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Mrs Nikki Evans
Headteacher
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Dear Mrs Evans

Short inspection of Moseley Primary School

Following my visit to the school on 6 June 2018, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in February 2014.

This school continues to be good.

The leadership team has maintained the good quality of education in the school since the last inspection.

Your focus and clear vision underpin the positive work carried out by the school. Governors, other staff, parents, carers and pupils, who see your high expectations as a motivating force, appreciate your relentless drive for improvement.

Both you and the skilled deputy headteacher ensure that the highest levels of care and welfare are at the heart of everything you and your staff do. With their support, and that of governors, you have established a welcoming and harmonious school community where everyone gets on extremely well together.

All of the parents and carers I spoke to on the playground, and the majority of parents who responded to Ofsted's online questionnaire, Parent View, were positive about the school. Typically, parents view the school as 'fantastic' and they say their children love school.

Pupils are polite and welcoming. They are eager to show off their work and talk about what they enjoy about school. In the morning, one Year 5 pupil showed me some homework that he was extremely proud of and said that he really appreciated the school allowing him to complete homework using any resources and skills he was most comfortable with. Another child told me that he was making a poster, as art was the medium he had chosen.

In class, pupils are interested and display highly positive attitudes to learning. At lunchtime, I spoke to digital leaders – pupils who are tasked with supporting those less confident in using information and communication technology (ICT). Their caring attitude was a reflection of behaviour across the school. Pupils I spoke to described the school as 'unique', stating that they did not feel that another school would have as many children who were as kind and so minded to help each other.

In your previous inspection, you were asked to provide more opportunities for pupils to use and apply their mathematics knowledge to solve challenging mathematical problems. It can be seen through your plans, the teaching that I observed and evidence in pupils' books that this target has been largely addressed. However, you acknowledge that, at times, some teachers could move pupils more quickly on to more challenging problems.

You were also asked to ensure that all teachers were skilled in teaching grammar, spelling and punctuation. Since the last inspection, you have purchased new resources and included weekly grammar lessons into class timetables. As a result, pupils are confident and use well the skills and knowledge learned in class in a variety of contexts. Grammar, spelling and punctuation standards at the end of key stage 2 have been above national figures year on year.

Inspectors also asked you to develop the roles of subject leaders, ensuring that they develop their leadership skills in leading teams and effectively use information about pupils' progress to identify areas for improvement. Through effective support from you and your deputy headteacher, external advisers and working with your network of schools, middle leaders are now more able to complete their required tasks. They use pupil data to good effect to adapt teaching, set manageable targets, plan interventions and identify teachers' training needs. As some of the roles in the middle leadership team are relatively new and responsibilities still fluid, both you and your middle leaders know that further development of their roles continues to be a key improvement point for the school.

Leaders were also asked to increase the effectiveness of meetings to discuss pupils' progress. Since the last inspection, you have introduced a robust system for checking pupils' progress. This enables you to ensure that targets set for pupils' learning are ambitious enough, are shared with class teachers and key staff, and any subsequent actions are followed through diligently. Internal school data shows that, when compared to progress measures last year, a greater proportion of pupils are making accelerated progress and are in line to reach and exceed age-related expectations.

Safeguarding is effective.

The leadership team has ensured that all safeguarding arrangements are fit for purpose. The school site is well maintained and secure. Staff and governors receive regular training so that their knowledge of good practice in safeguarding is kept up to date. They have a clear understanding of what to do if they are worried about a

pupil's well-being, and leaders ensure that any concerns are swiftly followed up. Leaders also ensure that appropriate checks are made on staff, governors, volunteers and regular visitors to the school to make sure that they are suitable people to work with children.

Helping pupils to keep themselves safe is woven through the curriculum and complemented by a range of visitors to the school. Pupils said that they feel very safe and well cared for in the school. They feel confident that adults will help them if needed. Pupils are able to talk about the ways that they can stay safe in a range of situations, including in school and online. The pupils themselves contribute to the ethos of safeguarding through the work of the digital leaders, who regularly remind parents of how to keep their children safe online through the school's newsletter.

