



# Moss Park Junior School

## Inspection Report

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**Unique Reference Number** 106323  
**LEA** Trafford  
**Inspection number** 277531  
**Inspection dates** 20 February 2006 to 21 February 2006  
**Reporting inspector** Mr Mark Madeley CfBT Lead Inspector

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

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<b>Type of school</b>	Primary	<b>School address</b>	Moss Park Road
<b>School category</b>	Community		Stretford
<b>Age range of pupils</b>	7 to 11		Manchester, Lancashire M32 9HR
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0161 912 5212
<b>Number on roll</b>	226	<b>Fax number</b>	0161 912 5213
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Rev J Fenner
<b>Date of previous inspection</b>	18 October 1999	<b>Headteacher</b>	Mrs K STALLMAN

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## Introduction

The inspection was carried out by two additional inspectors.

## Description of the school

This is an average-sized junior school, serving a diverse community in which the socio-economic characteristics are broadly average. Most children transfer from the nearby infant school. There are 13% of children eligible for free school meals, which is below average. The percentage of children who have minority ethnic heritages is above average, though very few are at the early stages of learning English. At 20.1%, the proportion of children with learning difficulties and/or disabilities is above average and the school also has a high number of children with a statement of additional need. Children's attainment on entry varies slightly year on year but is broadly average. A significant number of children join the school during the school year. The school has achieved a Healthy School Award and is part of a Learning Network.

## Key for inspection grades

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

## **Overall effectiveness of the school**

### **Grade: 2**

The inspection team agrees with the school's own evaluation that this is a good school which serves its children and the community well. Parents and children speak proudly of how their school has improved in recent years under the good leadership and management of the current headteacher and her team. Good forward planning, based on monitoring of performance, indicates that this school has good capacity to improve further. The school gives good value for money.

Children reach average standards in English, mathematics and science by the end of Year 6. The percentage of children with learning difficulties, especially those joining the school part-way through the key stage, is rising rapidly. This depresses the overall national test results for the school to average levels. The school has not analysed sufficiently well the impact of the new arrivals on overall standards. As a group, children who start from Year 3 have not lost continuity in their learning and reach above average standards. All children make good progress because the quality of teaching is good. Tasks are well matched to children's abilities but children are inconsistently involved in assessing their learning. The curriculum is well matched to children's needs and interests. After school clubs and visits are a very positive feature of the school which enriches children's experience.

Children's behaviour is good and they are keen to learn. Their attendance remains average despite the school's extensive efforts to improve it. The school takes good care of the children. They know how to stay safe. They understand about healthy lifestyles and do their best to exercise and eat well. Children work and play harmoniously together in a school where every individual is valued. Their work in school and in the wider community is exemplary. The school uses its extensive links with other schools and outside agencies very well to enhance the curriculum and support the learning of its children.

### **What the school should do to improve further**

- Evaluate the impact on overall standards of children who have joined the school other than in Year 3 in order to inform school planning to raise standards further.
- Involve children in evaluating their own learning at the end of each lesson more consistently so they have a better understanding of how to improve.
- Continue to strive to improve attendance.

## **Achievement and standards**

### **Grade: 2**

Children join the school with average standards. They achieve well because teaching is effective and their progress is closely monitored.

Standards in English, mathematics and science in Year 6 are currently broadly average. This is lower than the recent past, when standards have been significantly above average. This change in standards is not a reflection on the quality of teaching but is

connected with higher proportions of children with below average academic abilities who joined the school after the start of Year 3. Because of low numbers in Year 6 children have recently joined the school from many different areas outside the locality of the school and some have very low academic ability and a few are learning English as an additional language. The school has welcomed these children and worked conscientiously with them so they achieve well. However, the lack of continuity in these children's learning and their overall scores in tests have depressed the school's national test results. Children who stay for the full four years make good progress and generally reach above average standards. Children are set challenging targets and most reach them.

Children with learning difficulties and/or disabilities achieve well against the targets set for them in their learning plans. They receive effective support from classroom assistants and tasks are planned effectively to meet their needs.

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

### **Grade: 2**

Children enjoy coming to school and are keen to learn but this is not reflected in their attendance, which is average. This is mainly due to families who take holidays in term time. When children are not at school it has a negative impact on their achievement. Their good behaviour is strongly influenced by the positive behaviour code and relationships that are based on mutual respect. The school council is very effective and is proud 'to make a difference'. Their voice has been heard and changes in playtime arrangements and new sports kits are two examples of their influence.

