



**Office for Standards
in Education**

Inspection report
Moseley Primary School

Coventry Education Authority

Dates of inspection: 22-23 January 2004

This inspection was carried out under section 3 of the School Inspections Act 1996 and was deemed a section 10 inspection under the same Act

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Basic information about the school

Name of school:	Moseley Primary School
Type of school:	Primary with nursery
Status:	Community
Age range of pupils:	3 to 11 years
Headteacher:	Miss A Woods
Address of school:	Moseley Avenue Coundon Coventry CV6 1AB
Telephone:	024 7659 2874
Name and address of appropriate authority:	The governing body, address as above
Chair of governors:	Mr P Fletcher
Local education authority area:	Coventry
Unique reference number:	103697
Name of reporting inspector:	Mrs C Munt HMI
Dates of inspection:	22-23 January2004

Introduction

1. Moseley Primary School is situated in Coundon in Coventry. It serves an area of mixed social and private housing. There are 387 pupils on roll; 356 full-time pupils from the ages of four to 11 and 31 part-time pupils in the nursery. Although there has been a slow decline in the number of pupils on roll since 1999 the school is still larger than most primary schools. Almost 24 per cent of the pupils are entitled to free school meals. This figure is higher than in primary schools generally and is a more accurate reflection of the general level of entitlement over the last five years than last year's figure of 19.5 per cent. The proportion of pupils identified as having special educational needs is rising and, at 38 per cent, it is well above the national average. Six of these pupils have a Statement of Special Educational Need. A high proportion of the pupils, 22.4 per cent, has a home language other than English. Almost a fifth of these pupils are in the early stages of learning English. The mobility of pupils in Key Stage 2 is higher than that for the area. Some of the pupils who attend for a short period are from a nearby refuge.

2. The headteacher was appointed to the substantive post on 1 October 2003 after a brief period as the acting headteacher. No staff left at the end of the autumn term, giving the school a measure of continuity that has been lacking over the last few years. A public consultation about the reorganisation of primary schools in the area has just taken place. There are surplus places in the primary sector but how this will be resolved is not known.

3. The school was inspected in May 2002 and was judged to have serious weaknesses. In March 2003, two Additional Inspectors inspected the school for two days. The inspection was carried out under section 3 of the School Inspections Act 1996, which gives Her Majesty's Chief Inspector of Schools the authority to cause any school to be inspected. The inspection was also deemed a section 10 inspection under the same Act. The inspection was critical of many aspects of the work of the school and the school was made subject to special measures because it was failing to give its pupils an acceptable standard of education.

4. The governors drew up an action plan to address the key issues from the inspection of March 2003. The school was visited by Her Majesty's Inspectors of Schools (HMI) on one occasion to monitor the progress being made.

5. In January 2004 two HMI inspected the school, assessing the standard of education provided and the progress the school has made, in particular in relation to the main findings and key issues in the inspection report of March 2003.

Main findings

6. In accordance with section 14 of the School Inspections Act 1996, I am of the opinion that the school no longer requires special measures since it is now providing an acceptable standard of education for its pupils. The main findings of the inspection are:

- this is a rapidly improving school with many good features;

