

# Mossley Primary School

## Inspection report

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<b>Unique Reference Number</b>	130304
<b>Local Authority</b>	Walsall
<b>Inspection number</b>	315610
<b>Inspection dates</b>	10–11 October 2007
<b>Reporting inspector</b>	Paul Edwards

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 category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	233
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Peter Parks
<b>Headteacher</b>	Karen Hammond
<b>Date of previous school inspection</b>	18 October 2004
<b>School address</b>	Tintern Crescent Bloxwich Walsall WS3 2SQ
<b>Telephone number</b>	01922 710357
<b>Fax number</b>	01922 493306

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Mossley is an average-sized primary school. The percentage of pupils eligible for free school meals is double the national average. There are very few pupils from minority ethnic groups and none speak English as an additional language. After a period without a substantive headteacher, the current postholder was appointed in September 2006 and the deputy headteacher was appointed in April 2007. Pupils were housed in temporary accommodation during a period of major rebuilding. The new Key Stage 1 and Foundation Stage buildings opened in March of this year.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Mossley Primary School is providing its pupils with a satisfactory education and there is clear evidence that it can improve further. During a period of uncertain leadership and major building works, standards dropped significantly. However, the new senior management team has introduced effective strategies, resulting in considerable improvement. As a result, standards are now average and pupils' achievement is satisfactory.

Children enter the Nursery with skills that are significantly below those expected. They make good progress throughout the Foundation Stage and, on entry to Year 1, most attain the goals expected for their age. Progress throughout the rest of the school is satisfactory. Standards in English and mathematics were significantly below average in the 2006 national tests for Year 6 pupils. The 2007 results are close to the national average and similar to those seen in previous years. However, the school has rightly identified that in all year groups, pupils of average ability are not doing as well as they should in mathematics.

Pupils' personal development and well-being are good. Pupils really enjoy school and most behave well, both in lessons and at breaktimes. A small number become restless when teaching is not as stimulating as it should be. Attendance is satisfactory and the school does all it can to address the absence and punctuality of a small number of pupils. Pupils enjoy taking on responsibility and members of the school council are proud of their involvement. For example, they talk enthusiastically of their discussions with sales representatives which led to the purchase and erection of a cycle store. Pupils have a good understanding of the need to keep healthy and fit and they participate energetically in the 'wake up and shake up' sessions at the beginning of the day.

The curriculum and teaching are both satisfactory. The school has recently introduced the International Primary Curriculum but has not yet established how literacy and numeracy skills can be enhanced through this new approach. A satisfactory range of visits and visitors and a good variety of clubs enrich pupils' experiences and personal development. The teachers manage pupils well and enjoy good relationships with them. They use assessment information well to group pupils but, too frequently, the work lacks challenge for the average-attaining pupils, particularly in mathematics. Care, guidance and support for pupils are good. Good and developing links with the Walsall Pupil Partnership, parents and other schools are helping to improve the pupils' education. Pupils make satisfactory progress because of the introduction of small group support and the setting arrangements. Those with learning difficulties are supported well, enabling them to make progress in line with their classmates.

Leadership and management are satisfactory. The school has an accurate view of its strengths and weaknesses and was quick to take steps to address the sharp dip in standards in 2006. It sets very clear and realistic targets and, through effective grouping of pupils and support, has reversed the decline. However, subject leaders have yet to become sufficiently effective in addressing weaknesses in teaching in their subjects and in monitoring the curriculum. The school demonstrates satisfactory capacity for further improvement.

## Effectiveness of the Foundation Stage

### Grade: 2

Provision in the Foundation Stage is good. The new Nursery building provides a very attractive learning environment that is used very well to support the good range of learning activities

planned by the staff. The good learning activities continue throughout the Reception class so that by the time they enter Year 1, most children have attained the skills expected for their age in all areas of learning. Considerable and effective emphasis is placed on developing the children's personal and social skills, with good opportunities for children to become independent learners. The lack of a covered area restricts opportunities for developing the children's physical skills during poor weather. The leadership and management of the Foundation Stage are good.

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

- Raise standards further and improve achievement in mathematics, particularly of the average-attaining pupils.
- Provide average-attaining pupils with more challenging work to increase their rates of progress.
- Improve the effectiveness of subject leaders in monitoring the quality of teaching and learning and in their monitoring of the curriculum.

A small proportion of schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Standards are broadly average by the end of Year 6. Standards in science have been consistently in line with the national average over the last five years and were well above average in 2007. However, there was a big drop in 2006 in standards in English and mathematics. The test results in 2007 and the work of current pupils show that most are achieving satisfactorily in these two subjects. However, this satisfactory achievement overall masks variations across different groups of pupils. The more able pupils are challenged well and there is good support for pupils with learning difficulties and/or disabilities. However, average-attaining pupils throughout the school do not do as well as they should, particularly in mathematics. At Key Stage 1, there was a dip in standards in writing in 2007 but the additional emphasis placed by the school on this aspect is beginning to have a good impact and standards are now closer to those expected for their age. Pupils do well in science because they receive good opportunities to carry out investigative activities.

