

Moseley Church of England Primary School

Inspection report

Unique Reference Number	103398
Local Authority	Birmingham
Inspection number	323815
Inspection date	2 October 2008
Reporting inspector	Terry Elston

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	210
Government funded early education provision for children aged 3 to the end of the EYFS	30
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Robert Meikle
Headteacher	Roslyn Ashe
Date of previous school inspection	1 September 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Oxford Road Birmingham B13 9EH
Telephone number	0121 4490 441
Fax number	0121 4495 128

Age group	4–11
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Introduction

The inspection was carried out by two Additional Inspectors. The inspectors evaluated the overall effectiveness of the school and investigated the following issues:

The progress of pupils of all ability

How well the school helps pupils understand and appreciate the diverse cultures in their society

The development of pupils' ability to take responsibility. The inspectors gathered evidence from observations of lessons, discussions with pupils, governors and staff, tracking pupils' progress, analysis of attendance and gaining the views of parents. Other aspects of the school's work were not investigated in detail, but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

Pupils come from a wide range of cultural and religious backgrounds, but none is at an early stage of learning English. Compared with most other schools, few pupils are eligible for free school meals or have learning difficulties and/or disabilities. Children enter the Early Years Foundation Stage (EYFS) with skills and abilities above those of most children their ages. The headteacher and deputy headteacher started work here in September 2008.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school where pupils from all ethnic backgrounds flourish. They leave confident, mature pupils well prepared for the future. They build effectively on their good start in the Reception class and make good progress throughout the school. Their performance in the national tests is improving year by year because of the detailed assessment of their strengths and weaknesses and good teaching that helps them improve their skills. Standards are exceptionally high. In 2007, standards in the tests in Year 2 and Year 6 were high and this year they look to have improved further. The highest and lowest attaining pupils do well because they are given effective support to make the best of their abilities. They are set challenging but achievable targets that they strive hard to meet. The middle ability groups do not achieve as well as they could because they are not always challenged enough, and the school rightly has this as an area for improvement.

Pupils are justifiably proud of their achievements. They love school and attendance rates are very high. They know just how well they are doing and always try hard to do their best. A forest of hands shoots up when the teacher asks a question. They think the world of their teachers who they describe as fair, kind and caring. Teachers promote this enjoyment of school by providing lessons that are fun and challenging. They use technology particularly well to illustrate their teaching and this approach really motivates pupils. Their high expectations of pupils' conduct and clear rules mean that they know the boundaries and behave impeccably.

The school's value statement of 'Every Child Matters to God' permeates through all its work, and parents are justified in feeling that pupils' spiritual development is a real strength. They respond enthusiastically to the many opportunities provided to reflect on the environment and have a deep awareness of the plight of people less fortunate than themselves. They value their school community, and show their concern for others by the way they look after younger or more vulnerable pupils, whether as 'Playground Pals' or 'Peer Supporters'. As one pupil put it, 'It's really important to help others, not just look after ourselves.'

Pupils appreciate the well-planned curriculum that is enriched by a wide range of opportunities for them to develop their academic and artistic skills. They learn much about how to stay safe and live healthy lives and speak with authority on the best foods to eat and the dangers of drugs, smoking and alcohol. They have a reasonable awareness of other cultures in Great Britain and around the world, but the school provides too few opportunities for them to learn about the wide range of faiths and cultures in the local community.

Pupils take responsibility readily. For example, the school council played an important part in interviewing for the new headteacher and deputy headteacher. Older pupils develop their entrepreneurial skills well by organising fund raising events and debating how to spend the money, preparing them well for their future economic awareness.

Pupils say how safe they feel because of the way adults support and care for them. Those who are anxious always know whom to turn to, and parents value this highly. The school's safeguarding systems are robust and reviewed regularly.

These successes have their roots in the effective leadership and management. The leaders have robust systems to evaluate the school's strengths and weaknesses and their actions to raise standards have proved effective. For example, when standards in writing were lagging behind those in reading the measures put in place to encourage a love of writing had a big impact, and standards are now very high. Governors support the school passionately and are not afraid

to hold it to account. The school has improved well since the last inspection and is well placed to do even better.

Effectiveness of the Early Years Foundation Stage

Grade: 2

The significant proportion of children who exceed their early learning goals by the end of Reception is testimony to the good quality provision made for them. Good induction procedures, positive partnerships with parents and good attention to children's welfare mean that children settle quickly to school routines, feel safe and are ready to learn. Good teaching, with a strong emphasis on developing children's language, writing, numeracy and social skills, ensures that children achieve well. A wide variety of resources support children's different areas of learning effectively. Children happily choose from the range of activities on offer, enjoying writing about what they like about school, finding and counting play figures in the sand or dressing up in the home corner. Staff observe children's learning and development carefully, but these observations are not always used effectively to ensure that activities are planned to always challenge the most able children in the class.

Children's personal, social and emotional development is good. Although some lack confidence and seek adult support, the sensitive encouragement and guidance they receive help them to become happy and independent learners. Children behave extremely well and learn to play with, and help, each other. The provision is led and managed well. Staff have a clear understanding of how well the provision meets children's needs and what needs to be improved to meet EYFS requirements. For example, they have already identified the need to make better use of the attractive outdoor area to support all areas of children's learning.

What the school should do to improve further

- Provide greater support and challenge for the middle attaining pupils to ensure that they always do as well as they can.
- Make more effective use of observations of EYFS children's learning and development to plan challenging activities for the more able.
- Provide more opportunities for pupils to learn about the diverse cultures and faiths in the wider community.

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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?	2
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 capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

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

¹Grade 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.

Personal development and well-being

How good are 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
The extent to which learners enjoy their education	1
The attendance of learners	1
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	3
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

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

- 3 October 2008 Dear Pupils Inspection of Moseley C of E Primary School, Moseley, B13 9EH
Thank you for your valuable help in our recent inspection of your school. Both inspectors enjoyed talking to you and watching you work and play so happily. You are clearly very proud of your good school and you are right to be. What we found out about your school:
- You work hard and make good progress. The standard of your work is very high compared with other schools.
- You have a good knowledge of how to keep safe and live healthy lives.
- You like your teachers and they do a good job. They work hard to make lessons fun so that you enjoy learning.
- You like the activities planned for you and the wide range of music and sports clubs at lunchtime and after school.
- You behave really well and take good care of each other.
- You have a good understanding of what you need to do to improve your work.
- Your school's leaders run the school well and know how to improve it further.
- All the adults take good care of you and are always there if you need help. What we would like the school to do now:
- Make sure that all of you, whatever your ability, make equally good progress. You can help by always trying to do your best work.
- Provide the right level of work so that the most able children in the Reception class do as well as they possibly can.
- Give you more opportunities to learn about and meet people from different cultures and religious beliefs. Best wishes for the future! Yours sincerely Terry Elston Lead inspector