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- standards of attainment are rising. The pupils in the Foundation Stage are on track to reach the goals expected for their learning by the end of the reception year, apart from in aspects of communication, language and literacy;
 - the school's results in the 2003 national tests showed a slight improvement over the previous year at both key stages. In Key Stage 1, there was a significant increase from 2002 in the number of pupils scoring the expected Level 2 in reading and writing and the higher Level 3 in mathematics. The overall results in mathematics, however, were lower than in 2002;
 - the proportion of pupils scoring the expected Level 4 in the national tests at Key Stage 2, was similar to the previous year. Although the results in all three subjects were below those for schools generally, they compared favourably with those achieved by pupils in similar schools, and the trend in the school's National Curriculum points for all core subjects was broadly in line with the national trend. In mathematics at the higher Level 5, the results were well above the average for similar schools;
 - standards in English are improving, and the work of the higher attaining pupils is close to national expectations, but some pupils are hampered by limitations in their vocabulary and a lack of awareness of standard English;
 - standards in mathematics are slightly lower than that generally found in primary schools although the higher attaining pupils reach standards above those expected for their age. However, standards are improving rapidly for all pupils;
 - standards in other subjects are rising and are close to national expectations. However, the physical limitations of the computer room are hindering the progress of the older pupils in information and communication technology (ICT) lessons;
 - the pupils, including those who have special educational needs and those for whom English is not their mother tongue, are making good progress in lessons and, from a low base, they are making substantial gains in their learning over time;
 - the pupils' attitudes to learning are good and often very good. There has been a significant improvement in the presentation of their work;
 - the pupils are polite and well behaved. Their conduct in lessons and around the school is good overall;
 - attendance figures are well below the average for primary schools and the proportion of authorised absences is much higher than normal. Some pupils are persistently late for school and this disrupts their learning and that of the other pupils in their classes;
 - the provision for the pupils' moral and social development is good and that for their spiritual and cultural development is sound;
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- the quality of teaching has improved significantly since the inspection in March 2003. All of the teaching was satisfactory or better and a high proportion was good or very good. There was good teaching in all key stages. This is a significant factor in the rapid progress that the pupils are making in their learning. The classroom assistants made an effective contribution to the pupils' learning;
 - the curriculum has been improved and the national programmes of study are followed throughout the school. Some anomalies remain in the amount of time given to the foundation subjects in one class. The teachers are skilled at ensuring that there is a good match between the pupils' learning needs and the work that they are given. Good use is made of the teachers' strengths in the group sessions for English and mathematics in Key Stage 2, and in the whole-stage sessions in the nursery and reception classes;
 - the school has suitable systems for assessing the pupils' attainment and for checking their progress;
 - the headteacher provides very good leadership and management. She is a highly effective leader who has succeeded in inspiring her staff in the drive to raise standards. She is ably assisted by the deputy headteacher and the senior managers. The staff team is strong and all of its members work effectively together. The school's plan for improvement is good and it is supported by appropriate action plans for different subjects;
 - the co-ordinators for the core subjects have provided a strong lead in their subjects and their example has been effective in bringing about rapid improvements in teaching and learning. There are appropriate plans to develop the skills of the less experienced subject managers in monitoring and evaluation;
 - the governing body has been strengthened by the additional, experienced governors provided by the local education authority (LEA). The governing body is fulfilling its role more effectively than at the time of the last inspection and it is beginning to hold the school to account suitably through its committee structures. However, further development is required to secure these improvements;
 - low numbers in the current nursery class and surplus places elsewhere in the school will affect the school's budget in the coming year. The governors have discussed suitable strategies for overcoming possible shortfalls in the budget for 2004-5;
 - the LEA has supported the school most effectively. It has provided a wide range of appropriate support for the teachers and the governors.

Key issues

7. In order to improve the pupils' quality of education further, the governors, headteacher, senior managers and staff need to:

- continue to raise standards in all subjects throughout the school and ensure that there is parity of provision in the timetabling of subjects;
- improve the provision for ICT;
- continue to develop the role of the subject managers;
- work to improve the pupils' attendance and punctuality.

Inspection findings

Standards achieved by the pupils

8. Standards of achievement are improving. On entry to the school, the pupils' social, physical and creative skills are generally average for their age. However, a significant proportion of the pupils have language and numeracy skills that are lower than their attainment in other areas of learning. The pupils make a good start in the nursery class and their social and creative skills and their knowledge and understanding of the world develop well. Their speaking, reading and writing skills also improve, but from a low base. The pupils in the Foundation Stage are on track to reach the goals expected for their learning by the end of the reception year, apart from in aspects of communication, language and literacy.

9. The school's results in the 2003 national tests showed a slight improvement over the previous year at both key stages. In Key Stage 1, there was a significant increase from 2002 in the number of pupils scoring the expected Level 2 in reading and writing. Although the overall results in mathematics were lower than in 2002, there was an increase in the proportion of the pupils who achieved the higher Level 3 and the higher sub-levels within Level 2. Despite these improvements, the results attained by the pupils remained well below those of schools nationally and those obtained by similar schools.

10. At Key Stage 2, the proportion of pupils scoring the expected Level 4 in the national tests was similar to the previous year. Although the results in all three subjects were below those for schools generally, they compared favourably with those achieved by pupils in similar schools. The trend in the school's average points for all core subjects was broadly in line with the national trend. There has been a reduction in the gap between the national figures and the school's results for reading and writing at Level 4 over the last three years. However, at Level 5 the results continue to fluctuate and, in 2003, only two per cent of the pupils attained the higher level in writing, compared with 13 per cent the previous year. In mathematics and in science a third of the pupils achieved the higher Level 5. In mathematics, the results were well above the average for similar schools.

11. In lessons, many pupils attain standards which are in line with those expected for their ages. The significant number of pupils who have special educational needs attain standards which are appropriate for their abilities and they make at least satisfactory progress towards the targets in their individual education plans.

12. Standards in English in both key stages and in the Foundation Stage are improving and the work of the higher attaining pupils is close to national expectations. Although the attention paid to developing the pupils' speaking and listening skills has been successful and the majority of the pupils take part in class and group discussions easily and effectively, a few pupils are hampered by limitations in their vocabulary and a lack of awareness of standard English. This also impedes their recording and their attainment in other subjects. Additional support in lessons other than literacy is helping these pupils to improve their grasp of subject-specific language.

13. Pupils in the Foundation Stage know the names and sounds of letters and they are developing good handwriting skills. They have many opportunities to use mark-making in their role play and they are surrounded by good examples of writing and printing. The older pupils write their names correctly and some of the more able pupils in the reception classes are beginning to write phrases and short sentences unaided. The pupils enjoy listening to stories, and joining in familiar refrains and rhymes. Although they listen carefully and enjoy talking with adults and with each other, their speaking skills are less well developed than their social and creative skills.

