

# Moseley Primary School

Moseley Avenue, Coundon, Coventry, CV6 1AB

## Inspection dates

5–6 February 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils enjoy school and learn well in lessons. Pupils make good progress in English and mathematics.
- The headteacher and deputy headteacher provide effective leadership. They know what needs to be done to improve the school even further.
- Parents are very positive about the school and the staff. They are confident that their children are safe and that they are well taught and make good progress.
- Pupils behave well in lessons and at break times.
- Senior leaders make appropriate checks on the quality of teaching and learning in English and mathematics and set ambitious targets for improvement.
- Teachers benefit from good professional training to improve their skills. Consequently, teaching is good and standards are rising.
- Governors provide school leaders with a good level of challenge and support.

### It is not yet an outstanding school because

- There are few opportunities for pupils to apply their mathematical knowledge in problem-solving activities.
- Although progress in writing is good overall, not enough pupils make rapid progress in grammar, spelling and punctuation.
- Not all subject leaders use information about pupils' progress effectively to evaluate the achievement of different groups of pupils.
- Systems for managing performance do not hold subject leaders to account for their areas of responsibility.

## Information about this inspection

- Inspectors observed 26 lessons. Two of these were joint observations with senior leaders.
- In addition to lesson observations, inspectors looked at pupils' books and at the work displayed around the school.
- Inspectors heard some pupils read.
- Pupils' views were sought during a meeting with a group of pupils and informally during break and lunch times.
- Meetings were held with the headteacher and deputy headteacher, the Chair of the Governing Body and two other governors, subject leaders, the inclusion manager and a representative of the local authority.
- Questionnaire responses were received from 24 members of staff.
- There were 80 responses to the online questionnaire, Parent View. A letter was also received from a parent. Inspectors took account of these and also spoke with parents at the beginning and end of the school day.
- Inspectors looked at a range of documentation and information relating to teaching and learning, behaviour and safeguarding.

## Inspection team

Morag Kophamel, Lead inspector

Her Majesty's Inspector

Shela Rowan

Additional Inspector

Martin Bertulis

Additional Inspector

## Full report

### Information about this school

- The school is a larger-than-average sized primary school.
- Over half of pupils are from minority ethnic groups. Around a quarter of pupils are of Pakistani heritage. Indian pupils comprise the next largest group. Around a third of pupils speak English as an additional language. Some pupils are at an early stage of learning to speak English.
- The proportion of pupils who are known to be eligible for free school meals and who are supported by the pupil premium is above average. The pupil premium is additional government funding provided for pupils in local authority care, those from armed forces families and those known to be eligible for free school meals.
- The proportion of pupils supported through school action is below the national average and the proportion supported at school action plus or with a statement of special educational needs is broadly average. This includes pupils with moderate learning difficulties, those with speech, language and communication difficulties and some with autistic spectrum conditions.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The school is part of a group of local schools who make up a learning network and share best practice.

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

- Raise achievement in all year groups so that it is outstanding by:
  - providing more opportunities for pupils to use and apply their mathematics knowledge to solve challenging problems in mathematics lessons and in other subjects
  - making sure that all teachers are skilled in teaching grammar, spelling and punctuation
  - using the excellent practice in marking which exists within the school to ensure that all pupils respond to the good feedback provided by teachers.
- Sharpen the effectiveness of leadership and management by:
  - ensuring that subject leaders continue to develop their skills in leading teams and using information about pupils' progress
  - using the well-established performance management arrangements to hold subject leaders to account for their areas of responsibility
  - increasing the impact of the meetings held to discuss pupils' progress, by keeping good records of the key points for action.

