

# Moss Hey Primary School

## Inspection report

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<b>Unique Reference Number</b>	106090
<b>Local Authority</b>	Stockport
<b>Inspection number</b>	336615
<b>Inspection dates</b>	19–20 July 2010
<b>Reporting inspector</b>	Jim Kidd

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	204
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Paula Bell
<b>Headteacher</b>	Mrs M Hutchinson
<b>Date of previous school inspection</b>	12 February 2007
<b>School address</b>	Eskdale Avenue Bramhall Stockport SK7 1DS
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## Introduction

This inspection was carried out by three additional inspectors. Inspectors observed 14 lessons or part lessons and saw all seven teachers in their classrooms twice. Meetings were held with pupils, parents and carers, staff, governors and the School Improvement Partner. Inspectors observed the school's work and looked at development planning, internal assessments of pupils' progress, a variety of relevant policies and pupils' workbooks. They also scrutinised 97 questionnaires returned by parents and carers, 10 completed by staff and 39 returned by pupils in Key Stage 2.

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

- whether the improvement in attainment, suggested by the 2009 data, is being maintained
- whether the school's view that pupils' enjoyment, progress and achievement are good is justified
- the challenge in teaching and whether it is good enough to enable pupils to do their best
- the involvement and impact of governors in monitoring the work of the school.

## Information about the school

This is a slightly smaller than average sized school. The percentage of pupils known to be eligible for free school meals is low. There is a broadly average number of pupils with special educational needs and/or disabilities. Most pupils are White British but there is an increasing proportion of pupils from minority ethnic heritages and about half of them are at early stages of learning English. Moss Hey has several awards including Artsmark Gold, ICT mark and the Activemark. It is also an accredited Healthy School and is currently working towards enhanced status. The governing body administers an 'Out of School Club', which operates at the beginning and at the end of the school day. The Fledglings Pre-School Nursery is inspected separately and receives a separate report which is available on the Ofsted website.

The school has undergone significant staffing changes since the previous inspection, including the appointments of a new headteacher and a new deputy headteacher.

**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

This is a good school. Staff of all levels of experience and responsibility are actively involved in monitoring school performance, and self-evaluation is accurate. The governing body supports the school effectively and its members hold the leadership to account with rigour. As a result, assessment policy and practice are now much better than at the time of the previous inspection and any possible underachievement is picked up more rapidly than hitherto. The school, therefore, has good capacity to sustain improvement and provides good value for money.

Pupils enjoy their school, feel safe in its environs and their attendance and punctuality are outstanding. They have an excellent understanding of how to live a healthy lifestyle. Those who attend it enjoy the 'Out of School Club' too. Pupils behave well, are not afraid to take responsibility and treat visitors with courtesy and respect. They support a wide range of local and national charities and are proud of their links with their partner school in Thailand.

As a consequence of good teaching and hard work, all groups of pupils achieve well across the school and reach above average standards by the time they leave. The progress of boys in developing their writing skills is not as good as that of their female counterparts. The progress of all pupils in numeracy is impressive.

The curriculum is developing well and provides pupils with many opportunities to find things out for themselves and to identify the important links between the subjects they are studying. It also supports their personal development and the excellent range of enrichment activities is highly regarded and there is a good take up of a variety of extra-curricular sessions, including musical instrument tuition. The school is now looking to find ways of making the literacy curriculum more engaging to boys, in order to improve their skills in writing, for example.

Teachers and support staff take good care of their charges and make sure that pupils with special educational needs and those identified as vulnerable are fully integrated into the life of the school. The school engages with parents and carers well overall but recognises that more needs to be done to ensure that families are made fully aware of how well their children are progressing in relation to National Curriculum levels.

## What does the school need to do to improve further?

- Accelerate progress in writing, particularly for boys, by:
  - making pupils more aware of their current performance and of how they can improve their work

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- continuing to embed assessment practice in order to ensure pupils receive more targeted support
- further developing the literacy curriculum to make it more engaging for boys
- giving more opportunities to practise writing skills in real-life situations.
- Extend the school's engagement with parents and carers by giving them more information about their children's progress in relation to National Curriculum levels.

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

Pupils are keen to do well and are more than willing to show visitors their own work and also the work of their classmates. They are happy when their classmates succeed and might generously say, 'My drawing is good but just look at his: it is better than mine!' Indeed, they enjoy their independent work in class and approach it with real interest and maturity, for example, in Year 3 when they are identifying a range of food items through smell.

