



# Mossley CofE Primary School

## Inspection Report

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**Unique Reference Number** 111258  
**Local Authority** Cheshire  
**Inspection number** 288904  
**Inspection dates** 20–21 November 2006  
**Reporting inspector** Jim Kidd

This inspection of the school 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>	Boundary Lane
<b>School category</b>	Voluntary controlled		Congleton
<b>Age range of pupils</b>	4–11		Cheshire CW12 3JA
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01260 272451
<b>Number on roll (school)</b>	336	<b>Fax number</b>	01260 298519
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr I Boyes
		<b>Headteacher</b>	Mrs S Gee
<b>Date of previous school inspection</b>	21 May 2001		

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## **Introduction**

The inspection was carried out by three Additional Inspectors.

## **Description of the school**

This is a larger than average primary school. There are few pupils known to be eligible for free school meals and the proportion with learning difficulties and/or disabilities is well below average. The majority of pupils are of White British heritage and there are few pupils from minority ethnic groups. Mossley Church of England Primary is working towards the Healthy Schools award and holds Investors in People, Active Mark and the Inclusion Quality Mark.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 2

Mossley C of E Primary School is a good school, in which pupils' personal development is outstanding. Pupils enjoy their school and are very proud of it. They behave impeccably and good relationships among all members of the school community abound. Harmony, engagement and high levels of industry permeate all areas of school life and pupils enter in the morning with a smile on their faces, eager for the day ahead. 'Are you going to come to our maths lesson?' some said, 'we enjoy it and you will too!' Pupils are also very positive about the work of the school council, which does much to offer suggestions as to how the learning environment may be improved even further. They also like the playground friends who make sure that no one is left out or feels lonely.

From the Foundation Stage onwards, pupils thrive on good teaching. They respond very positively to the many opportunities they have to learn independently and also to support their classmates with their learning. As a result, they make good progress across the school to reach consistently above average standards by the time they leave. Their successes in reading and in music, sport and the arts are particularly impressive and the superb displays of work throughout the school reflect the vibrant atmosphere. Standards in writing are above average too, but because of some lack of challenge and not enough opportunities for extended writing across all subjects, more able pupils in Key Stage 2 do not always reach the levels of which they are capable. Information and communication technology (ICT) is used well as a teaching and learning tool and pupils in all years use computers regularly.

The curriculum is good and a wide range of extra-curricular activities enriches pupils' learning. Pupils are actively involved in a variety of community projects and charity appeals are regular features of the school year. Extensive care for each individual pupil lies at the heart of all the school tries to do and pupils speak highly of the support they receive from their teachers and teaching assistants. This is an inclusive school and teachers are now considering how to improve the tracking and monitoring of pupil achievement, to enable pupils' learning targets to be more precise.

Leadership and management are good and the headteacher cares deeply for the welfare of both children and adults. There is a clear vision for future development, shared by the industrious and supportive governing body and by staff of all levels of experience. The school evaluates its performance well and complacency is not tolerated. In Mossley C of E Primary, all members of the school community benefit from a safe and stimulating environment. It is a focal point of the local community, has outstanding links with other schools and provides good value for money.

### What the school should do to improve further

- Provide more opportunities and greater challenge across the curriculum for pupils in Key Stage 2, particularly the more able, to develop their skills in writing.

- Sharpen procedures for tracking and monitoring pupils' progress in order to identify their achievement more rapidly and with greater clarity, and to set them more focused targets.

## **Achievement and standards**

### **Grade: 2**

From standards which are broadly expected for their age on entry, pupils make good progress in the Reception class and, because they have many activities to encourage choice and independent learning, most reach the required goals by the end of the year. Many children surpass them. Pupils continue to achieve well in Years 1 and 2 and standards are above average when they enter Year 3. In Key Stage 2, achievement is good and pupils generally reach quite challenging targets. Attainment has been consistently above average for a number of years and standards in reading are particularly impressive. Standards in writing remain above average but attainment here has declined somewhat since 2005, particularly among more able pupils. The school is rightly proud of pupils' high standards in music, sport and the arts. In all areas, pupils with learning difficulties achieve well because they receive very sensitive support from their teachers and teaching assistants. Pupils from minority ethnic groups achieve in line with other pupils.

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

### **Grade: 1**

Personal development is outstanding, even better than the school judges it to be, and makes a significant contribution to pupils' achievements in all areas of school life: pupils mature very well by the time they leave. Attitudes to learning are excellent and pupils show a remarkable sense of pride in their work. They are very courteous and polite to their classmates, their teachers and to visitors. Spiritual, moral, social and cultural development is outstanding and the high quality of assemblies is a particular strength. For example, pupils in Years 1 and 2 showed excellent social development when they shared their views about the true nature of friendship. Pupils' cultural development and multicultural understanding are fostered too. The headteacher ended the assembly by asking pupils what it feels like to be different, quoting a writer who asked the question 'What am I?' given that his parents were of different nationalities, his birthplace was elsewhere and his interests were African drumming and Islamic art. Acceptance, celebration and respect are, therefore, promoted particularly well.

Behaviour is exemplary and occasional over-enthusiasm is well managed. Pupils have a passion for learning and this is reflected in well above average attendance.

