

Mossfield Primary School

Inspection report

Unique Reference Number	105925
Local Authority	Salford
Inspection number	336584
Inspection dates	5–6 May 2010
Reporting inspector	Barbara Flitcroft

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	214
Appropriate authority	The governing body
Chair	Mr L Duffy
Headteacher	Mr David Magee
Date of previous school inspection	25 June 2007
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Introduction

This inspection was carried out by three additional inspectors. Fourteen lessons were seen and eight teachers observed. Inspectors observed some short teaching sessions and held meetings with groups of pupils, governors, staff, and parents and carers. They observed the school's work, looked at pupils' books, assessment and progress records, school policies, the school's improvement plans, governors' minutes and reports from the School Improvement Partner. Twenty four questionnaires were received from parents and carers, analysed and considered alongside questionnaires from pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- pupils' progress and standards in English, particularly writing
- the use of assessment in providing challenging activities well matched to pupils' different learning needs
- children's skills on entry to, their progress and the provision in the Early Years Foundation Stage
- the school's monitoring, evaluation and drive for improvement.

Information about the school

Mossfield Primary School is now of average size, having reduced from a two form-entry school to a one-form entry. The proportion of pupils known to be eligible for free school meals is well above the national average. Most pupils are from White British or other White ethnic backgrounds. The proportion of pupils with special educational needs and/or disabilities is above average, while that of those who have a statement of special educational needs is average. The school has achieved the Healthy Schools Award. Children commence full-time education in the Early Years Foundation Stage in the autumn term of their Nursery Year. A children's centre shares the school site.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Improvements in leadership and management, teaching and the overall progress pupils make have built effectively on the school's strengths so that Mossfield Primary is a good school with accurate self-evaluation. Good care and support provide effectively for pupils' well-being, personal development and good behaviour. The vast majority of parents and carers are very supportive of the school and pupils are happy, feel safe and know how to stay healthy. Although the curriculum is good overall and meets the needs of pupils well, there is insufficient use made of the nearby locality or of visits to other places and contacts with communities further afield to enrich and enthuse pupils' learning and to promote community cohesion.

Standards at the end of Key Stage 2 are broadly average overall. They have historically been higher in science than in English and mathematics. Writing has been a weaker aspect of pupils' attainment in English in the past but as a result of high quality feedback and the close monitoring of targets it has improved. While standards are average overall, an above average proportion of Year 6 pupils are achieving Level 5 in English, mathematics and science. The improving trend in pupils' attainment is a result of improvements to teaching and assessment. The school has implemented good strategies to improve reading and writing, building on the success it has had in improving pupils' interest and ability in information and communication technology (ICT). The school has a great deal of test data and information about pupils' progress and uses this effectively to plan suitable work for different ability groups and individual pupils. The headteacher and senior leaders have a clear view of what needs to be done to ensure that the school improves. Senior leaders and middle managers effectively contribute to improvements in the quality of pupils' learning. Given the good outcomes for pupils and the fact that strategies have had an impact on improving rates of pupils' progress, the school's capacity to improve is good and it provides good value for money. Parents, carers and pupils are very positive about the school and almost all appreciate how the school helps pupils to stay safe and supports their moral and social development. Pupils' attendance is average despite all the positive work that the learning mentor does with families to improve this. Overall, the quality of marking and the use of assessment to promote learning is good; however, the high quality feedback which is evident in English does not extend to mathematics.

What does the school need to do to improve further?

- Improve the quality of marking and other advice provided for pupils in mathematics to that of the high quality evident in English.

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- Enhance pupils' excitement in learning by enriching the curriculum through the use of the local area and by increasing the number of visits further afield.
- Improve the school's promotion of community cohesion through developing closer links with diverse communities in this country and abroad.

Outcomes for individuals and groups of pupils**2**

The extent to which pupils achieve and enjoy their learning is good. Pupils behave well, have good attitudes and relationships in lessons and show great keenness to do well in their work. They enjoy their learning, especially when they are involved in lively activities such as creating presentations on laptops, or designing and making musical instruments.

Over the last three years achievement has improved from satisfactory to good in Key Stage 1. From starting points that were below average in English and mathematics, pupils reached above average standards by the end of Year 2. Although attainment at the end of Year 6 is broadly average, these pupils have made good progress from their starting points. This is because teaching has improved since the last inspection. Pupils with special educational needs and/or disabilities are well supported and make good progress as a result.

Pupils are very aware of the importance of a healthy diet and of taking plenty of exercise. This is reflected in the number of pupils who take part in extra-curricular sporting activities and the high take-up of the healthy school lunches. Staff and pupils have great respect for each other and for the adults in the school. Pupils say they feel safe. Pupils are confident that they know exactly what to do in the event of a concern.

Pupils make a good contribution to the school community, taking on a range of responsibilities, for example as prefects and members of the school council. Pupils participate in church services and visits, and provide harvest gifts and concerts for local residents. Pupils raise money for national and international charities such as Children in Need, Comic Relief and Operation Christmas Child. This is contributing both to their awareness of cultural diversity worldwide and the responsibility to help the disadvantaged. Pupils' spiritual, moral, social and cultural development is good overall but less strong culturally. As a result of the significant investment in ICT, pupils are developing great confidence in its use. They are gaining a greater understanding of the world of work through a range of business and enterprise activities. The majority of pupils work well collaboratively and apply their basic skills in a range of contexts, for example the production of the school newspaper. This means they are satisfactorily equipped for their future economic well-being.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Good and improving teaching is a strong feature of the school and contributes significantly to pupils now making good progress in both key stages. Teachers use questions very well to ascertain what pupils already know, check what they have learnt as the lesson progresses and skilfully adapt lessons to advance learning. Teachers' marking is highly effective in English so that pupils are clear about what they have achieved and know what they have to do to improve further. However, this is not the case in mathematics. Teachers use discussion, investigation and interactive whiteboard technology to engage pupils and stimulate their thinking. Teachers use data rigorously to plan work that is closely matched to the needs of groups and individual pupils. Good quality interventions by teaching assistants enable pupils to work independently or cooperatively.

