

# Moss Park Infant School

## Inspection report

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<b>Unique Reference Number</b>	106324
<b>Local Authority</b>	Trafford
<b>Inspection number</b>	336657
<b>Inspection dates</b>	22–23 March 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>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	232
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Maureen Higson
<b>Headteacher</b>	Ms FE Farnorth
<b>Date of previous school inspection</b>	16 May 2007
<b>School address</b>	Moss Park Road Stretford Manchester M32 9HR
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 16 lessons and observed each of the six teachers at least twice. Inspectors also held meetings with senior and middle leaders, the chair of governors, the School Improvement Partner, the headteacher of the neighbouring junior school, members of the school council, a group of pupils from Year 2 and parents. They observed the school's work and looked at a range of documentation including the school's safeguarding procedures, the development plan, monitoring data in relation to pupils' attainment and progress, and up-to-date attendance figures. They also analysed 66 questionnaires returned by parents.

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

- the extent and impact of the school's strategies to close the gap between the attainment of boys and girls, particularly in writing
- the impact of the school's strategies to improve attendance
- the quality of marking and how aware pupils are of how to improve their work
- the effectiveness of the Early Years Foundation Stage.

## Information about the school

This smaller-than-average infant school serves a mixed area of private, rented and local authority housing. The percentage of pupils known to be eligible for a free school meal is below average. There is an above average proportion of pupils from minority ethnic heritages and a fifth of the school population is learning English as an additional language. The proportion of pupils with special educational needs and/or disabilities is above that usually found. The school is an Investor in People, an accredited Healthy School and holds the local authority Inclusion award, Arts Mark (Silver) and Active Mark.

**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?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

This is an outstanding school in which the well-being of children lies at the heart of everything it does. It is exceptionally well led by a forward-thinking headteacher and senior leaders. As a result it has improved markedly since the previous inspection.

Pupils leave Year 2 with above average attainment in reading, writing and mathematics. This represents excellent progress overall from their starting points. Indeed, the achievement of all groups, including those with special educational needs and/or disabilities is outstanding, as a result of first-class teaching, comprehensive and perceptive support from teaching assistants and an ethos which encourages pupils to help each other with their learning. The phrase, 'I am so proud...' is used extensively by pupils and adults alike.

Pupils' personal achievement is equally notable. At such a young age they already have an enviable social conscience, recognise that the environment must be protected and are really keen to celebrate cultures and religions which are different to their own. Their behaviour is outstanding and they are more than willing to give visitors advice on the importance of a balanced diet. As pupils in Year 2 comment: 'Five a day keep the doctor away!'

Care, guidance and support are of the highest order and ensure that pupils from all heritages and from all levels of ability can take maximum benefit from everything the school offers. Although there are insufficient opportunities for pupils to reinforce their writing skills in most other subjects, the school is at an early stage of introducing strategies to address the issue. The full impact has yet to be seen. Within the good provision for children in the Reception Year, the range of activities is strongest indoors. The range and depth are more limiting outdoors.

Moss Park Infants is a 'thinking school', in which complacency has no part and in which leaders and managers never rest on their laurels. School self-evaluation is completed as a matter of routine: staff of all levels of responsibility, supported and challenged by the very well-informed governing body, play a major role in identifying areas for development and in formulating action plans for improvement. The school has, therefore, an outstanding capacity for further improvement and provides outstanding value for money.

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

- Ensure the curriculum meets the needs of all pupils even more closely by:
- -giving pupils plentiful opportunities to write extensively in most other subjects

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- enabling children in the Reception Year to experience broader learning opportunities in the outdoor area.

**Outcomes for individuals and groups of pupils****1**

Each day pupils enter their classrooms with smiles on their faces, eager to meet their teachers and their friends. During lessons they are delighted when their classmates succeed and congratulate each other when they produce a correct answer in class. They enjoy their work and are only too keen to ask questions to move the learning on for everyone. Since the previous inspection, attainment has risen and by the end of Year 2 is above average in reading, writing and mathematics. Attainment in writing, although above expectations, remains a little below that in reading. Effective strategies have resulted in a significant narrowing of the gap between standards attained by girls and boys. Inspection evidence, including lesson observations and the scrutiny of pupils' workbooks, demonstrates that pupils in the current Year 2 classes are on track to attain, if not exceed, the challenging targets set for them. They certainly have the utmost confidence that they will reach their expected levels and some add, 'We are going to do even better!' Excellent, focused support for pupils with special educational needs and/or disabilities and for those new to learning English as an additional language, leads to these pupils making the same outstanding progress as their classmates. In 2009, for example, pupils of Pakistani origin, a significantly large group in Year 2, achieved outstandingly well and attained at much higher levels than their counterparts across the country.

