



Mosley Primary School

Inspection Report

Unique Reference Number 124053
LEA Staffordshire
Inspection number 281615
Inspection dates 26 September 2005 to 26 September 2005
Reporting inspector Doris Bell RISP

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

Type of school	Primary	School address	Main Road
School category	Community		Anslow
Age range of pupils	4 to 11		Burton-on-Trent, Staffordshire DE13 9QD
Gender of pupils	Mixed	Telephone number	01283 239240
Number on roll	122	Fax number	01283 239240
Appropriate authority	The governing body	Chair of governors	
Date of previous inspection	22 January 2001	Headteacher	Mrs Anne James

Age group 4 to 11	Inspection dates 26 September 2005 - 26 September 2005	Inspection number 281615
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This small semi-rural school has 120 pupils on roll, 63 boys and 57 girls. They are taught in four mixed-age classes. The pupils' socio-economic backgrounds are broadly average as is their attainment on entry to the school. The school population is relatively stable although a higher than usual number of pupils joined the current Year 6 group after Year 2. The proportion of pupils who have learning difficulties or disabilities is below the national average. There is a small number of pupils from minority ethnic backgrounds but none for whom English is an additional language. The school has the Investor in People award and is working towards achieving the Arts Mark, an award for work in the arts, and the Active Mark, an award for work in physical education. It has had a new school building since the last inspection.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a school with many good features that provides a sound quality of education for its pupils and satisfactory value for money. The school judges its effectiveness as outstanding but inspectors found it to be satisfactory. The school is not yet using well enough the full range of new information available about how well it is doing in order to reach secure and well-founded judgements in all aspects of self-evaluation. Children in the reception class benefit from a range of interesting and exciting activities. They make sound progress and reach standards that broadly match those expected nationally at the end of reception. Teaching overall is satisfactory and this ensures that by the time pupils leave the school they reach average standards having made the expected progress. Progress is a little better in Years 1 and 2 than in Years 3 to 6. This is because some of the teaching in Years 3 to 6 does not stretch the more able pupils, particularly in writing. Not enough use is made of the information about how well pupils have done in the past to set challenging enough targets for each pupil for the future.

A strong feature of the school is the good provision made for pupils' personal development, and their care and support. The leadership and management of the school are satisfactory and have moved the school on since the previous inspection. The strong sense of teamwork, improvements in reading and the commitment of staff and governors all demonstrate that the school has the capacity to improve. The processes by which the school evaluates itself are satisfactory and have accurately picked up on some key areas for improvement.

Grade: 3

What the school should do to improve further

- continue the initiatives to improve writing and check that they are proving to be effective, especially for more able pupils
- analyse carefully, and use more effectively, the full range of information now available in school and from external sources, to raise teachers' expectations of what pupils can do, in order to promote the best possible learning for all pupils.

Achievement and standards

Grade: 3

Most children enter school with the level of skills usual for their age group. The majority move into Year 1 having reached the goals expected for the end of the reception year. The children do particularly well in their personal, social and emotional development. The extra help and attention given to the less confident children help them to make good progress. In addition, the school supports Year 1 pupils who have not reached the expected levels by allowing them to stay longer in the reception class. This enhances their progress.

The school has successfully driven up the standards in reading and pupils in Years 1 and 2 make good progress to reach higher than average standards at the end of Year

2. Progress is satisfactory in writing and mathematics and standards are broadly average. All pupils have learning targets based on the careful tracking of their progress. These targets are helping to ensure that most pupils make the progress they should. However, the targets are not always challenging enough for more able pupils in Years 3 to 6. In 2004, the proportion of Year 6 pupils reaching the higher level five was below the national average in English and mathematics. In both subjects in 2005, the school missed its targets for level five by a considerable margin. Overall, however, results improved in 2005 with a higher proportion of pupils reaching level four, the expected level, in English and mathematics. All pupils reached level four in science, continuing the good results in that subject.

Throughout the school, pupils with learning difficulties and disabilities make good progress towards their targets. Many reach the nationally expected levels for their age in the national tests. Their individual education plans are well written and the pupils are actively involved in setting them up and in identifying how they will meet their targets.

Grade: 3

Personal development and well-being

Grade: 2

Pupils do not say they like school, they say they 'love it' and 'miss it' when they are on holiday. Their attendance is consistently above the national average. They enjoy learning and their spiritual, moral, social and cultural development is good. Pupils' good behaviour, in class and around the school, contributes to their learning. They feel safe and untroubled by bullying or any other form of harassment. They get on well with each other and with adults and report that the 'friendship stop', set up so that lonely pupils might find someone to play with, is rarely used. These good relationships are successfully fostered right from the reception class and were evident when one reception child readily took a much less confident one under her wing. Pupils play a full part in the life of the school through, for example, the school council. They know that their views are valued. They take pride in helping others and raise money for charity. They understand the importance of maintaining a healthy lifestyle and develop a good range of skills that prepares them well for life beyond school.

