

Moss Side Primary School

Inspection report

Unique Reference Number	119336
Local Authority	Lancashire
Inspection number	327004
Inspection dates	21–22 January 2009
Reporting inspector	Ruth James HMI

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	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	252
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 Michael Simmonds
Headteacher	Mrs Janis Burdin
Date of previous school inspection	1 March 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Paradise Lane Leyland Lancashire PR26 7ST
Telephone number	01772 432048
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Age group	4–11
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors.

Description of the school

In this average sized school almost all the children are White British. They come from a broad range of social and economic backgrounds, but the proportion eligible for free school meals is below average. The proportion of children with learning difficulties and/or disabilities is about average but a higher number have statements of special educational need. The school has Investors in People, the Healthy Schools award, the Basic Skills Award, Activemark and the Bronze Eco-award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Pupils thrive in this outstanding school with its warm, welcoming and very caring environment. The building is well maintained, attractive and fit for purpose and lovely examples of pupils' work are displayed. The school's reputation in the community is excellent and parents are overwhelmingly supportive of the school. One comment succinctly summarises the positive views expressed: 'Moss Side is a wonderful, friendly caring school and is a credit to all the teachers, staff and headteacher. The standard of education provided is second to none and all the staff should be very proud of all the hard work, effort and commitment they put in.'

Standards are consistently very high and achievement is outstanding. Unvalidated data show that almost 90% of pupils who sat national tests in 2008 attained at least the expected level in both English and mathematics. The excellent progress made by pupils is the result of the outstanding teaching they receive. Pupils are highly motivated to learn. Teachers know their pupils extremely well and constantly monitor and assess their progress; amending planning on a day by day basis to ensure that each individual takes the next steps in learning. Teachers mark pupils' work carefully so all know what they have done well and what they need to improve. Pupils who have learning difficulties and/or disabilities are supported well. Well trained teaching assistants make a significant contribution to learning. Intervention is used extremely effectively where pupils are identified as in need of additional support. The school believes each pupil is unique and can succeed, and does everything possible to ensure that they do. As one parent commented: 'The school has been the best thing for my children. They are both very different and are taught the best way that suits them as individuals.'

Pupils' personal development is exemplary. Behaviour is outstanding. Pupils are exceptionally polite, friendly and courteous, showing great respect for adults and each other. They show high levels of social responsibility. Attendance is very high, reflecting pupils' enjoyment of school. As one parent remarked: 'Moss Side is an excellent school, and my child has thoroughly enjoyed attending over the last few years. To say she is thriving is an understatement.' Pastoral care is excellent.

The curriculum is enhanced by special events and themed weeks. Visitors help to extend pupils' knowledge of the wider world. Specialist teaching in science provides very good opportunities for practical work. Very good extra-curricular activities are offered, including a range of sporting activities, which help pupils to lead healthy lifestyles.

The school is not complacent and continuously identifies ways to improve its pupils' education. The outstanding and determined leadership of the headteacher ensures that the high quality provision is maintained through leadership changes. The school now recognises the need to consolidate the present leadership team. Governors are knowledgeable, loyal and experienced. They take an active and critical part in managing and leading the school. They care deeply about pupils' academic and personal achievements. The school knows its strengths and knows exactly what it needs to do to maintain high standards. Capacity to improve and value for money are outstanding.

Effectiveness of the Early Years Foundation Stage

Grade: 1

Provision is outstanding. School data show that children start school with skills slightly below those typical for their age. This is especially the case for language and personal skills. Excellent

leadership provides outstanding teaching, an exemplary curriculum and very high levels of care and personal and social development. Consequently, children make very good progress. Their progress in reading is particularly rapid. They develop very good social skills, learning to cooperate well, take turns and share. Outstanding teaching provides a well planned, interesting range of practical activities that really excite children's curiosity to investigate. During the inspection they were thrilled to use 'Talking Tins' and record different voices for Daddy, Mummy and Baby Bear, a stimulating activity supporting the priority staff place on increasing children's language skills. Activities selected by the children blend seamlessly with those led by the staff. Children are very keen to work outside where staff skilfully provide activities in all areas of learning in the limited space. The quality of care for children's welfare is exemplary. Staff know the children very well. Excellent relationships make them feel very safe and secure and really help them learn, develop confidence and become increasingly independent. Progress is rigorously tracked and monitored and extra help swiftly directed to meet individual needs. There is a strong emphasis on ensuring that all children make the necessary progress to reach levels that will enable them to make the best of learning opportunities as they move into Key Stage 1. This means that by the beginning of Year 1 most children are working at or above the expected goals for their learning. The leader recognizes that the use of different methods of assessment needs to be rationalized to better inform planning.