There is a broad curriculum. However, insufficient first-hand experiences are currently offered outside the classroom. There is a strong focus on learning about religious education, historical life and conditions in other countries. Spanish is taught throughout the school. Physical education promotes pupils' awareness of fair play and their good health. Many pupils participate enthusiastically in the varied range of after-school activities. Good use is made of visitors in school but visits outside school to enhance the curriculum are limited.

Pupils benefit from the good care and support from all staff. Developing all pupils' self-esteem, respect for others and sense of responsibility are central to the school's work and reflected well in the day-to-day life of the school. The provision for pupils with special educational needs and/or disabilities and for those whose circumstances make

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them vulnerable is well managed. There are effective interventions and support so that these pupils make good progress. The school identifies pupils who are persistent absentees and the learning mentor works tirelessly and successfully with families to promote regular attendance.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher and senior leaders have a clear view of what needs to be done to make the school even better. The headteacher has been driving improvement, for example with the development of a shared vision for excellent practice, which has resulted in better quality teaching and rising attainment. The well-organised programme of continuing professional development has enhanced the quality of leadership. The role of middle managers is well defined to include monitoring of and accountability for pupils' progress. The school is rightly proud of its inclusive nature. Pupils from different cultures and backgrounds work and play harmoniously together. This is one example of the school's commitment to promoting equal opportunities, tackling stereotypes and ensuring that discrimination against any individual is avoided at all times. Governors have been instrumental in supporting the school and there are good links between governors and classes. The school's arrangements for safeguarding pupils meet government requirements well and secure pupils' safety. The school makes a satisfactory contribution to community cohesion. The sense of community in the school generates a strong ethos and good partnerships exist with local organisations. However, pupils' awareness of life beyond other countries and their understanding of Britain and the wider world as a diverse multicultural society is only just beginning to be promoted. There are good relationships with parents and carers, who are provided with frequent information about their children.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms	
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children enter the Nursery class with skills and abilities well below the levels expected for children of their age. They make good progress in the Early Years Foundation Stage but still enter Year 1 with skills that are below average in numeracy and literacy. Parents and carers are very happy with the way they are welcomed as partners in their children's development and learning. The way in which children are encouraged to be independent is a strength of the school. Children settle quickly and make good progress in their social and emotional development. They soon play and work confidently and safely together and the vast majority behave very well. Children know about staying healthy, and both boys and girls enjoy the good range of indoor activities and working and playing in the outdoor areas. Welfare requirements are met and children are cared for well. There is developing understanding of how children learn and child-centred activities are well supported by the teaching of key skills. For example, Reception children took delight in carefully cutting paper and sticky tape to wrap presents without adult help. The outdoor provision is appropriately resourced. It is used to extend some areas of learning and is currently being further developed to make it more versatile. The Early Years Foundation Stage is managed well, with careful monitoring and rigorous assessments of children's progress.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The number of questionnaires returned was low. However, information from a recent

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governors' questionnaire to parents and carers supported the findings. Almost all parents and carers support the work of the school and the way it helps pupils to feel safe, be healthy and enjoy their learning. Parents and carers are also strongly supportive of the leadership and management of the school, the quality of teaching and the way the school meets their children's needs. There was no pattern to the concerns raised by a very small minority of parents and carers.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Mossfield Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 24 completed questionnaires by the end of the on-site inspection. In total, there are 214 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	12	50	11	46	0	0	0	0
The school keeps my child safe	11	46	12	50	1	4	0	0
The school informs me about my child's progress	6	25	18	75	0	0	0	0
My child is making enough progress at this school	13	54	10	42	1	4	0	0
The teaching is good at this school	13	54	11	46	0	0	0	0
The school helps me to support my child's learning	12	50	9	38	3	13	0	0
The school helps my child to have a healthy lifestyle	7	29	16	67	1	4	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	5	21	19	79	0	0	0	0
The school meets my child's particular needs	5	21	17	71	1	4	1	4
The school deals effectively with unacceptable behaviour	6	25	16	67	1	4	1	4
The school takes account of my suggestions and concerns	7	29	14	58	0	0	3	13
The school is led and managed effectively	9	38	15	63	0	0	0	0
Overall, I am happy with my child's experience at this school	13	54	9	38	1	4	1	4

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



07 May 2010

Dear Pupils

Inspection of Mossfield Primary School, Manchester, M27 6EH

On behalf of the team, thank you so much for making us welcome when we inspected your school.

You go to a good school which knows what to do to make itself even better. The staff care for you well. Teachers help you learn well and tell you clearly how to improve your work in English. The team was impressed by the pride you take in your work and how hard you work in lessons. You behave well, show respect for one another and look after one another admirably. You are polite and helpful and we enjoyed talking to you about your school. You told us that you look forward to coming to school because you like your teachers and appreciate the activities the school provides for you, such as interesting lessons and sports activities. Your parents and carers like the school very much.

To help your school to improve even more I have asked your teachers to:

- give you the same useful advice about how to improve your work in mathematics as they do in English
- make learning more exciting for you by taking you on more visits outside school
- help you to find out more about your community in the wider world.

Thank you once again for letting us share your work and play. I am sure you will do very well if you continue to work hard. Please accept my best wishes for the future.

Yours sincerely

Mrs Barbara Flitcroft

Lead Inspector

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