From skills on entry to Reception, which are broadly as expected for their age, pupils make good progress across the school and reach above average attainment by the time they leave at the end of Year 6. The improvement in standards reached in 2009 has been maintained and pupils in all years achieve well and are on course to reach their challenging targets. Some are on track to exceed them. As a result of good support from teaching assistants, often on a one-to-one basis, pupils with special educational needs and/or disabilities achieve well too and make the same good progress as their peers. Boys' progress in writing lags behind that of girls and the school recognises that they need to be more aware of how to improve their work if their standards in writing are to improve.

Behaviour is good overall but there is some lack of concentration in class in upper Key Stage 2. Pupils feel safe because, in their words: 'Our teachers and teaching assistants are always there if we need them.' Pupils have a range of opportunities to take responsibility around school, through membership of the school council and through the 'buddy' scheme, for example. Older pupils enjoy supporting younger ones and particular like having lunch with the children in the Reception class. Pupils are not afraid to give visitors advice about how to eat healthily and they have an excellent understanding of the importance of a balanced diet and of physical fitness. Spiritual, moral, social and cultural development is good and the Samba band's performance in assembly is well received by the rest of the school.

*These are the grades for pupils' outcomes*

<sup>1</sup> 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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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	2
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
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

Teaching is consistently good across the school and there are examples of outstanding practice in Key Stage 2. In most lessons, there is a range of activities and pupils are given opportunities to work in pairs and in groups and to research work for themselves. In an outstanding Year 5 numeracy lesson, for example, the teachers and teaching assistants worked very well together giving pupils often individual tuition in how to estimate the size of angles. Those working on their independent assignments were fully engaged in their learning and spoke confidently with visitors about what they were doing and why. Similarly, in a Year 3 numeracy lesson, challenge was high, work was tailored to individual needs and pupils made good progress in handling fractions as a result.

Assessment has improved markedly since the previous inspection and the school now tracks the progress of groups and individuals on a much more regular basis. Teachers are now looking to embed this monitoring practice further, in order to ensure that support, particularly for boys in writing, is more targeted and that they are made more aware of how well they are doing and of how they can improve their work. Marking is regular and pupils also have opportunities to evaluate the work of their peers, through the effective activote initiative, for example.

The curriculum makes a good contribution to pupils' personal development and there is also a very impressive range of enrichment activities to encourage learning outside the formal classroom and to foster team spirit and independence, for example, during the annual residential visit. Opportunities in lessons for pupils to research work for themselves are a strong feature and they talk with confidence about the links between

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subjects, when completing their work on animal habitats, for example. The school is looking to develop the creative aspects of the curriculum further, to make it more engaging for boys and to give pupils more opportunities to reinforce their writing skills in real-life situations.

Care and guidance are good. The talented and committed teaching assistants support pupils well and are always concerned to ensure that each individual can take full advantage of what the school has to offer. Parents express gratitude for the work the school does with pupils experiencing both physical and emotional difficulties and one spoke for many with the words, 'The school could not have done more to integrate my child into the mainstream setting.' The school also prepares its pupils well for the next stage of their education in the secondary sector.

*These are the grades for the quality of provision*

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

**How effective are leadership and management?**

The forward-looking headteacher, fully supported by a talented deputy headteacher, leads by example and engenders good teamwork among staff, both teaching and non-teaching. A typical comment is 'There is a fantastic team spirit here and everyone is supportive of each other.' Adults are ambitious for their pupils and on-going improvement in all areas of school life is the order of the day. Governors are well informed, fully supportive of what the school is trying to do and are never afraid to challenge the leadership when they feel it necessary to do so.

Engagement with parents and carers is good overall, but a small minority of parents are accurate in their view that the school needs to do more to inform them about their children's progress. The school promotes equality of opportunity well but is aware that boys are not making the same progress as girls with their writing. It tackles discrimination in all its forms effectively. Safeguarding and child protection procedures are good and meet current requirements. Staff training is fully up to date and the welfare of each individual is given a high priority.

There are good links with a variety of outside agencies for the benefit of pupils. Children from a local special school and pre-school nursery enjoyed attending a play rehearsal during the inspection.