Grade: 2

Quality of provision

Teaching and learning

Grade: 3

The teaching seen during the inspection was consistently good. Lesson plans take due account of the pupils' different ages and stages of learning. Teachers are clear about what is to be taught and good support is provided for pupils with learning difficulties and disabilities. As a result, all pupils, including the few from minority ethnic backgrounds, benefit from the teaching. Resources are used well and well briefed

support staff contribute effectively to the pupils' learning. Teachers carefully track and record pupils' progress and set targets for the pupils, based on their findings. Nevertheless, pupils' learning, and especially that of the more able pupils, does not always move forward fast enough. This is because the expectations are not always high enough. The school has identified that teachers sometimes provide too much guidance for more able pupils. It is taking steps to challenge these pupils more through, for example, encouraging them to become more independent and improving their ability to produce longer pieces of writing within a given time limit. Nevertheless, the support given to pupils who struggle with writing is helpful. Given all of these factors, however, the overall progress pupils make is satisfactory. Therefore the overall quality of teaching, judged by its impact on pupils' progress, is satisfactory.

Grade: 3

Curriculum and other activities

Grade: 3

The curriculum meets statutory requirements. A well planned curriculum for reception children takes good account of the children's levels of attainment on entry to the school. The way that subjects are now being linked together is beginning successfully to encourage pupils to use their literacy, numeracy and information and communication technology (ICT) skills in different lessons. This is another example of how the school is tackling the weaknesses in writing. A good range of visits, visitors, extra-curricular clubs and activities enhances and enriches the basic curriculum. These contribute well to the pupils' personal and academic development. They also help the pupils to understand the need to maintain a healthy lifestyle and a lifelong interest in learning.

Grade: 3

Care, guidance and support

Grade: 2

The high level of care and support given to pupils throughout the school contributes significantly to their enjoyment of school and their eagerness to learn. The school highly values the views of pupils and parents, which it gathers in a variety of different ways, including questionnaires. Parents are very confident that their children are safe and well cared for. Health and safety and child protection procedures are good. The importance of maintaining a healthy lifestyle is promoted well. For example, the whole school, including several parent helpers, start each day with a vigorous aerobics session. Good personal support is provided for pupils with learning difficulties. The school's tracking of pupils' progress is good but the information is not always used well enough to promote faster learning, particularly for more able pupils.

Grade: 2

Leadership and management

Grade: 3

The headteacher and governors set a clear educational direction for the school. They successfully promote the well-being of all pupils, with due regard for equality of opportunity. They manage the school's finances well. Teamwork is a hallmark of the school and results in a positive and constructive learning atmosphere. Subject leaders manage their areas of responsibility satisfactorily. They work together on action plans for improvement and make regular checks on teaching, analyse pupils' work and work alongside colleagues to support them. The effective use of external expertise, for example, working with a group of local schools, contributes to pupils' learning in, for example, information and communication technology.

Parents are highly satisfied with the school and are effectively involved in helping their children to learn. A significant minority contribute to the good standards reached in reading by spending time in school each morning to read with their children. What pupils are taught is kept under review to ensure that it is meeting their needs. The review process accurately identified the need to provide more opportunities for pupils to write in all subjects and to raise teachers' expectations of more able pupils in relation to their ability to write independently. The school adapted its curriculum this year to address these issues but it is too early in the year to assess the impact of the work.

The results of the national tests are analysed but the school is not yet making full use of the new, extensive external analysis of those results to look closely at how it is actually doing in relation to other schools. Consequently at this stage in its development, some of the evaluations the school has made of its work have been too generous. Overall, however, the shared sense of purpose and commitment amongst staff and governors, and the satisfactory improvement since the previous inspection, demonstrate that the school has the capacity to improve further.

Grade: 3

Inspection judgements

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

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	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

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	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	2	NA

The quality of provision

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

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	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

The extent to which schools enable learners to be healthy	
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
The extent to which providers ensure that learners stay safe	
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
The extent to which learners make a positive contribution	
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
The extent to which schools enable learners to achieve economic well-being	
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

26 September 2005

Dear Pupils

Thank you for welcoming us to your school and for talking to us throughout the day. We enjoyed visiting your school and finding out about how you learn.

We liked these things most of all:

you enjoy school very much and are willing to learn

you behave well and are polite and courteous

you take good care of your school and of yourselves.

To make your school even better we think it should:

help all of you to improve your writing

make sure that your targets, and all of the work you are given to do, really challenges you to do as well as you possibly can.

We hope you will all achieve even more as a result of the school making these improvements and that you will enjoy learning throughout your lives.

Yours sincerely

Mrs Bell and Mr Jones