Given their tender age, pupils demonstrate a quite remarkable awareness of the needs of others and are only too keen to support them in everything they do. They feel safe in school not only because, in their words, 'We can talk to our teachers if we need help' but also because, 'Everyone looks after each other here.' Pupils love their school and speak about their teachers and teaching assistants in glowing terms. Pupils' behaviour is outstanding and they are extremely welcoming to visitors, asking, 'Are you coming back to see us tomorrow?' They are keen to show visitors the vibrant display in classrooms and on the corridors, on the Torah and also on the Chinese New Year, for example. They demonstrate their determination to eat healthily by showing visitors the range of fruit and vegetables they eat at playtime. Members of the school council represent their constituents with a maturity which belies their years and pupils are justly proud of their Eco work and also of their singing in the local community. Indeed, pupils' delightful singing in assembly and their first-rate art and design, for example their carnival masks, are just two elements of their outstanding spiritual, moral, social and cultural development. Attendance has improved to an above average level since the previous inspection. The school continues to work most effectively with the families of that very small number of pupils whose attendance has yet to improve.

*These are the grades for pupils' outcomes*

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

### How effective is the provision?

Outstanding relationships, work closely matched to the needs, interests and aspirations of all groups, excellent support from teaching assistants, and encouragement for pupils to help and support each other are the key features of teaching across the school. Pupils are required to take much responsibility for their learning. Eagerness to work in pairs and groups are the order of the day in all lessons. In an outstanding Year 2 literacy session, for example, pupils worked in groups to decide upon the most suitable connectives for the sentences available to them. They were beside themselves with joy when they found out how well they had done. Some went further with suggestions for time connectives and volunteered 'eventually' as a more complex example. Day-to-day assessment is good and teachers are never afraid to modify their approach when needed. Marking has improved since the previous inspection and pupils receive accurate advice on how they can improve their work. They are more involved in assessing their work and are given opportunities to gauge how well their classmates are doing.

The curriculum makes a good contribution to pupils' personal development. The personal, social and health education programme is most effective in raising their confidence and self-esteem. The thematic approach to the curriculum, the 'Geography Week' including the study of Brazil, for example, enables pupils to see the links between subjects. A start has been made on using writing across other subjects to hasten progress but the impact is not fully apparent as yet. There is high take-up of a wide

<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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range of extra-curricular and enrichment activities and pupils speak highly of the trip to the Whitworth Art Gallery and of the visit to the zoo. The school places a keen emphasis on celebrating the range of cultures and religions represented by its pupils.

Pastoral care is outstanding and is a major strength across the school. As parents comment: 'The school has an exceptionally welcoming atmosphere and staff show a high level of care, concern and interest in our children.' Indeed, adults do as much as they can to foster the personal, social and emotional well-being of the pupils in their charge. Pupils with special educational needs and/or disabilities receive bespoke support in class, in small groups and individually, and make the same progress as their class mates as a result. Similarly, pupils identified as vulnerable are enabled to take full advantage of what the school has to offer. Induction procedures into the partner junior school are of a high order and this helps pupils settle down quickly into their new surroundings.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>1</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>1</b>

**How effective are leadership and management?**

Leadership is outstanding at all levels. The dynamism of the headteacher is most ably supported by a talented and committed senior leadership team. It engenders strong teamwork: as a result morale is high and adults are never satisfied with less than the best for their pupils. Teachers are proud of the school and are, in their words, 'Valued by the leadership.' The school knows itself very well indeed and has a clear vision for improvement, partly as a result of the first-rate monitoring programme which highlights any possible underachievement rapidly and accurately so that prompt action can be taken. Governors hold the leaders to account with the utmost rigour and play a significant role in monitoring and supporting performance in all aspects of school life.

As staff say: 'Equality of opportunity for each individual is what we are all about.' Certainly, the school is a racially and culturally harmonious community in which there is no difference in the provision for achievement, academic or personal development between any groups. Harassment is not tolerated.