What the school should do to improve further

There are no significant areas for further improvement but the school recognises the need to:

- Rationalise early years' assessment processes to better inform planning.
- Consolidate the leadership team to ensure that outstanding provision is maintained.

Achievement and standards

Grade: 1

Standards are well above average and pupils' achievement is outstanding. The results of national tests at the end of Year 6 show that standards have been consistently significantly above average over many years. In 2007 the proportions of pupils attaining the expected levels in each of English, mathematics and science were well above the national average. Similarly, the proportions achieving above the expected level were high. Provisional data for 2008 show that the percentage of pupils who gained at least the expected level in both English and mathematics was exceptionally high, and almost 90% of pupils did so. This represents outstanding achievement for pupils who started school with average to below average starting points.

Standards at Key Stage 1 are also consistently high. Unvalidated data for 2008 show that standards for the small number of pupils receiving free school meals were particularly high. The data also show that almost all pupils reached the expected level in mathematics and writing, and a high proportion did so in reading. The progress made by pupils is at least good in all respects and exemplary in significant elements as a result of the excellent teaching they receive. The school is particularly successful with pupils who start with below average skills, knowledge and understanding. Pupils with learning difficulties and/or disabilities achieve as well as others as a result of the high quality teaching and support they receive. The school consistently exceeds its challenging targets.

Personal development and well-being

Grade: 1

Pupils thoroughly enjoy school and this is reflected in their exemplary attitudes to learning, above average attendance and excellent behaviour. Pupils are courteous and polite. Pupils of different abilities and backgrounds play happily together. Pupils have an excellent understanding about how to lead healthy lifestyles. They say that they feel safe, know how to look after themselves and who to ask for help when they need to. Their involvement in sport reflects their strong determination to keep healthy. Bullying is not a problem. Pupils willingly accept responsibilities to improve their school community. For example, one Year 5 boy happily volunteered to clean up a spilled drink. Two school councils play an important role in the everyday life of the school, as do house captains, each position giving a good experience of accepting responsibility and decision making. Pupils' spiritual, moral and social development are excellent. The enthusiastic singing in assemblies brings the whole school together in their act of worship. Pupils gain a good understanding of other faiths and cultures. Pupils develop excellent personal and social and academic skills that will be valuable to them in the next phase of their education and throughout their adult life.

Quality of provision

Teaching and learning

Grade: 1

Teaching and learning are consistently good throughout the school, with many outstanding features. Stimulating and sensitive teaching enables pupils to make very good, and often outstanding progress. Work is challenging and the expectation of success permeates the life of the school. Pupils' progress is tracked meticulously. This information is used very effectively by teachers in their detailed planning to match work to individual needs and prior attainment. Teaching assistants are skilled and deployed effectively in lessons. Pupils talk enthusiastically about their learning and enjoy a wide range of subjects across the primary curriculum. Teachers successfully incorporate exciting learning opportunities into their lessons. Older pupils find their clear learning targets and the advice they receive when their work is marked very helpful. Even the youngest children are aware of what they need to do to improve. Staff work very hard and they are highly committed to the children and their school. They succeed in developing an atmosphere where learning skills for all pupils are nurtured and can flourish.

Curriculum and other activities

Grade: 1

The curriculum is at least good in all major respects and exemplary in significant elements. Pupils' enjoyment of the curriculum is evident in many ways. There is an appropriate emphasis on literacy and numeracy which enables pupils to reach high standards in these subjects. The use of information and communications technology is developing well. The curriculum is well planned to meet the needs of learners of all abilities with well structured support arrangements for those with additional learning needs or at risk of underachievement. Cross curricular topics are used to develop skills across the curriculum. These are not fixed but chosen to suit the particular interests of the pupils, or in response to current events. Careful planning and the use of a specialist teacher and classroom for science give pupils plenty of opportunity to do practical science in smaller groups than their class groups. New initiatives such as 'Big Write' are embraced where they are seen as valuable to the development of pupils' skills. Modern