Pupils' contribution to the community is similarly impressive. They have a strong sense of social and moral responsibility and there is much fundraising because they appreciate that there are always people less fortunate than themselves. The school council is going from strength to strength and makes perceptive suggestions about school improvement and value for money. Pupils adopt healthy lifestyles well and sport is an

important part of school life. Their good progress in literacy, numeracy and ICT prepares them well for the future. Additionally, the school tries wherever possible to teach about the world of work, for example, through the Year 6 visit to a local chemical factory.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning is good. Pupils enjoy their lessons and are generally fully engaged in the activities. They are often desperate to make contributions in class and willingly help each other with their learning when working in pairs and in groups. Teaching assistants provide effective support for pupils who find the work difficult. As a result, all pupils take full part in lessons, for example, when they are learning to recognise perpendicular and parallel lines in mathematics or when comparing proportion to ratio. Relationships between pupils and between pupils and teachers are warm and lessons take place in a harmonious atmosphere. On occasions, the pace of lessons slows and pupils are not challenged appropriately to reach the standards of which they are capable.

Marking is good and pupils benefit from detailed advice on how they can improve their work. Systems to track pupils' progress are comprehensive but are not evaluative enough to enable the school to spot quickly if pupils are not achieving well enough or to pinpoint particular problem areas.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum is good and the school's emphasis on literacy and success in developing good reading skills contribute to pupils' good achievement across all subjects. The school is now working hard to provide more opportunities for more sustained independent writing across the curriculum, in order to ensure that more able pupils in particular consistently reach the standards of which they are capable. The award of Active Mark demonstrates the effectiveness of physical education and sport, to encourage pupils to recognise the importance of maintaining a healthy lifestyle. Music and the arts also play an important part in the life of the school and pupils say, 'We love art because we get so many chances to draw and paint like famous artists.' Provision for ICT is a developing strength and pupils value the opportunities they have to test their skills and confidence on the computers and electronic whiteboards. Pupils benefit from the many opportunities planned to enrich their learning. There is a wide range of extra-curricular activities, visits and visitors and pupils are actively involved in a variety of projects in the local community. Pupils coming towards the end of Year 6 benefit from the links with the local secondary school, through which they study modules of work which are built on later in their new school.

The Reception class curriculum is good. Well-planned activities to encourage independent learning and the ongoing development of the outside play area ensure that children make an effective start to their school careers.

## **Care, guidance and support**

### **Grade: 2**

The school provides good care, advice and support for its pupils, who feel safe and value what the school does for them. As they say, 'if you do something wrong you are told what you should have done. It's not held against you and so you learn from the mistakes you make in your behaviour and in your lessons.' Procedures to ensure health, safety and child protection are in place and reviewed regularly. The school works well with the community to raise awareness about health and safety. For example, a drugs education group attends the school regularly and spends much time with pupils discussing healthy living. Personal development is monitored closely and results in exceptional outcomes in this area. The school recognises that academic tracking is not always sharp enough to provide tightly focused targets for pupils of all abilities. Good partnerships with relevant agencies and the local authority enhance the support for pupils with learning difficulties.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good at all levels. The dedicated headteacher, ably supported by the deputy headteacher and other senior staff, gives clear direction for development. Subject leaders, also, are strongly committed to the continuous improvement in standards and achievement. Governors share this strong sense of purpose too. They are knowledgeable, supportive of what the school is trying to achieve and are always prepared to challenge the leadership when they think it is necessary to do so. Leaders at all levels know the school well and self-evaluation is both accurate and honest. However, pupils' personal development is better than the school judges it to be. Parents are overwhelmingly supportive of the school and one commented, 'I am thrilled with my son's achievements and with the way Mossley School rewards his success.'

The school has high expectations of its pupils, its staff and of the quality of education it provides. The strong partnership between teachers and teaching assistants benefits each individual child. There has been good improvement since the last inspection. Good achievement, effective teaching and the strengths in personal development, care and leadership demonstrate that it has good capacity to improve further.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</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
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

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

### Personal development and well-being

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

### The quality of provision

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

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

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

Thank you all for the warm welcome you gave us when we visited your school recently. You were very friendly to us and we enjoyed meeting and talking with you. We would like to share with you some of the good points about the school.

Mossley Church of England Primary is a good school and we know you are very proud of it. Your behaviour and attendance are excellent and you get on so well with your classmates, teachers and teaching assistants. Your teachers teach you well and you make good progress in your lessons. The school council makes very thoughtful suggestions as to how the school can improve even more, and their ideas about the playground and the friendship stops are very popular among all the pupils. You have many opportunities to make links with the local community and you have a wide range of clubs and visits outside school. Your successes in sport, music and art are very good indeed and your work displayed on the corridors and in the classrooms is a joy to see! The adults in school care for you well and your headteacher and all the other staff know how to make your school even better.

We would now like you to work hard with your teachers to improve your standards in writing, and we want your teachers to watch carefully how well you are doing so that they can help you more quickly when you are finding things difficult and challenge you sometimes to do even harder work!

Thank you once again for being so kind and friendly to us. We enjoyed watching you learn.