The school promotes community cohesion well. It has completed a detailed audit of the school's context and has produced an action plan with targets and time scales. Pupils' understanding of the global context is reinforced by the links with the partner school in

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Thailand.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

The majority of children start their Reception Year with skills, which are broadly typical for their age but there are weaknesses in early writing and calculation. They make good progress in all areas of learning and most move into Year 1 with skills, which are securely within the expected goals, with some children exceeding these. The area is an attractive setting with creative displays, on the theme of 'pirates' for example, which support children's learning in all areas. Children play happily together, sharing equipment and resources willingly and sensibly with their peers. They thoroughly enjoy the wide range of well-planned activities open to them and are more than willing to initiate their own games. Staff are well briefed and intervene at exactly the right times to move children's learning on.

Teaching is good and based on an accurate assessment of the needs and interests of both individuals and groups. The setting is led and managed well and the relatively new Early Years Foundation Stage leader has a clear overview of the strengths and areas for development. Children's progress is carefully monitored and the information is used effectively to plan children's next steps in learning. There are high levels of teamwork amongst all staff and also a good range of enrichment activities to support and extend children's learning experiences. Staff recognise that the outside area needs further development to promote children's physical skills and to extend opportunities for other areas of learning, in writing and number work, for example. Children's safety and welfare are a high priority and induction procedures ensure that children settle quickly

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into their new surroundings. There are strong links with parents who have very positive views of both provision and of the progress their sons and daughters are making. As they say, 'There is such a family atmosphere here and our children can't wait to come in the morning!'

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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**

Most parents and carers are entirely satisfied with what the school is doing for their offspring. They are particularly impressed with how the school keeps them safe and with their children's enjoyment of school life. A small minority does not believe the school deals effectively with unacceptable behaviour. Inspectors judge behaviour overall to be good but accept that there are examples of inappropriate behaviour in upper Key Stage 2. A small minority also believes that the school does not inform them well enough about their children's progress and believe that they do not make enough progress in lessons. Inspectors judge pupils' progress to be good. However, the school recognises that it needs to provide parents and carers with more information on pupils' performance in relation to National Curriculum levels. Planning is underway to address this issue.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Moss Hey 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 97 completed questionnaires by the end of the on-site inspection. In total, there are 204 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	52	54	38	39	4	4	3	3
The school keeps my child safe	56	58	35	36	1	1	3	3
The school informs me about my child's progress	27	28	46	47	18	19	5	5
My child is making enough progress at this school	29	30	45	46	14	14	8	8
The teaching is good at this school	37	38	45	46	10	10	4	4
The school helps me to support my child's learning	29	30	48	49	11	11	8	8
The school helps my child to have a healthy lifestyle	48	49	40	41	6	6	3	3
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)	42	43	36	37	3	3	8	8
The school meets my child's particular needs	34	35	39	40	11	11	8	8
The school deals effectively with unacceptable behaviour	22	23	44	45	17	18	12	12
The school takes account of my suggestions and concerns	29	30	39	40	14	14	10	10
The school is led and managed effectively	21	22	50	52	14	14	12	12
Overall, I am happy with my child's experience at this school	40	41	35	36	16	16	4	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](http://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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



12 July 2010

Dear Pupils

Inspection of Moss Hey Primary School, Stockport, SK7 1DS

Thank you so much for the warm welcome you gave to the inspection team when we came to your school recently. We are very grateful to those of you who came to talk to us on Monday lunchtime and we also enjoyed listening to the Samba band and watching the play rehearsal. You should be very proud of yourselves! I thought I would write to you and tell you what we found out about your school.

Moss Hey is a good school and it is improving all the time. You feel safe in school, behave well and have excellent attendance and punctuality. Well done! You also have an outstanding knowledge of the importance of a balanced diet and of how to keep fit. The school council is always thinking of new ideas to improve the school further and older pupils do so much to support younger ones, particularly for the children in the Reception class.

Teaching is good at Moss Hey and you progress well in your studies as a result and also because you work hard. You really like your independent work in lessons and you enjoyed telling us what you were doing and why, explaining your drawings and models of animal habitats, for example. Your teachers and teaching assistants take good care of you and help you when you are finding things hard.

Your headteacher and all the other staff are always trying to find ways to make your school even better. I would like to help too! I have asked them, therefore, to help boys do better with their writing, by making things more interesting and close to real life for them, giving them as much support as they can and telling them how they can improve their work. I have also asked your school to give your parents and carers more information about the National Curriculum levels you are reaching.

Thanks again for being so kind and polite to us. We wish you well for the future.

Yours sincerely

Jim Kidd

Lead inspector

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