Moss Park is a Healthy Eating school and the children do their best to adopt healthy lifestyles. There are some healthy choices in the canteen and physical education lessons cover a broad range of activities. Playtimes are a safe and positive experience because they are well equipped and closely supervised. 'Breaktime Buddies' and 'friendship stops' make sure everyone has someone to play with. Children are well prepared for the next stage in their learning. Children's spiritual, moral, social and cultural awareness are good. Spiritual, uplifting assemblies and a strong moral ethos encourage tolerance and respect. Children raise funds for a wide range of charities and they make excellent contributions to the community. They take citizenship seriously and are proud to be ambassadors of their school and their community.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good and are effective in helping all children learn to the best of their ability.

Lesson planning is well thought out and identifies tasks that meet the varying needs of the different ability groups. The start of the lesson is typified, for example, by a lively pace and questioning that involves as many children as possible, as in a Year 3

mathematics session on the 3 times table. Children are often expected to explain their answers, which helps their understanding. They confidently use the interactive whiteboard, for instance when labelling the bones of the skeleton in Year 4. At the end of the lesson, children are asked how confidently they have learned, but this is quite new and not consistent practice. Support assistants work effectively with children who have learning difficulties and/or disabilities.

Assessment is used effectively to plan stimulating lessons which meet children's needs. The quality of marking is a little inconsistent but the best examples offer praise to the child and information on how to improve. Data on children's performance is also used satisfactorily to set individual learning targets, which are well known to the children and reviewed regularly by teachers. However, further analysis of children's performance for those who enter part-way through the key stage, would assist teachers in planning strategies to improve standards. Test information is used effectively to identify any children who require additional support.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum meets statutory requirements and is well planned to meet the children's needs. Inspectors agree with the school that it is a good curriculum, facilitating good progress and enriching children's experiences. Good provision for literacy and numeracy enables children to make good progress and become confident in the basic skills. The school has gained Active Mark status, which encourages children to stay fit and healthy, and the Basic Skills Quality Mark, which helps prepare them for the next stage in their learning. The school has made good use of musical initiatives resulting in all Year 4 children learning a brass instrument and putting on a concert. The staff work hard to provide a wide range of after school clubs, such as dance and Spanish, which are well attended by the children.

## **Care, guidance and support**

### **Grade: 2**

Children feel safe in school because staff make keeping children safe their highest priority. Rules have been drafted, with the help of the children, so that everyone understands them. They include things like no football and no tag games in order to keep the playground as accident free as possible. Children report that there are hardly any incidents of bullying or racial comments and they are confident that should any occur they would be dealt with quickly and fairly. Child protection, health and safety and risk assessment procedures are in place. All children, and particularly the most vulnerable children, are very well cared for.

There are high quality procedures for helping children settle into school. Parents feel well informed about their child's progress. The school supports children with learning difficulties and/or disabilities very well. The parents of these children know how their child is being supported and how they can help at home.

## **Leadership and management**

### **Grade: 2**

Leadership and management at all levels are good and this matches the school's view. The headteacher has a clear vision for improving standards and provision that is shared by the staff. Good improvement has been made since the last inspection. Everyone's efforts and viewpoints are valued and it is this teamwork which makes this school so good. Children certainly think that their school is 'brilliant' and that they 'get the best education'. Considerable work has been done to improve further teaching and learning and this has paid off: children's progress, especially in English, is better. Parents are involved in their child's education and feel that the headteacher and her staff do an excellent job. Progress is monitored closely and self-evaluation is generally accurate but the impact of new arrivals on standards needs to be evaluated more closely to fully understand in more detail the reasons for a fall in standards to inform planning. Self-evaluation is based on comprehensive monitoring of performance. This information is used effectively as the basis for forward planning. Subject co-ordinators know their subjects well through thorough monitoring and are helping to improve standards by sharing their expertise. Governors are very supportive and involved in the work of the school. Governance is good. They value the school and the headteacher highly and hold the school to account for its performance.

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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>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	2	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	3	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	3	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	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	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>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	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>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	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	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	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**

Thank you for making my colleague and I so welcome in your lovely school. Our two days went much too quickly!

We, like you and your parents, think that you attend a good school. We feel that your teachers work hard for you, know each of you well and help you reach your potential. You are keen to learn and nearly all of you like coming to school. We thought that your behaviour was good and that you knew how to stay safe and keep healthy. We were very impressed with the responsible way you undertake tasks around the school and work for those less fortunate than yourselves. The letters to India you have written were very moving and help you understand about another culture. In English, mathematics and science you make good progress.

We have asked the headteacher to look at three things to improve your school even further:

- keep a closer eye on the standards of particular groups of children
- tell your parents how important it is for you to come to school every day
- help you understand what you have learned at the end of each lesson.

You can help your school, too, by coming to school every day and trying your hardest. At the end of each lesson you could think about how well you have understood the tasks and indicate this to your teacher.

You have played an important part in this inspection. It was delightful to see how you all mix so well and play so happily together. We have rarely received so many cheery greetings or had so many doors held open for us. Every time we spoke to any of you we always received a very polite and informative response. You are all a credit to your school and we wish you well for the future.