

# St John's CofE Primary School

## Mosley Common

### Inspection report

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<b>Unique Reference Number</b>	106484
<b>Local Authority</b>	Wigan
<b>Inspection number</b>	336679
<b>Inspection dates</b>	13–14 January 2010
<b>Reporting inspector</b>	Andree Keddle

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>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	120
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Keith Worthington
<b>Headteacher</b>	Mr Warren George
<b>Date of previous school inspection</b>	9 March 2007
<b>School address</b>	Commonside Road Worsley Manchester M28 1AE
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## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited 11 lessons and held meetings with governors, staff, and groups of pupils. They observed the school's work, and looked at documentation including school policies, the school's development plan, pupils' work, teachers' planning and 72 questionnaires returned from parents and carers.

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

- the achievement of all pupils to determine whether teaching and the curriculum are meeting their learning needs
- the effectiveness of the school's assessment and monitoring systems to measure and track pupils' progress and attainment
- the effectiveness of the school's leadership to drive improvement, lead teaching and learning and raise standards
- the effectiveness of the governing body in challenging the school to ensure further improvement.

## Information about the school

This is a small, voluntary aided Church of England primary school. For the Early Years Foundation Stage there is a Reception class and there is a children's centre on site, managed by the governing body. The childcare provision in the children's centre is managed privately and was inspected separately in 2009 with the report published on the Ofsted website.

The vast majority of pupils are of White British heritage and very few pupils speak English as an additional language. The percentage of pupils with special educational needs and/or disabilities is average and the proportion of pupils eligible for free school meals is average. The school has the Healthy Schools Award and the Activemark for physical education.

**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?**

**3**

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

**3**

## Main findings

This school provides a satisfactory education for its pupils. Children enter the school with a level of skills and knowledge that is broadly typical for their age and attain average standards in national tests in English, mathematics and science by the time they leave at the end of Year 6. Pupils make satisfactory progress and this is improving. The school's own data and pupils' work show increased progress being made in some year groups, and by some pupils, such as those with special educational needs and/or disabilities. Improvements in pupils' writing are evident, for example in the Reception class, where higher-attaining pupils were observed using their knowledge of sounds to help them write simple sentences.

Overall, teaching is satisfactory, as there are inconsistencies in the quality of teaching and the progress pupils make as a result. Assessment systems are in place so that the school is able to check on the progress that pupils are making. However, the assessment information is not always used well enough and some lessons lack challenge, particularly for the higher-attaining pupils.

This is a warm and welcoming school. Relationships are positive and pupils say this is a friendly school where they feel happy and safe. Pupils' behaviour is good in lessons and around the school and they cooperate well together. The extent to which pupils adopt healthy lifestyles is good. Pupils participate in regular physical activity in school, eat healthily and gain a good knowledge about the factors involved in living a healthy life. These attributes reflect the good care, guidance and support provided by staff. All staff care for the pupils very well and pupils' well-being is given a high priority. Pupils with special educational needs and/or disabilities, especially those with more complex needs, are supported well.

In the Early Years Foundation Stage the use of the outdoor area for children's learning is underdeveloped, due to limited resources and its location. The activities undertaken by the children in the classroom are suitably challenging and good questioning by adults extends their speaking and listening skills.

The school has effective systems for checking on the progress that pupils make, but does not take enough account of the information that the data provides to ensure that challenging targets are met consistently, particularly by the higher-attaining pupils and especially in mathematics in Key Stage 2. The leadership team is focused on improving the school but, although self-evaluation has identified the correct areas for improvement, it is over-generous with regard to the school's performance. There have been some improvements since the last inspection, so the capacity for further improvement is satisfactory, but the pace of improvement is slow. The effectiveness of

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the governing body is inadequate because governors are not rigorous enough in holding the school to account and challenging the school to improve. Governors are supportive of the school, but have had too little impact on the direction and work of the school.