Child protection and safeguarding procedures are good and fully meet national requirements. Staff training is up to date and the school maintains strong links with a variety of outside agencies for the benefit of its pupils. Partnerships with a variety of outside agencies and groups, a local football team, the local authority music service and the partner junior school for example, extend and enrich pupils' experiences and are

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very well embedded. Engagement with parents and carers, too, is of exceptional quality. The school's promotion of community cohesion is good. The school is now developing partnerships with other schools, in order to raise further pupils' aspirations of what they can achieve in life.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<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>1</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</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>1</b>

**Early Years Foundation Stage**

The Early Years Foundation Stage comprises a self-contained nursery unit and also two Reception classes in the main school. Children's skills on entry to the nursery are below age-related expectations and are declining further over time, particularly in communication, language and literacy. Children make good progress across the Early Years Foundation Stage and most attain the early learning goals by the time they enter Year 1. Outstanding relationships and an emphasis on collaborative work promote confidence and stand them in good stead for their time in Key Stage 1. Relationships with parents are tremendous and parents and carers feel very much involved in the learning of their children.

The quality of teaching is good and children have many opportunities to select activities which interest them. As a result they develop independence and are enthusiastic about their learning. In the Reception Year, learning opportunities in the fresh air do not match the higher calibre of opportunities inside. Leadership and management are good and teachers and teaching assistants work together well for the benefit of the children. The recording and assessment of children's progress are accurate and the coordinator has a keen understanding of how the area is to develop. Children's welfare is promoted



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exceptionally well and requirements regarding their health and safety are fully met.

*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**

There was a 28% return of questionnaires. Of these, the overwhelming majority of parents and carers are entirely happy with what the school is doing for their children and believe that they enjoy school. Indeed, all of those who returned the questionnaires are positive about the teaching and also about how effectively the school encourages healthy lifestyles. The inspectors agree. A very small minority of parents and carers believe that the school does not take account of their suggestions and concerns. Inspectors judge that the school's engagement with parents is outstanding and an informal parents' meeting held by the school during the inspection confirms this judgement.

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

Ofsted invited all the registered parents and carers of pupils registered at Moss Park Infant 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 66 completed questionnaires by the end of the on-site inspection. In total, there are 232 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	48	73	17	26	1	2	0	0
The school keeps my child safe	39	59	25	38	1	2	0	0
The school informs me about my child's progress	34	52	30	45	2	3	0	0
My child is making enough progress at this school	35	53	30	45	1	2	0	0
The teaching is good at this school	36	55	30	45	0	0	0	0
The school helps me to support my child's learning	30	45	34	52	2	3	0	0
The school helps my child to have a healthy lifestyle	39	59	27	41	0	0	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)	25	38	31	47	2	3	0	0
The school meets my child's particular needs	29	44	36	55	1	2	0	0
The school deals effectively with unacceptable behaviour	28	42	33	50	2	3	1	2
The school takes account of my suggestions and concerns	25	38	36	55	4	6	0	0
The school is led and managed effectively	29	44	33	50	2	3	0	0
Overall, I am happy with my child's experience at this school	39	59	26	39	1	2	0	0

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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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.**



24 March 2010

Dear Pupils

Inspection of Moss Park Infant School, Manchester, M32 9HR

Thank you all for the lovely welcome you gave me and the inspection team when we came to your school recently. You were so friendly, kind and polite to us and we really enjoyed talking to you and watching you learn. Our special thanks go to the school council and to the pupils from Year 2 who came to speak to us. We would also like to say that your singing in assembly was wonderful. 'He's got the whole world in his hands', is still ringing in our ears!

You told us that Moss Park Infants is an excellent school and you are so right! You really enjoy your lessons, make marvellous progress in your work and you love helping your classmates when they find things hard. You are also extremely pleased when they get the answers right! Your work in reading, writing and numeracy is now better than in many infant schools. You should be extremely proud of your behaviour because it is excellent. Your teachers and all the other grown-ups who work with you care for and look after you exceptionally well and they are very proud of you too! You have a really good understanding of different cultures and religions and all of you get on exceedingly well with each other. You know, too, just why it is so important to eat healthily and to keep fit. Your Eco work, such as recycling, shows that you care a lot for your surroundings and that you want to protect the environment. Your attendance has improved and is good.

Your headteacher and all the other staff work very hard to make Moss Park Infants what it is today and they are always looking for ways to make it even better. I want to help in this and so I have asked them to give you more chances to practise your writing in lessons. I have also suggested that they should give the children in the Reception Year more opportunities to learn outdoors.

Thank you again for being so kind to us. Please keep working hard and looking after each other. You can help by trying especially hard with your writing.

Yours sincerely

Mr Jim Kidd

Lead inspector

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