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

### **Grade: 2**

Behaviour is good as pupils know what the teachers expect of them. Any incidents of bullying and boisterous behaviour at breaktimes are dealt with effectively. Pupils are happy and positive and enjoy coming to school. They have good relationships with each other and relate well to adults. Pupils say they feel safe at school because the adults care about them and 'are there for you'. Attendance and punctuality are satisfactory. Pupils' spiritual, moral, social and cultural development is good overall. They are encouraged to behave responsibly and to work collaboratively. There is a satisfactory range of cultural experiences such as theatre visits but there are too few opportunities for pupils to explore more fully the diverse multicultural society in which they live. Most pupils try to follow the advice on healthy eating and taking regular exercise. They participate in the morning 'wake up shake up' sessions enthusiastically. Pupils make a positive contribution to the local community through charity collections, and the school

council is effective in reflecting pupils' own views. Overall, pupils make satisfactory academic progress and they are reasonably well prepared for their future economic well-being.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

There is some good practice within the overall satisfactory teaching. Good relationships and effective management of pupils are particular strengths. Pupils with learning difficulties and/or disabilities are supported well by classroom assistants.

Teachers make good use of interactive whiteboards to make lessons more interesting. Pupils work well together in shared tasks and cooperate amicably and constructively with their classmates. When the teaching is at its best, lessons progress at a good pace and contain interesting and stimulating activities that motivate pupils. However, some sessions are too long, resulting in a little restlessness. The school makes effective use of assessment information to group pupils according to their ability. However, teachers do not always have high enough expectations of what the pupils are capable of doing. This is most evident in mathematics and particularly for the average-attaining pupils.

### **Curriculum and other activities**

#### **Grade: 3**

There is a very clear emphasis on developing pupils' literacy and numeracy skills, although the school recognises there is a need to accelerate the progress of all pupils in mathematics and to improve opportunities for improving literacy skills through other subjects. Music, dance and the arts feature strongly in the school's curriculum and many pupils receive instrumental tuition. The good use of teachers' specialist skills ensures there is good provision in subjects such as French and music. Pupils make good use of computers for carrying out research. The school has introduced the International Primary Curriculum but it is too recent to evaluate its impact.

### **Care, guidance and support**

#### **Grade: 2**

Pupils are looked after and cared for very well. Pupils feel safe and say there is an adult they can approach if they have a concern. Arrangements for ensuring the health, safety and welfare of pupils are good and risk assessments are undertaken regularly. Child protection procedures are robust. The school has a good understanding of the needs of its pupils. A very good range of information about how well pupils are doing is gathered. However, teachers are not making the best use of the information to identify the next steps in learning sufficiently clearly for pupils to know exactly what they have to do next to improve.

## **Leadership and management**

#### **Grade: 3**

The school has an accurate understanding of what it is doing well and what needs to be improved. The senior management team has been methodical in identifying how to raise standards. The introduction of setting, the provision of additional support for groups of pupils and a closer attention to assessing the rate of pupils' progress is helping to improve standards.

Sound procedures to track pupils' progress are enabling the school to set realistic but challenging targets. The school attained its targets in 2007. The senior management team has identified where teaching is not as strong but subject leaders have not yet been effective in ensuring that these weaknesses are addressed. They have also yet to determine how they will monitor the effectiveness of the new curriculum. This limits the school's capacity to improve to satisfactory.

The school has established good links with the Walsall Pupil Partnership and this is helping to improve curriculum activities for the pupils. Governors are supportive of the school. However, they accept a need for more involvement to determine how well the school is doing.





## Annex A

## Inspection judgements

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

### Achievement and standards

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

### Personal development and well-being

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

### The quality of provision

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

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

Dear Pupils

Inspection of Mossley Primary School, Bloxwich, WS3 2SQ

Thank you all very much for the warm welcome you gave to us when we visited your school recently. Your school provides you with a satisfactory education. You make satisfactory progress during your time at school and reach broadly average standards by Year 6. We think though, that some of you could make faster progress than you currently do, especially in mathematics. The teaching and curriculum are satisfactory.

These are some of things we found:

- Children in the Nursery and Reception classes are given a good start to school.
- You behave well and are enthusiastic in lessons and during other activities.
- Your good efforts to keep fit and well through taking part in physical activities and by eating healthily.
- Staff look after you well and give you good support.
- The headteacher and her staff are working hard to make subjects more interesting for you.

This is what the school needs to do to make it better:

- Help you to make better progress in mathematics.
- Ensure teachers challenge all of you to do your best work.
- Help those in charge of subjects to check how well you are all doing in your work.

I am pleased that you enjoy school and wish you all the best for the future.

Thank you again for helping me with my work.

Yours sincerely

Paul Edwards Lead inspector



11 October 2007

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Lead inspector