## Inspection judgements

### The achievement of pupils is good

- The large majority of children join the Nursery with skills and knowledge that are below those typical for their age. In the Nursery and Reception classes children make good progress, particularly in their language and communication skills. They leave Reception classes with skills that are typical for their age and so are well prepared for Year 1.
- During Years 1 to 6, pupils make good progress overall. Some make outstanding progress, especially in mathematics. By the time pupils leave Year 6, their attainment in reading and writing is similar to that of pupils nationally. In mathematics attainment is a little higher than average.
- More-able pupils make good progress. At the end of Key Stage 1, a good proportion of pupils exceed the expected standard for their age in reading and mathematics. In writing the proportion is similar to that nationally. In Key Stage 2, more-able pupils make good progress in reading, writing and mathematics.
- Pupils have good mathematical skills. They complete mental and written calculations well. However they do not have sufficient opportunities to use and apply their knowledge of number to solve mathematical problems.
- Pupils read well. Younger pupils make very good progress in their understanding and use of phonics (the sounds that letters make). They apply these skills well in their reading and talk confidently about the stories and characters in their reading books. Reading diaries encourage parents to regularly listen to their children read. In Key Stage 2, pupils read with good fluency and expression. They say that they enjoy reading and that their teachers provide them with a wide range of interesting books to read.
- Standards in writing at the end of Key Stage 1 and Key Stage 2 are broadly in line with those nationally. However, school leaders recognise that further improvement is required, particularly in the application of grammar, spelling and punctuation.
- Pupils known to be eligible for the pupil premium make good progress overall. School leaders and governors keep a watchful eye on their progress and the gap between these pupils and other pupils in the school is closing.
- As a result of good support and encouragement from teachers and teaching assistants, pupils who speak English as an additional language make good progress.
- There are fluctuations between year groups in the attainment of pupils from different ethnic groups. The attainment of pupils of Pakistani heritage is below that of other pupils although many of these pupils are now making good progress.
- As a result of prompt identification and good teaching, disabled pupils and those who have special educational needs are making good progress. Well organised and sensitive support at the right level from teachers and teaching assistants is helping these pupils to gain confidence.

### The quality of teaching is good

- Teaching is usually good with some examples of outstanding teaching. Teachers have good

knowledge of the subjects that they teach and value the excellent opportunities they are given to develop their knowledge and skills. Teachers at Moseley continually reflect on their teaching and are keen to learn from feedback on their lessons.

- 'Teachers make our lessons interesting, so that we want to work hard and do well' is just one of many positive remarks made by pupils. In one example of a particularly engaging and successful lesson, the teacher showed Year 6 pupils an article about proposals for a ten hour school day. The resulting debate was expertly guided by the teacher and provided an excellent stimulus for pupils to plan and write a balanced argument.
- Teachers use questions skilfully to check what pupils already know and gauge their understanding. They often ask pupils to give examples or explain their thinking. Teachers explain the meaning of new vocabulary and model examples of suitable answers for pupils at an early stage in learning to speak English.
- In the great majority of lessons, teachers are very effective in setting work that is well matched to the learning needs of pupils of different abilities. However in a small number of lessons the activities planned by the teacher do not provide sufficient challenge for all groups. This means that some pupils are not moved on to new learning quickly enough.
- The teaching of mathematics is good. Teachers use their good subject knowledge to clearly explain and demonstrate written calculation methods. They ensure that pupils practise and develop their mental mathematics skills. However, teachers do not give pupils enough opportunities to use and apply their mathematics knowledge and skills in problem solving activities within mathematics lessons and in other subjects.
- The teaching of early reading, including the systematic teaching of phonics, is effective. As pupils move through the school, teachers use group and class reading sessions well to develop pupils' fluency and understanding. Pupils are given good opportunities to use and apply their reading skills in lessons in other subjects.
- Senior leaders have rightly identified the teaching of writing as an area which needs further development. Teachers have all participated in training and some improvements have already been made. Teachers now provide good opportunities for pupils to write in different styles and for different purposes. The teaching of grammar and more advanced spelling and punctuation is not as effective.
- Teachers' marking of pupils' work is good with some examples of outstanding practice. Teachers' comments are detailed and provide good feedback to pupils about how well they have done and what they need to improve. In the best examples, pupils are given regular opportunities to respond to teachers' comments and this is helping them to make rapid progress. However, this is not consistent across the school yet.
- Teachers work effectively with teaching assistants to create a positive atmosphere in each classroom. Teaching assistants provide good support for pupils. For example, in Nursery and Reception classes teaching assistants model the use of spoken language well and explain new vocabulary to children who are at an early stage in learning to speak English.

### **The behaviour and safety of pupils** are good

- The behaviour of pupils is good. Adults have high expectations for pupils' behaviour and apply the behaviour policy consistently and fairly.