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

- Raise standards of attainment and accelerate pupils' progress, particularly in writing and mathematics, by ensuring that:
  - teaching is consistently good throughout the school
  - lessons are challenging and meet the needs of all groups of pupils, particularly higher-attaining pupils
  - marking is of good quality across the school so that pupils receive precise guidance about the next steps in learning that they need to take
  - pupils improve their own work following feedback from their teachers.
- Increase the effectiveness of leadership and management, including governance, by:
  - ensuring that self-evaluation is accurate, rigorous and impacts on improving outcomes for pupils
  - making better use of data and information on pupils' progress to set challenging targets and expectations for individuals or groups
  - ensuring that the governors hold the school to account through challenging questions and a clear understanding of data and the key improvement issues.
- Improve the provision and outcomes for children in the Early Years Foundation Stage by:
  - developing and resourcing the outdoor area so that it is accessible and impacts well on children's learning.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Outcomes for individuals and groups of pupils

**3**

From starting points that are typical for children of their age, pupils make satisfactory progress throughout school as a result of satisfactory teaching over time. Rates of progress vary and increase when pupils experience good teaching. In a literacy lesson observed in Key Stage 2, the activities were challenging and the teacher's questioning extended pupils' understanding so they were able to explain the features and language used in writing instructions. In the Early Years Foundation Stage and in Key Stage 1, well-planned phonics sessions help pupils to develop their early reading and writing skills. Pupils' attainment and progress in English, particularly in reading, is better than in mathematics and science. Pupils with special educational needs and/or disabilities are making satisfactory and improving progress in learning.

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Pupils say that they are confident to report any concerns that they might have to staff in the knowledge that these are sorted out quickly and effectively. They say that bullying is rare and that behaviour is good. As a result, pupils feel safe. Pupils' contribution to the school and wider community is satisfactory, for example they act as playground leaders and monitors and take part in decision making as members of the school council. Also, pupils take part in fundraising and recently helped to raise money to build a school in Nepal. Pupils' attendance is average and their satisfactory attainment means that the extent to which they develop workplace and other skills that will contribute to their future economic well-being is also satisfactory. Overall, pupils' spiritual, moral, social and cultural development is satisfactory. Moral and social development are the stronger elements, as demonstrated by pupils' good behaviour.

*These are the grades for pupils' outcomes*

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

**How effective is the provision?**

Where teaching is good, the activities are well matched to pupils' learning needs and the pace of teaching and learning is brisk. The more able pupils are challenged by more demanding tasks that require higher skill levels. For example, pupils in lower Key Stage

<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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2 were asked to follow detailed instructions to play a game which required logical thinking. Good reading skills were required to read, and then interpret, the instructions, along with logic to play the game to win. In the good lessons planning is detailed and teachers use effective questioning to extend pupils' thinking skills and to promote effective speaking and listening. Teaching assistants are deployed effectively by teachers who share their planning with them. In the Early Years Foundation Stage, one teaching assistant was observed using sign language with a child to ensure that she was included in the singing of a nursery rhyme. In satisfactory lessons the pace of learning is slower and activities are not well matched to pupils' learning needs. There is insufficient challenge for the more able pupils. Pupils are not as attentive as they are in the good lessons, as a result of the slower pace and lower levels of challenge.

The curriculum is satisfactory and there are some links made so that topics are covered in different subject areas. For example, pupils in upper Key Stage 2 were observed completing a comprehension exercise on the water cycle in a literacy lesson, as well as studying it in science lessons. However, cross-curricular links between topics and subjects are not consistently well developed throughout the school. Pupils take part in extra-curricular activities after school, such as 'street dance', which they say that they enjoy. However, there are too few opportunities for pupils to make educational visits out of school to enhance their learning.

The effectiveness of the care, guidance and support for pupils is good. Pupils of all abilities and backgrounds are well cared for in the school's warm and welcoming environment. Relationships are good between staff and pupils. Pupils with special educational needs and/or disabilities and those who speak English as an additional language receive well-targeted support that that helps them participate fully in school life. The school works closely with relevant external agencies to ensure that these pupils' needs are met effectively.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The school works successfully to form good relationships with parents and carers. Most parents and carers agree they are well informed about their children's progress and that the school helps them to support their children's learning. The school works well with other agencies, and professionals, such as speech therapists and the educational psychologist. There are strong links with the childcare provision in the children's centre

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to support children on entry to the Reception class. Procedures to safeguard children are in line with government requirements. The school makes a satisfactory contribution to community cohesion, through a set of activities based on an audit of the school's context. The school is a cohesive community and pupils feel safe and behave well.

