

# Mossley CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	111258
<b>Local Authority</b>	Cheshire East
<b>Inspection number</b>	337650
<b>Inspection dates</b>	9–10 March 2010
<b>Reporting inspector</b>	Graham Martin

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 controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	345
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr I Boyes
<b>Headteacher</b>	Mrs Sue Aston
<b>Date of previous school inspection</b>	20 November 2006
<b>School address</b>	Boundary Lane Congleton Cheshire CW12 3JA
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<b>Email address</b>	head@mossleyce.cheshire.sch.uk

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## Introduction

This inspection was carried out by three additional inspectors. The inspectors observed 12 teachers in 14 lessons for periods lasting between 30 to 45 minutes. They also held meetings with governors, staff, and groups of pupils. The inspectors observed other aspects of the school's work, and looked at a range of evidence including policies, the school improvement plan, pupils' work and the school's assessments and records of pupils' progress and attainment. They also analysed 95 questionnaires returned by parents and carers.

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

- children's attainment on entry to the Reception class and the progress they make towards achieving the expected goals for their learning
- the quality of teachers' marking across the school and the accuracy of the assessments of pupils in Key Stage 1
- the school's strategies to sustain and improve pupils' achievement and attainment in writing and mathematics.

## Information about the school

This is a larger than average primary school. It draws pupils from the Mossley Village suburb of Congleton town. Most pupils are of White British heritage. The proportion of pupils eligible for a free school meal is below average and the proportion of pupils with special educational needs and/or disabilities is lower than is normally found. The number of pupils who speak English as an additional language is below the national average. The school has gained the Basic Skills Quality Mark, the Inclusion Mark, a national Healthy Schools award and the Active Mark. It has also been awarded a Green Flag Eco-School award for the pupils' work to promote care of the environment.

**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. Pupils' outstanding attendance and behaviour helps them learn well to reach well above average standards in reading and above average standards in writing, mathematics and science. Pupils' adoption of healthy lifestyles is outstanding and their contribution to their school and the wider community is exceptionally good. The school is popular with parents and carers, which is understandable on account of the exceptionally good care, guidance and support the school gives their children. Pupils say they feel safe, a result of the school safeguarding them well by meeting all current requirements. One pupil mirrored the comments of many when saying, 'My school is a kind and caring space, we are all fit and healthy and we are eager to do more.'

Reception children learn and achieve well, with many, by the time they enter Year 1, exceeding the early goals for their age from starting points similar to those expected. In Key Stages 1 and 2, pupils, including those with special educational needs and/or disabilities, achieve well and very well in reading. In some years, pupils' attainment has been well above average but this high level of performance is not yet consistent from year to year. This is because the quality of marking of pupils' written work and mathematics varies from class to class. Although it is good overall, some teachers do not follow up their marking by checking that pupils act on the advice they have been given. Also, the quality of handwriting and the presentation of written work in pupils' books are not reinforced well enough in Year 1. Together, these factors result in pupils achieving a little less well in writing and mathematics than in reading.

Teaching is good. Teachers are skilled at tapping into pupils' willingness to learn and exceptionally cooperative behaviour. Teachers' assessments, including those in Key Stage 1, are accurate and help them to set challenging but appropriate learning targets for pupils. Pupils' enthusiasm to tackle even the most challenging tasks was heartening to see, reflecting their enjoyment of school and their diligence. Relationships at all levels are outstanding, so that pupils feel appreciated and cherished. Well-informed teaching assistants support vulnerable pupils very effectively, enabling them to make good progress in lessons. The curriculum is good. Pupils particularly appreciate the breadth and balance of provision which enables them to enjoy their learning in a variety of ways. In addition, high quality enrichment opportunities provide exceptionally good wider learning experiences, including, for example, out-of-school activities and exciting visits, including residential visits, and visitors.

The purposeful vision and commitment to school development by leaders and managers at all levels, including the outstanding contribution made by governors, has promoted good improvement and is central to communicating the school's aspiration to keep

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improving. Staff work well as an effective team, clear about how their individual contribution might further enhance provision. Hence, this is a self-aware and self-improving school with good capacity to improve further.

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

- Raise standards in mathematics and writing further by:
  - ensuring that the quality of teaching is consistently good for all classes
  - ensuring that, when pupils' work is marked, the guidance teachers give is followed up by checking that the suggested improvements occur
  - ensuring that good habits of letter formation and neat handwriting are taught and reinforced in Year 1 classes.

