works well and shows, for example, in the way pupils understand the impact of their actions and the considerate way they listen to others. Pupils respond well to the opportunities they have to work on their own or as part of a group. Their cultural development is good. They develop a good understanding of their own culture and how other cultures contribute to life today. Pupils' behaviour is good. Parents rightly feel the school encourages their children to work hard and to develop good personal skills. Pupils like school and their attitudes are good. The attendance rate is very high. As a result of the effective programme for starting school, children in Reception settle well and are happy and independent. They separate confidently from their parents and carers even at this early stage in the year. The school promotes pupils well being effectively. As a result, pupils have a clear understanding of the benefits of a healthy lifestyle. This is developed well through the national fruit scheme and, for example, the pupils' work in science. The school council and involvement in local and church events provide good opportunities for pupils to contribute to their community. The school develops the basic skills of literacy, numeracy and information and communication technology in a satisfactory way to prepare pupils for adulthood.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching is good overall. Pupils' learning is particularly good in mathematics and science. The continued focus, for example, on teaching scientific investigations leads to older pupils being independent in setting up and carrying out experiments. They record their findings well and draw well-substantiated conclusions. Teachers in the juniors have used this strategy very well to improve pupils' writing, particularly in Years 4 to 6. As a result, pupils have made better progress with their writing this year and have made better use of writing across the curriculum. In most instances, teachers in the juniors cater well for the different ability groups in their classes. They focus questions carefully, for example to include the pupils with learning difficulties, to challenge the higher attaining pupils and engage all pupils' interest. Staff provide opportunities for pupils to work together, to research information and to carry out investigations, which support pupils' independent learning well. Some good progress in writing is not built on effectively when the teaching does not provide enough challenge to the pupils. This is evident in the writing assessments of some of the older pupils when they were in Years 2 and 3. The rapid gains some pupils then make, for example in Year 4, reflect good quality teaching with high expectations.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is satisfactory. It ensures a breadth and balance between subjects so that subjects are taught in enough depth to ensure that pupils build on what they have done before. The depth and range of opportunities in mathematics and science secure good progress across the school. In English, there is not enough emphasis on developing the writing skills of the higher attaining pupils in the infants. For example, sometimes tasks require them to write more than their classmates rather than improving the quality of what they write. Subject leaders support and guide staff with their planning. The reorganisation of the curriculum has supported teachers' planning. It has helped them to focus more clearly than before on making links between subjects. As a result, there are sound opportunities for pupils to use their skills in reading, writing and number across subjects. There is a good range of activities that enrich the curriculum and support pupils' learning, particularly in sports, music and creative areas. A large number of pupils take part in the range of activities on offer, for example dance and instrumental lessons.

## **Care, guidance and support**

### **Grade: 3**

Staff know their pupils well and, on an individual basis, provide good support and guidance for their personal development. However, the achievements of particular groups of pupils, for example those pupils of higher ability, are not analysed well enough. As a result, the school is not clear whether the different groups within each class are sustaining progress. As the school does not monitor progress sufficiently well, senior managers did not expect the data to identify satisfactory progress in English in 2004, nor did they expect so few pupils to attain Level 3 in writing in the tests in 2005.

Pupils develop trusting relationships with adults and are confident that they can go to their teachers with any problems or concerns. Parents appreciate the care and support their children receive. Health and safety arrangements, risk assessments and child protection arrangements are all robust. As a result, pupils are, and do feel, safe and secure. Staff are supportive and respond well to pupils who have difficulties with their learning. The school has worked hard to support and guide a minority of pupils with emotional and behavioural difficulties. However, the impact of this work is not always effective and the behaviour of a few pupils in Year 5 continues to be of concern not only to the school but also to some parents. Pupils who have been excluded receive good support to re-establish themselves in school and the school works closely with parents to set targets for improvement.

## Leadership and management

### Grade: 3

The leadership and management of the school are satisfactory. The quality and effectiveness of the school's evaluation of its provision are satisfactory. This is because the monitoring and evaluations carried out by senior managers are variable and not always as accurate as they should be. The headteacher's evaluations, for example of teaching and learning, do not always focus sufficiently well on areas that should be improved in order to raise standards further. The schools' own evaluation, for example, of the quality of teaching is that it is very good. While there are examples of very good teaching in the school this is not reflective of the quality of teaching overall, which is good. While the headteacher uses data effectively to group pupils by ability and focus support she does not use data well enough to compare the progress of different groups to ensure that there are no variations in pupils' progress. Consequently, this does not always identify any weaknesses early enough to ensure that the pupils' good progress is maintained and to rectify any shortcomings in the teaching. The monitoring ensures that agreed ways of working are implemented but is not rigorous enough in measuring the success of actions by looking carefully at how well the pupils are doing. An example is the 'Talk for Writing' strategy, which has had a good impact in Years 4 to 6 but has proved less effective in Years 1 to 3. By comparison, subject leaders make good use of the analysis they undertake to focus development in their subjects. In mathematics and science, it has led to effective support for teaching and good in-depth coverage of the subjects. The school's self-evaluation processes provide a satisfactory overview of its strengths and weaknesses. As a result, there is the capacity to make further improvements.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	1	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	1	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	3	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

### **Text from letter to pupils explaining the findings of the inspection**

Mrs Richardson and I really enjoyed our visit to your school. We want to thank you for being so friendly and for talking to us about all the things you like to do.

We would like to tell you what we thought of your school.

All the teachers and adults in the school care for you and want you to do well.

Your teachers do a good job. They make sure you work hard.

Your behaviour is good. You have very little time off school and you are very good at coming to school on time.

You are taught many interesting things. You know how to keep fit and healthy and you all do particularly well in mathematics and science.

You have many chances to take part in clubs and activities after school. You all say how much you enjoy them.

To help to make sure you always have the chance to do your very best, we have asked your headteacher to check more closely how well you and your teachers are doing and to make sure that children in Years 1 to 3 do their very best in writing.