The school's senior leadership team is committed to school improvement and to ensuring that outcomes for children improve over time. The effectiveness of the school's leadership team in embedding ambition and driving improvement is satisfactory due to the satisfactory management of teaching and learning. The school's work in promoting equal opportunity and tackling discrimination is satisfactory. Pupils with special educational needs and/or disabilities are supported well, but more-able pupils could sometimes be challenged more. Outcomes for pupils are satisfactory; therefore the school's deployment of resources to achieve value for money is satisfactory. Governors are very supportive and visit the school regularly. However, the governing body is insufficiently rigorous in monitoring the work of the school. Governors do not have a clear understanding of data relating to pupils' attainment and therefore are unable to ask challenging questions and take a full part in the target-setting process.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>4</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>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## **Early Years Foundation Stage**

The pace of children's progress is quickening, with the children in the current Reception class making good progress, rather than the satisfactory progress made by previous year groups. Higher-attaining children are making increased progress, particularly in writing. Well-established procedures for introducing children into the Reception class



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ensure that they settle quickly and happily into routines. Relationships between staff and children and their parents and carers are good. Staff make their expectations about behaviour and routines clear to children and reinforce these regularly with praise. As a result, children behave appropriately and are safe.

Children are provided with a suitable range of activities that engage their interest and questioning from adults extends their thinking and language skills well. For example, children were able to talk about the visit of a mother and baby to the class on the day before the inspection. They were observed discussing and writing about ways to care for a baby and were able to demonstrate how to bath a baby using a doll in the water tray. Staff make regular assessments of children's skills and knowledge and these are used well to plan the learning activities. Although indoor activities are good and effective in promoting learning, the outdoor provision is insufficiently developed and resourced.

The leadership and management of the Early Years Foundation Stage are good and, as a result, standards are rising. Recent strategies, such as the systematic teaching of phonics through daily sessions on letter sounds, are impacting positively on the children's reading and writing skills. The staff team is well led; planning is shared and all staff carry out their duties very well. Welfare requirements are in place and there are appropriate policies and procedures to ensure that children are safe and well cared for. There are good links with external agencies and professionals to ensure that all children are well supported, especially those with special educational needs and/or disabilities and those who speak English as an additional language.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	2

**Views of parents and carers**

Parents and carers are overwhelmingly positive about the work of the school and the progress their children are making. Their responses show that they are pleased that their children are happy, safe, healthy and enjoy attending this school. Inspectors agree with these positive views. Almost all parents and carers say that the teaching is good but inspectors' judgements are that teaching is satisfactory. A small minority of parents and carers say that the school does not deal effectively with unacceptable behaviour. Inspectors judge that school has effective systems for dealing with misbehaviour and pupils' behaviour is judged to be good.

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

Ofsted invited all the registered parents and carers of pupils registered at St John's C of E Primary School Mosley Common 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 inspector received 72 completed questionnaires by the end of the on-site inspection. In total, there are 120 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	53	74	17	24	0	0	0	0
The school keeps my child safe	49	68	23	32	0	0	0	0
The school informs me about my child's progress	44	61	21	29	7	10	0	0
My child is making enough progress at this school	41	57	24	33	7	10	0	0
The teaching is good at this school	46	64	24	33	0	0	2	3
The school helps me to support my child's learning	45	63	22	31	3	4	1	1
The school helps my child to have a healthy lifestyle	49	68	22	31	1	1	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)	38	53	25	35	2	3	0	0
The school meets my child's particular needs	45	63	26	36	0	0	0	0
The school deals effectively with unacceptable behaviour	33	46	35	49	4	6	0	0
The school takes account of my suggestions and concerns	39	54	29	40	2	3	0	0
The school is led and managed effectively	42	58	29	40	0	0	0	0
Overall, I am happy with my child's experience at this school	51	71	20	28	1	1	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.**



15 January 2010

Dear Pupils

Inspection of St John's C of E Primary School Mosley Common, Worsley, M28 1AE

Thank you very much for the warm welcome you gave the inspectors when we inspected your school. Thank you for talking to us freely; you are clearly proud of your school. We were impressed with your good behaviour and your friendliness towards each other. Your school cares for you well and makes sure that you have a good understanding of how to keep yourselves safe and healthy.

Teaching is satisfactory and you make satisfactory progress in your learning. The curriculum is satisfactory and there are some, but not many, opportunities for you to take part in educational visits. Overall, we judged that yours is a satisfactory school.

To help your school become even better, we have said that senior leaders should:

- raise standards and increase your progress in learning, particularly in writing and mathematics
- improve the way they check on improvements by better use of the information on your learning and progress
- improve the outdoor area for children in the Reception class so that they can access it regularly.

You can help by continuing to try your best and working hard so that you achieve your targets.

Yours sincerely

Ms Andrée Keddle

Lead inspector

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