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

Pupils in Year 6 have attained consistently well above average standards in reading for the last five years. In writing and mathematics their attainment has been well above average for most, though not all, of the last five years. In science, their attainment has been consistently above average. Current Year 6 assessment records show that pupils are on track to exceed the school's own targets for the 2010 Key Stage 2 national tests, reflecting the good quality of work seen during the inspection. Pupils in Year 6 were observed making very good progress in solving written mathematical problems and challenges. Written work in English demonstrated pupils' use of a wide vocabulary, their ability to write in a variety of styles and genres and their good use of their writing skills across other subjects, such as in history when writing an explanation for an ancient Egyptian of how to use a mobile phone. In Key Stage 1, the current Year 2 class is on target to reach standards that are above average. Current assessments of attainment show that progress is good in reading and mathematics. Progress in writing is less secure because in Year 1 some of the key skills, such as good handwriting and work presentation, are not taught well enough to enable pupils to achieve as well as they can. Pupils with special educational needs and/or disabilities in both key stages make good progress and enjoy learning because there is effective support from adults and appropriately suitable work in class to match their learning needs.

The school's good climate for learning and its strong provision for personal and social education make very effective contributions to pupils' academic growth and their spiritual, moral and social development. Pupils' make an outstanding contribution to their school and the wider community, such as through the exceptional work of the school and eco-councils, including enforcing safe traffic speeds around their school with their own speed camera! The school has taken good steps to broaden pupils' understanding and appreciation of cultural diversity and prepare them for life in multicultural Britain. Pupils have a secure knowledge of traditional British culture through the school's good provision in the performing arts and music, also reflected in many examples of high-quality art 2D and 3D art work. Pupils learn well about different

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cultures from good links that are being established with communities in other countries and their study of world religions, including their 'One World' project weeks.

*These are the grades for pupils' outcomes*

<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>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>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?**

Teachers use their good knowledge of pupils' learning, gained from effective assessments, to provide work that is interesting and engaging to build on pupils' earlier achievements. Teachers' planning is detailed and takes into account the wide range of ages and abilities in every class. Lessons mostly provide the right amount of challenge for pupils to achieve well, although in a few writing and mathematics lessons expectations are not high enough and so the work is not matched closely enough to pupils' abilities. For example, in a mathematics lesson, pupils spent too long practising a multiplication task that they found quite easy and in a writing lesson work was not checked to see if pupils had acted on the guidance the teacher gave them to help improve their work. These are not frequent features of lessons, however, and most teaching is good, with some outstanding.

A broad and balanced curriculum meets the needs of pupils well and successfully

<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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promotes their enjoyment of learning. It is particularly well enhanced by enriching creative opportunities, such as achieving many sporting successes, taking part in exciting residential activities and playing musical instruments. An outstanding feature is the provision of a wide range of opportunities for pupils to make a significant contribution to their local community, such as planting a community flower bed and producing a healthy eating recipe book. Such activities give pupils confidence and contribute significantly to their personal development and enjoyment.

The school's exceptionally good partnerships, such as through extended services, enable pupils to follow their interests through an increasingly wider range of out-of-school clubs. Pupils receive exceptionally good care, guidance and support. A particular strength of provision is the high quality of care provided for pupils who are vulnerable or experiencing difficulties. A well coordinated team of adults works to direct children and their parents and carers to extensive support networks. For example, vulnerable pupils receive excellent sustained support to ensure that they achieve as well as their peers.

*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>1</b>

**How effective are leadership and management?**

School staff work well as a team and, under the strong leadership, have improved many aspects of the school's work since the previous inspection, most notably the tracking of each pupil's progress to inform staff if pupils are learning as well as they should in each year group. Leadership responsibilities are distributed well, so that all members of staff have a role to play in improving the school further. Teaching and learning have improved through rigorous monitoring, evaluation and sharing of best practice, though this has not yet had enough impact on the quality of teaching in some classes.

Governors play an exceptionally effective role in evaluating and supporting the work of the school. Their clear grasp of the school's strengths and weaknesses enables them to provide strong strategic support for the headteacher's drive for improvement. They ensure that the school meets the national standards for financial management and that the school gives good value for money. The school engages very well with local authority agencies, the partner secondary school and other primary schools.

Partnerships to promote the creative and sporting aspects of the curriculum are particularly important and have a very positive impact on the quality and enrichment of pupils' learning. Exceptionally good links with local care agencies contribute to the outstanding quality of care, guidance and support provided.

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School staff work diligently to ensure equality of opportunity for all pupils by providing a curriculum matched to their needs and good support in class for those who need it. The school has the appropriate policies to tackle racial and other forms of discrimination, should it occur. Older pupils speak with sincere affection of the value of learning about different cultures from their friends. The effectiveness of safeguarding is good due to the rigorous safeguarding reviews held between school staff and link governors. The school community is cohesive; there are strong links with the church and local schools and the school is beginning to establish wider links, such as with a school in Shropshire and one in Kenya to promote pupils' appreciation of their role in a global community.

