

Mosborough Primary School

Inspection report

Unique Reference Number	107039
Local Authority	Sheffield
Inspection number	324513
Inspection date	14 January 2009
Reporting inspector	Ross Parker

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	Community
Age range of pupils	5–11
Gender of pupils	Mixed
Number on roll	
School (total)	304
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr C Rosling - Josephs
Headteacher	Mr G Hamilton
Date of previous school inspection	22 May 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Off Queen Street Sheffield South Yorkshire S20 5ES
Telephone number	0114 2486211
Fax number	0114 2477121

Age group	5–11
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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: pupils' achievement; pupils' personal development; the elements of care, support and guidance and the curriculum that are most influential in supporting these outcomes. Evidence was gathered from observations of lessons, analysis of pupils' work, discussions with staff, pupils and governors, as well as the scrutiny of school documents and parents' questionnaires. 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 the self-evaluation form, were not justified.

Description of the school

The school is situated in the historic village of Mosborough to the southeast of Sheffield. It is larger than average with almost all of the pupils coming from a White British background. The proportion of pupils entitled to free school meals is below average and the number with learning difficulties and/or disabilities is in line with the national average. As well as an international Eco-Schools Award the school has also gained the Becta ICT Mark, Healthy Schools status and the Basic Skills Mark.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Mosborough Primary School provides a good standard of education and good value for money. Outstanding features are the pupils' personal development, their care, guidance and support, and the curriculum. The school promotes pupils' good achievement. Parents are very pleased with the way their children enjoy their time in school. One parent summed it up by saying; 'My child comes home raving every day about how good it's been.'

When children join the school their skills are in line with expectations for their age. All pupils, including those with learning difficulties and/or disabilities make good progress and standards by the end of Key Stage 2 have been consistently above average for several years. Standards by the end of Key Stage 1 have improved steadily. In 2008 they were well above average. The class who took the Year 6 tests in 2008 found learning more difficult. They made good progress to reach the expected levels for their age. Some more able pupils did not reach the higher levels that were expected in mathematics. The school subsequently responded with a rigorous review of progress in mathematics across all years. This revealed that many of the more able pupils have a less secure grasp of the more advanced concepts in different areas of mathematics. Work in pupils' books and on display shows good overall standards, particularly in the range and quality of written work.

Pupils' spiritual, moral, social and cultural development is outstanding. They understand very clearly who they are and what they value. They discover what their talents are and develop their judgement of what is right and wrong and why. Pupils say they get on very well with each other because they are taught how to do it. They are developing a good awareness of the different cultures that make up our society. Pupils' safety is enhanced by their awareness of each other's needs and their sense of responsibility for each other's welfare. These underpin their extensive contributions to the school and wider communities. Bullying is rare and swiftly dealt with. Pupils are very aware of potential dangers outside school. They are very careful in their frequent access to the Internet, for example. Their outstanding enjoyment of school, shows in their above average attendance and shines through their enthusiasm in lessons. They fully appreciate healthy lifestyles. In lessons, their learning about physical well-being is matched with a powerful focus on emotional health. Public respect for sporting achievement, such as recent cross-country running and football, as well as an extensive range of expertly coached sports, all promote active lifestyles. The drive to maintain a healthy environment ranges from waste and energy audits to an attractive and fruitful garden project.

Pupils are considerate, mature and independent. They respect the well established behaviour conventions because they know why they are in place. They show excellent self-control in the busy dining room, for example, and appreciate the quiet atmosphere when they are developing ideas for writing. At other times, pupils are collaborative, well aware of how they are learning, and understand how to set and work towards their own targets. These are skills that prepare them well for later learning and employment.

All of this is supported by good teaching, which offers well-planned variety, choice and challenge. There is a constant focus on developing skills for learning and working which are transferable to different contexts. The learning environment is highly stimulating and the positive working atmosphere frees teachers and support assistants to ensure that pupils with learning difficulties and/or disabilities make the same good progress as everyone else. Outstanding care ensures that the school is highly inclusive and that individuals can overcome the challenges that they

face. There is superb guidance on how to learn and how to improve. The school fully meets current government requirements for safeguarding pupils. The excellent curriculum includes a strong focus on art and music and is carefully designed to meet pupils' needs. Imaginative writing strategies, for example, have made tasks much more hands-on and engaging. One pupil commented on how the wide range of popular enrichment opportunities helps pupils to find things they are good at 'and builds our self-esteem'. Support for emotional development is helping others to harness the focus they have in sports to improve their behaviour and relationships.

The headteacher provides outstanding direction and self-evaluation, and middle managers give him good support. All the inspection judgements confirmed the school's assessments. Since the last inspection, the school has methodically developed the library, recreation facilities, access to information and communications technologies and the way the curriculum supports writing and boys' achievement. The school has created an active link with a more ethnically diverse school as part of its support for community cohesion. This is having a positive impact on pupils' understanding of the diversity of British society and in promoting their awareness of other cultures.

Leadership and management are good overall and include effective support from well informed and committed governors. As a result, and along with its other strengths, the school has good capacity to improve further.

Effectiveness of the Early Years Foundation Stage

Grade: 2

When children join Reception their skills are broadly in line with expectations for their age. Good teaching enables them to make good progress in their learning and in their personal development and the great majority are exceeding expectations when they move into Year 1. Leadership and management are good. Good links with local pre-school providers and parents ensure a smooth transition to Reception and good links with external agencies ensure that children's welfare needs are met. Good care enables them to show an unexpected maturity and independence after a short time in school. They cooperate and communicate well in both their work and their play. Children quickly develop an awareness of the school's expectations of their behaviour and the way they learn. Teachers and support assistants collaborate effectively so that all the adults who work with the children are well informed and able to take a leading role in activities. Well-managed assessment provides clear evidence of the children's skills on entry and the progress they make. It also enables the adults to match activities to individual children's needs.

What the school should do to improve further

- Ensure that the more able pupils fully understand the more difficult concepts in mathematics.

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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	2
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?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
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	1

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?	1
How well are learners cared for, guided and supported?	1

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	1
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	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

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

On behalf of the other inspector and myself I would like to thank you all for the very friendly welcome you gave us when we came to inspect your school recently. We really enjoyed meeting you and having the chance to talk to you.

Your school gives you a good standard of education. Here are some of the really good things about your school.

You make good progress throughout your time at Mosborough Primary and are well prepared for secondary education. I was impressed by your good behaviour, concern for other people, and the enthusiasm you show for learning. You have excellent opportunities to find out where your talents lie, to explore your values, to express your opinions and to develop the behaviour that makes you into good learners. You feel that the adults create a really secure environment for you, give you excellent guidance on how to get on with each other and help you to achieve your personal goals. This means everyone is included and has the chance to shine. You clearly enjoy the excellent range of activities, both in the classroom and after school. Your teachers make sure you enjoy learning, and are constantly on the look out for ways they can make it even better.

I have asked the school to do something that will make it even better. Some of you who are better at maths still find some of the more difficult aspects hard to understand. I have asked the teachers to check thoroughly just how fully you understand these ideas. You can help by making sure that when you reflect on your learning you let the adults know whenever you are still uncertain about an idea or a skill you have been exploring.

Thank you again for your welcome and may I wish you all the best for the future.