

Mosley Primary School

Inspection report

Unique Reference Number	124053
Local Authority	Staffordshire
Inspection number	328037
Inspection date	13 October 2008
Reporting inspector	David Driscoll

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)	122
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	Barry Snaith
Headteacher	Anne James
Date of previous school inspection	26 September 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Main Road Anslow Burton-on-Trent DE13 9QD
Telephone number	01283 239240
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Age group	4–11
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Introduction

The inspection was carried out by two Additional Inspectors

Description of the school

This small school serves the village of Anslow and its surrounding area. The school is very popular, with more parents wishing to send their children to the school than there are places available. The proportion of pupils eligible for free school meals is below average. An average proportion of pupils are from a minority ethnic background, all of whom speak English as their first language. The proportion of pupils with learning difficulties and/or disabilities is well below average and none has a statement of special educational need.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Mosley Primary School provides a good education for its pupils. Around a quarter of those responding to the parents' questionnaire described everything that the school does in the most glowing terms possible. The welcoming atmosphere of the school is evident from the moment that visitors are greeted by pupils themselves. Their obvious pride in their school shines through as they point out the displays of high quality artwork produced by pupils of all ages. Their self-confidence and excellent manners are just two aspects of their outstanding personal development. Not only are they very aware of how to stay fit and healthy, they put it into practice. The good curriculum provides them with many opportunities to show responsibility and develop their independence. These two aspects are now considerable strengths of pupils' personal development. Attendance is very high because pupils are extremely happy at school. They feel completely safe, because the care, guidance and support they receive are outstanding. All know whom to turn to should they have a problem, either personal or academic. They are rightly very confident that they will receive whatever help they need.

Academic achievement is good, because pupils are taught well. Parents talk of 'smiley staff', which is a reflection of the very good relationships that exist between teachers and pupils, and another reason for pupils' outstanding enjoyment. Teachers have a firm, fair and consistent approach to discipline that promotes high standards of behaviour from the moment children join the Early Years Foundation Stage (EYFS). Children make good progress in the EYFS to improve their standards to a level slightly above the national average by the time they start Year 1. Standards continue to improve as pupils move through the school, so they leave with well above average standards. Pupils make outstanding progress in learning to write, and good progress in other subjects. Progress in mathematics is a little slower, but still satisfactory, in Years 3 to 5 because tasks sometimes go on for too long, and this slows the pace of learning.

The school has made good progress since it was last inspected, because of good leadership and management. The school's leaders, including governors, use data well to evaluate the school's main strengths and weaknesses. Thorough checks are carried out on the quality of teaching, but these do not always identify where improvements can be made. The headteacher, deputy headteacher and governors can point to a convincing track record to demonstrate that they have all the skills required to continue the school's good improvement.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children start school with skills which reflect those typically seen for their age. They make good progress and achieve well, especially in their personal development, because of the good level of support they receive in their learning. Their well-being and welfare are given a very high priority and, as part of the process of implementing the new EYFS framework, considerable efforts have been made to ensure all the necessary requirements are in place. In many cases, the school goes far beyond these requirements. Children settle very quickly in school and engage productively in the range of activities provided. These activities are presented in interesting ways to engage the children and also to enhance their learning. For example, to develop an understanding about measurement and reinforce mathematical vocabulary, the children classified and compared pairs of shoes by length. There is generally a good mix of activities led by the teacher and initiated by the children themselves, although there are occasions when opportunities are missed for individual children to start activities themselves.

Lessons are well planned to ensure children make good progress. Careful note is made of what they can do, and activities are planned in consultation with the children, so they always know what they need to do next. The excellent partnership with parents and carers is highly valued. Almost all parents comment on the quality of care and how quickly their children have settled in. The provision is well led and managed and there is clear insight in how to embed the new framework to ensure continuing improvement.

What the school should do to improve further

- Ensure that pupils in Years 3 to 5 are moved to a new mathematics task more quickly when they have learnt all that they can.
- Identify more clearly those aspects of teaching that could be improved in order to raise the quality of teaching still further.

Achievement and standards

Grade: 2

All groups of pupils achieve well and meet their challenging targets. Pupils' good progress starts in the EYFS and continues as they move through the school. Standards are a little above average at the start of Year 1, further above average by the end of Year 2 and well above average by the time pupils leave the school. Progress in writing is exceptionally good, and many leave the school with standards far in excess of those expected for their age. Progress in mathematics is good in most years, but is slower in Years 3 to 5, before accelerating again in Year 6. Standards in other subjects are also above average, and progress is particularly good in art, music and drama. Results are improving faster than the national average in Year 6. The results published by the school make it appear that standards at the end of Year 2 are falling. This is not the case. Rather, the school has mistakenly published slightly lower results than the pupils have actually achieved in mathematics.