- Pupils move around the school calmly and sensibly and are polite and courteous. In the playground children enjoy playing together and are well supervised. Occasional incidents of boisterous play are managed well by staff.
- Provision for pupils' spiritual, moral, social and cultural development is an important strength of the school. Pupils are respectful of each other and work and play together harmoniously. They know and follow the school rules and are proud to be part of the Moseley school community.
- In class, pupils are keen to participate and pay careful attention to their teachers. In the great majority of lessons, pupils work at a good rate with concentration and persistence. However in a small number of lessons noise levels are too high at times and this impedes concentration for some pupils.
- Pupils say that they enjoy having responsibilities. Members of the Junior Leadership Team are proud of this role. Pupils say that they would like more opportunities to take on responsibilities, including helping the younger children.
- The school's work to keep pupils safe and secure is good. Pupils feel safe in school and have a good awareness of different forms of bullying. They say that incidents of bullying, including racist or homophobic name calling, are very rare and are dealt with promptly and effectively by staff.
- Pupils have a good understanding of how to keep themselves safe in a range of situations. For example, they are well informed about road safety, fire safety and internet safety.
- The family support worker and education welfare officer share responsibility for promoting good attendance and following up absences. With the support of school leaders, they have worked well with parents to encourage pupils to attend regularly and come to school on time. Attendance has improved and is now in line with the national average for primary schools.

### **The leadership and management** are good

- The headteacher and deputy headteacher consistently communicate high expectations and ambition for all pupils. Staff and governors share their commitment to the school and its community and their drive for continuing improvement. Parents, staff and governors are confident that the school is well led and managed.
- Senior leaders have an accurate understanding of the school's strengths and areas for development. This information is used well by senior leaders and governors to plan further improvements.
- School leaders meet regularly with teachers to discuss pupils' progress and identify any pupils who require additional support. These meetings are valuable but are not recorded well and this limits their impact. The use of information about pupils' progress in the Early Years Foundations Stage is not as well developed as in the rest of the school.
- Systems for managing the performance of staff are leading to continuing improvements in the quality of teaching. Leaders carry out regular classroom observations and checks on pupils' books. When areas for improvement are identified, senior leaders ensure that teachers have access to good support and training to help them improve their skills.
- Senior leaders have formed very positive links with a network of local schools. This has

enhanced opportunities for teachers to work with, and learn from the good practice of, colleagues beyond the school.

- The school curriculum provides pupils with enjoyable and memorable learning experiences. The themes covered reflect the diverse nature of the school population and include opportunities to celebrate the history and culture of Coventry. The curriculum covers a good range of subjects and is enriched by an excellent range of school trips. Pupils say that they enjoy the good number of additional clubs and activities that are available outside of lessons.
- Senior leaders have a strong focus on developing subject leaders. They provide very good support for new leaders and ensure that they have access to high quality training programmes as well as coaching and mentoring within the school. Subject leaders recognise this good support and are developing their skills in leading teams and checking on the work of others. However, systems for managing performance do not clearly identify how these subject leaders are being held to account for their areas of responsibility.
- Safeguarding policies and procedures fully meet requirements. They are regularly updated and are well understood and followed by the adults in school.
- Excellent engagement and partnership with a good range of professionals and agencies means that the support provided for families is a strength of the school.
- The school building is well maintained and provides an attractive and well-ordered learning environment. Health and safety requirements are given a high priority.
- Primary sport funding is used to employ a specialist coach to work in lessons with teachers and pupils so that teachers improve their skills. More sporting activities are also being provided outside of lessons and as a consequence, more pupils are participating in sport.
- The local authority knows the school well and provides good support and challenge for school leaders.
- **The governance of the school:**
  - Governance is good. Governors visit the school regularly and have a good understanding of the school's strengths and areas for development. They provide a good level of challenge, by asking questions about pupils' progress and about the quality of teaching. Governors have attended training which enables them to check how well pupils at Moseley are performing in comparison to pupils nationally. Governors ensure that finances are spent wisely and are fully involved in decisions about how the pupil premium is spent. Together with the headteacher they evaluate the impact of this funding on pupils' achievement. Governors are developing ways of recording this evaluation more effectively. Governors ensure that safeguarding arrangements meet requirements and ensure that checks are made on the suitability of staff prior to appointment.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	103697
<b>Local authority</b>	Coventry
<b>Inspection number</b>	431491

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	435
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Caroline Elliott
<b>Headteacher</b>	Nikki Evans
<b>Date of previous school inspection</b>	14 May 2009
<b>Telephone number</b>	02476 593572
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