*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>1</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>1</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**

Children start in the Reception class with skills that are broadly typical for their age. A good partnership between staff, parents and carers and the children ensures that children settle quickly and happily to Reception class routines, despite arriving from a variety of different pre-school settings. They are soon ready and able to take part in whole-school activities, such as assemblies. Children's attainment on entry is assessed early on and their progress is tracked with careful daily observations and assessments to accurately complete the Early Years Foundation Stage profile.

Children make very good progress in the acquisition of personal and social skills and in their communication and language development, preparing them well to be good learners. They become accustomed to a good daily routine made up of a suitable mix of adult-led and child-initiated activities. Good teaching ensures that the children are eager to learn and by the end of the Reception Year most children achieve above the average



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expected level of the early learning goals for their age.

The children enjoy a particularly rich early learning curriculum. They are also exceptionally well cared for, with very effective guidance and support for their emotional, social and personal development. They enjoy purposeful practical activities, playing and cooperating independently outstandingly well, such as in a game to choose words to match with those on their game card. Very good observational assessments in whole-class and small group sessions identify children who need extra support to secure their understanding of, for example, number, through extra one-to-one practice with the teacher. Early literacy and numeracy skills are developed through short, focused whole-class sessions. Emerging writing skills are celebrated and reinforced by good opportunities to write for a purpose, such as making cards for friends and family members.

The welcoming Reception classroom has good resources to provide well for all aspects of the curriculum for children this age. The Early Years Foundation Stage leaders have taken good steps to ensure that all children make good progress across all of the areas of learning. Leadership and management are good and robust attention is paid to children's safety and welfare by all adults.

*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	1
The effectiveness of leadership and management of the Early Years Foundation Stage	2

**Views of parents and carers**

Most parents and carers expressed positive views about the school, saying, for example, that it has a 'good community spirit', that, 'Each child is recognised and made to feel important.' and that, 'Children really enjoy their experience and education here.' A small minority expressed the view that the school does not support their child's learning well enough. Inspectors found that, while this is the case in a small minority of lessons, most teaching is good. Some parents also felt that the school does not keep them well enough informed about their child's learning and progress. While this does not reflect the majority view, inspectors discussed this with school leaders, who accepted that they are still working towards ensuring that parents and carers are consistently well informed and that work is ongoing to develop more ways of ensuring that all parents and carers feel well able to engage with their children's learning.

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

Ofsted invited all the registered parents and carers of pupils registered at Mossley CofE 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 95 completed questionnaires by the end of the on-site inspection. In total, there are 345 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	57	60	37	39	1	1	0	0
The school keeps my child safe	61	64	34	36	0	0	0	0
The school informs me about my child's progress	34	36	47	49	12	13	0	0
My child is making enough progress at this school	38	40	51	54	5	5	1	1
The teaching is good at this school	37	39	50	53	6	6	0	0
The school helps me to support my child's learning	33	35	49	52	11	12	0	0
The school helps my child to have a healthy lifestyle	44	46	46	48	4	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)	38	40	45	47	4	4	1	1
The school meets my child's particular needs	41	43	48	51	5	5	0	0
The school deals effectively with unacceptable behaviour	38	40	46	48	7	7	2	2
The school takes account of my suggestions and concerns	39	41	41	43	9	9	3	3
The school is led and managed effectively	56	59	32	34	4	4	1	1
Overall, I am happy with my child's experience at this school	59	62	29	31	4	4	2	2

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.**



10 March 2010

Dear Pupils

Inspection of Mossley CofE Primary School, Congleton CW12 3JA

Thank you for welcoming us in such a friendly, well mannered and helpful way when we visited your school recently. We enjoyed the time we spent with you very much, watching you learn well in your lessons, working hard and enjoying your playtimes. We agree with you and your parents and carers that you go to a good school.

These are some of the things we found to be good in your school. Your headteacher and other leaders do a good job. The adults take very good care of you and you are extremely well looked after. You enjoy your lessons and do well, particularly in your reading. Your behaviour is very good and you all get on well with each other, such as by being 'buddies' at play times. You are very aware of how to develop healthy lifestyles, joining in well with active playground activities and sports and eating healthy food. You show tremendous responsibility in how well you care for the school and your local community; the school and eco-councils are very active. You have a very good community spirit, looking after each other and doing very good things to help to improve the quality of life for people in your neighbourhood, such as creating a colourful flower bed in the local park.

All the adults in your school want it to be even better. To make this happen I have asked them to:

- help you to improve your writing and mathematics, including the neatness of the younger children's handwriting and the presentation of their work
- make sure that you all get the best teaching possible so that your learning is good in every class.

You told us how much you want to help your school to keep getting better, so please make sure you work hard and do your best all the time. I wish you all the best in the future.

Yours sincerely

Graham Martin

Lead inspector

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