Personal development and well-being

Grade: 1

The very high levels of attendance confirm how much the pupils enjoy school and the range of activities provided. Pupils have very clear views on what constitutes healthy living. Helped by the proactive approach adopted by the school council, most pupils choose healthy foods and participate enthusiastically in games and exercise such as 'Wake up and Shake up' and 'Leap into Life'. They fully understand how to keep themselves safe, and the actions to take if they find themselves in potentially dangerous situations. Pupils display a remarkable sense of responsibility in how they can contribute to the well-being of others and also benefit the life of the school and wider community. There is a very wide range of duties which pupils take on very willingly, such as being part of 'Huff and Puff', helping in the library and with office duties, and also being involved in enterprise projects to develop their entrepreneurial skills. These also contribute towards their good skills for their future working lives. Pupils have an excellent understanding of different cultures, particularly those from other parts of the world. This is matched by a strong understanding of their own culture. Even children in the EYFS have been to see Romeo and Juliet, for example. Most of all, though, pupils have a very well developed understanding of how their actions can affect others. Their behaviour is exemplary, because they know that, 'if you mess around, you stop others from learning things'.

Quality of provision

Teaching and learning

Grade: 2

Parents rightly say that teachers are good role models for the pupils. Teachers set high standards for behaviour as soon as children start at the school, so good attitudes to learning and working with others are instilled from the Reception class onwards. Older pupils are expected to work hard and set an example to younger ones, a role they willingly accept. The tasks given to pupils are demanding, and based on accurate assessments of their individual needs. Lessons usually move along at a good pace, but some activities in mathematics go on for a little too long when pupils have already learnt all they can from the task. Marking in English is very good indeed. It pinpoints exactly where pupils can make improvements and provides an excellent focus for discussions between teachers and pupils. The same approach is being implemented in mathematics in Years 5 and 6, but is at a very early stage in other years.

Curriculum and other activities

Grade: 2

The broad and well-balanced curriculum engages the pupils and supports their learning. It is adapted well to ensure that pupils in mixed age classes are provided with work that builds well on what they have already learnt. There are good links made between subjects, so pupils get lots of practice at using their reading, writing and computer skills. This means that pupils' skills in literacy, especially writing, are developing well. The school has rightly identified the need to provide pupils with more opportunities to apply their mathematical knowledge. The curriculum places strong emphasis on being creative. This improves pupils' writing and promotes high standards in art, drama and music. The range of enrichment activities is particularly impressive, and much enjoyed by pupils. The choir, for example, is huge, and the many links with other countries show pupils what life is like in other parts of the world.

Care, guidance and support

Grade: 1

The needs and welfare of the pupils are a prime consideration within the school, and they are particularly well cared for. Procedures are very securely in place to ensure pupils are kept safe, and staff have attended relevant training to support this aspect of the school's work. Pupils are very clear about the role of adults within the school as a point of contact if they have any concerns or worries. Pupils' progress is tracked very well from the time they start school. This allows staff to quickly identify any who may be at risk of falling behind, or who have learning difficulties and/or disabilities. Such pupils are supported well to make up any ground lost. Parents are very quickly involved to explain how they can help at home, and links with a range of outside agencies are highly effective in supporting those most at risk. Pupils are given demanding targets, and older ones can quickly tell you what they are, what they mean, and what they need to do to reach them.

Leadership and management

Grade: 2

The enthusiastic headteacher leads by example in raising standards across the school. She makes clear to staff, parents and pupils alike what is expected in terms of pupils' behaviour, attendance and attitudes to work. The result is a school where all are pulling together to promote the best for the pupils, who develop a good understanding of their place in different communities. Standards in Year 6 are improving at a faster rate than the national average, and pupils' personal development is exemplary. The headteacher, her deputy and the governors are accurate in their evaluation of the school's performance. Checks on teaching are carried out mainly by this group, with some limited input from other subject co-ordinators. The checks clearly identify what works well in teaching, but not always what could be improved. The progress of individuals and groups of pupils – for example, those of differing ability or year group – is analysed so the school is quick to pick up on any relative weaknesses, such as that in mathematics in Years 3 to 5. The school also seeks the views of parents, in order to respond to the changing needs of the community. Actions to improve invariably prove successful.

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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?	1
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?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
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	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	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?	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	2
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**

Dear Pupils

Inspection of Mosley Primary School, Burton-on-Trent, DE13 9QD

Thank you very much for making us so welcome when we visited your school, and for helping us with our inspection. You and your parents can be very proud of the way you behaved and of your excellent manners. Yours is a very happy school which provides you with a good education. The teachers give you work that is just hard enough to make sure you can get the right answers if you try your hardest, which you almost always do. You learn to write much more quickly than we usually see, because you get lots of opportunities to write in your other subjects, and do well in your other subjects too. You could sometimes learn a bit more quickly in mathematics lessons, because you finish the work sooner than your teacher expects, so we have asked your teachers to keep a close eye on you and give you new work as soon as you need it. You can help too, by telling them when you have finished.

You all told us how much you enjoy coming to school, because the teachers are really friendly, there are lots of extra clubs and activities, and because being in school is fun. You also feel safe and well looked after. This is because all the grown-ups in school take such good care of you. You also feel safe because you know that other pupils are not going to hurt you, and that nobody is going to stop you learning as quickly as you can.

Your school is getting better and better every year, because the people who run it are good at spotting things that could be improved, and doing something about them. They are good at telling teachers what has worked well in lessons, but we have asked them to write down what would make them even better. They keep a very close eye on how well you are getting on, so they can help anyone who is finding it hard to keep up.

With all best wishes for your future,

David Driscoll Lead inspector