Inspection findings

- The inspection focused on a number of key lines of enquiry. The first of these related to looking at outcomes in the early years. This year, you have rightly focused on developing the early years curriculum. A key aspect of this was further developing the accuracy of assessments, having ambitious yet achievable targets for children and making the curriculum more accessible for key groups, particularly boys. The school's assessment data demonstrates that this work has had some impact, as the children's attainment is on track to exceed the figures for last year, both for the proportion reaching the expected standard and the proportion exceeding it. Nonetheless, you are aware that the newly created early years team will need continued support and development to fully embed some of the new initiatives that have been put in place.
- Another key line of enquiry investigated standards in writing and the outcomes of the most able pupils in key stage 1. Since the previous inspection, the school has focused on refining an agreed system to improve writing and develop teachers' subject knowledge, particularly in relation to the moderation of pupils' work. This has been done through professional development within the school and within the school's cluster group. Both you and middle leaders can demonstrate how systematic monitoring of the impact of this process, purposeful dialogue with staff, and support systems have all improved rates of progress in writing and other subjects in key stage 1 this year. Evidence in pupils' books and on display shows that work in this area is having a positive impact. You acknowledge that leaders need to continue to focus on this work, in particular ensuring that teachers are consistently challenging most-able pupils.
- A further key line of enquiry looked at the impact of leaders in improving teaching, learning and outcomes across key stage 2 for all groups of pupils and whether the most able pupils are being suitably challenged. To raise achievement in key stage 2, you have focused on ensuring that the moderation of pupils' work is accurate. Leaders have also focused on rigorous tracking and targeting of underperforming pupils and on training needs for teachers based on the outcomes of monitoring. Again, the school's data shows that this has had a positive impact on the rates of pupils' progress across key stage 2 in reading, writing and mathematics, when compared to the past year. Although there have been improvements in pupils' progress this year, you are right to maintain the

focus on continuing to diminish the difference in achievement between key groups of pupils, and on enabling teachers to challenge the most able pupils more readily.

- As part of the inspection process, I observed teaching and learning, looked through pupils' books and spoke to pupils of different ages and levels of attainment. The evidence gathered from these activities showed that effective features of teaching include teachers asking probing questions and having a clear overview of the learning taking place. Characteristics of less effective teaching include not moving learning on quickly enough, particularly for the most able pupils.
- Since the previous inspection, you, your deputy headteacher and the governing body have focused on developing all aspects of leadership across school. Through your support and guidance, middle leaders are motivated, more knowledgeable and eager to continue to develop their subject areas. The school has rightly decided to continue to invest in the development of leadership at all levels.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- teachers challenge most-able pupils more consistently in class in order to improve the percentage of pupils exceeding age-related expectations at the end of key stages
- rigorous tracking procedures and pupil meetings continue to diminish the difference in achievement between key groups of pupils.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Coventry. This letter will be published on the Ofsted website.

Yours sincerely

Nadeem Bhatti
Ofsted Inspector

Information about the inspection

During the inspection, I met with you, senior leaders, staff and governors. I carried out short observations of teaching and learning and looked at pupils' work in books and on display. I talked with pupils in lessons and met with a group of pupils to gather their views. I spoke with parents at the beginning of the school day.

By the end of the inspection, there were 43 recent responses to Parent View,

Ofsted's online questionnaire. I took account of these responses as well as the conversations with parents I had on the morning of the inspection.

I looked at several documents, including: pupils' progress information; the school's own evaluation of its performance; development plans; external monitoring reports; and a range of school records. I observed pupils' behaviour in lessons and around the school. I also checked the school's website and the procedures for keeping pupils safe. I asked members of staff, pupils and parents about safeguarding matters.