foreign language teaching in upper Key Stage 2 is preparing pupils well for learning French in high school. Special events, including themed weeks such as book week or maths week, contribute very well and give pupils additional opportunities to get involved in different activities such as singing songs with mathematical themes. Some unusual opportunities are offered. For example, during the inspection very good participation and enjoyment was seen in a clog dancing lesson. Pupils comment particularly positively on the variety of after school clubs, open to a wide age range. They enjoy the variety of sporting activities which help them to lead healthy lifestyles. Older children in particular have opportunities to take on responsibilities such as acting as receptionists at lunchtime.

Care, guidance and support

Grade: 1

The care, guidance and support provided for pupils are outstanding. The school's ethos is calm and supportive. Pupils learn in an atmosphere of mutual respect and trust. They express great confidence in the staff, reassured that help is at hand if needed. Procedures are in place to make sure that all pupils are kept safe. These procedures are reviewed on a regular basis and shared with all members of staff. The school works very successfully with outside agencies and parents to ensure that pupils' needs are met, especially those with learning difficulties and/or disabilities. These pupils are supported by very skilled teachers and teaching assistants. Pupils' progress is monitored very closely so that possible under achievement is avoided or quickly responded to. All pupils are valued as individuals and given opportunities to join in all the school's activities. Academic guidance is very good, with appropriate targets set and reviewed, very good attention to individual progress on a day to day basis, and feedback on work which gives points for improvement.

Leadership and management

Grade: 1

Leadership and management are at least good in all major respects and are exemplary in significant elements, as shown by their impact on the performance of the school. The headteacher is an outstanding leader who uses her wealth of experience to ensure that each individual achieves their potential. She has successfully steered the school through recent changes in the leadership team, often shouldering a heavy burden of responsibility herself. At the time of the inspection there was one vacancy for the leadership team. Existing senior staff support the headteacher very effectively and the whole staff team is focused on a common purpose. Following a period of change the school now recognises the need to consolidate the present leadership team. The school rigorously checks every pupil's progress, looking for reasons for even the smallest level of underperformance compared with what the school expects. Strategies are put in place to address any weaknesses identified, whether individual or in terms of particular groups.

All pupils are equally valued and have full access to the opportunities that the school has to offer. The school's contribution to community cohesion is outstanding. The school teaches pupils to accept diversity, understand each other and work together. Parent volunteers from all sections of the school community are recruited for events. The inclusive ethos in school and the strong sense of personal, social and moral responsibility which pupils develop prepares them well to be effective citizens.

Governors are extremely capable and committed. They have an excellent knowledge of the school and implement their strategic role as critical friends of the school very well.

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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?	1
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?	1
The capacity to make any necessary improvements	1

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

Achievement and standards

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

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	1
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?	1
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?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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**

23 January 2009

Dear Pupils,

Inspection of Moss Side Primary School, Lancashire, PR26 7ST

Thank you so much for welcoming the inspection team to your school recently. It was good to hear that you enjoy school so much. We were impressed by how hard you work and how you get on so well together. Your parents also told us how wonderful they think the school is. We found that yours is an outstanding school.

You make rapid progress and achieve very high standards. You are very well cared for and you are known and valued as individuals. You make an excellent start in Reception as there are so many exciting things planned for your learning. Your attendance is excellent. You are extremely well mannered and very helpful. I know you are very proud of your school and truly care about each other. You are developing well into responsible young people.

You are making excellent progress because of the exceedingly good teaching you receive. No one is allowed to fall behind and everyone who needs to be is very well supported. The school plans really interesting things for you to learn and you have opportunities to try lots of different activities which make your learning more exciting. You are enthusiastic about after school clubs and activities. It was lovely to see so many of you enjoying clog dancing during the inspection!

Your headteacher and staff run the school excellently, and they are determined to keep doing that and look for ways to make it even better. In the Foundation Stage teachers are going to look at ways of assessing progress to make sure that all the information they collect helps their planning. Your headteacher is going to work with all the senior staff to make sure that your school remains one of the best.

We wish you every success in the future. Keep up the good work!

Yours sincerely,

Ruth James

Her Majesty's Inspector