14. The improvement in presentation, first seen in the Key Stage 1 pupils' handwriting books, is now evident in much of the pupils' writing across the curriculum. The impact of the intense support from the literacy team is evident in the improvement in the pupils' grasp of technical terms and in the increasingly clear organisation of their writing. Year 1 pupils recorded their science work neatly and read the instructions with ease. In a history lesson, they used the correct scientific vocabulary when describing artefacts. The rehearsal of their answers with partners improved the quality of their written responses. In Year 2, the more able pupils used a range of connectives in their extended writing, producing interesting sentences that held the reader's attention. The pupils of average ability punctuated simple sentences accurately and spelt high frequency words correctly. Most of them made good attempts at writing more difficult words using their phonic skills.

15. Standards at the beginning of Key Stage 2 show a wider variation than elsewhere in the school. In a Year 3 class, some pupils for whom English is not their first language were unable to distinguish real words from nonsense words when attaching suffixes to root words and were not sure how to check their work using a dictionary. A significant proportion of the written work in this class was very simple in structure and employed limited vocabulary. Some Year 4 pupils had difficulty in recalling recently taught spelling rules and, although they understood the concept of genre, they were unable to supply alternative words and phrases to alter the text. Year 5 pupils used their reading and writing skills satisfactorily in different subjects. Some of the recent writing in Year 6 was of a high standard but, overall, the pupils' work was within the expected level for the age group. The more able pupils are aware of the different purposes of written formats and they correctly identified several techniques used by writers to create specific effects. They wrote mature, well-argued, persuasive texts, using well-chosen vocabulary. However, their work was sometimes marred by incorrect spelling. The pupils who have special educational needs were well supported and they made good progress in developing their reading and writing skills. Their handwriting was neat and their sentence construction was simple but accurate.

16. Standards in mathematics are slightly lower than that generally found in primary schools, although the higher attaining pupils reach standards above those expected for their age. However, standards are improving rapidly for all pupils. The pupils in the Foundation

Stage are making a good start in learning how to count objects, recite numbers in sequence and recognise written numbers and regular shapes. They write digits, mainly correctly, and are beginning to recognise the amounts on coins and to know that some are worth more than others. They are on course to reach the goals expected for their learning by the end of the reception year. By the end of Key Stage 1, the pupils have covered a wide range of topics including, number, time, shape and measures. They understand the importance of setting their work out neatly. Many of the pupils have learned to use effective strategies in their mental and written number work, recognising and using patterns to solve mathematical problems. Some pupils have a secure recall of addition facts to ten and use these when adding three, single-digit numbers.

17. Regular practice has improved the older pupils' skills in mental arithmetic. Although there is still a significant proportion of pupils in each class who have a hesitant recall of number facts such as the times tables, the majority of the pupils are making accelerated progress and catching up lost ground. This is because most of the teachers are keenly aware of what the pupils can and cannot do. They have a secure knowledge of what the next steps in the pupils' learning need to be and they plan accordingly for all of the pupils in their classes. The use of talking partners is helping the pupils to articulate their thinking more clearly. The pupils in a Year 5 lesson on division made good progress because their teacher provided them with perceptive diagnostic comments, including those written in their exercise books. In a Year 6 lesson, the pupils used a blank number line to subtract money. The higher attaining pupils quickly became less dependent on the number line and performed the calculations mentally, without the need for jottings. The pupils in this year group are generally secure in their use of written calculations and are confident when explaining their chosen approach to written problems.

18. The positive effect of recent work on identifying weaknesses in the pupils' previous learning was evident in many of the science lessons. The pupils showed a reasonable understanding of what constitutes a fair test and many showed an emerging independence as they planned their own investigations; for example, when testing the hypothesis that there is a relationship between a person's shoe size and the length they can jump. The pupils are making good progress in developing their investigational skills. Much of the pupils' work in the autumn term was a little below the expected standard, although some higher attaining pupils reached standards above those expected for their age. By the following term, the work was mainly at the expected level. All of the pupils in a Year 1 class correctly identified and recorded the properties of a wide range of materials. Many of them used Venn diagrams accurately to indicate where properties overlapped. In a Year 4 lesson, the pupils thought carefully about the choices that they had to make when using branching databases. They based their decisions on the available data and justified their choices using the correct scientific terminology. Throughout the school, the pupils' progress in science is good, although the standards are only just in line with expectations.

19. Pupils in Year 6 made suitable judgements about the quality of multimedia pages at the beginning of a larger unit of work leading to developing their own presentations using ICT. However, the limitation of the ICT provision has impeded the range of skills and knowledge that can be developed, and is hindering the progress of the older pupils in lessons, even when the teaching is skilled. After some delay, a date for the development of the new suite has been agreed.

20. The pupils, throughout the school, including those who have special educational needs and those for whom English is not their mother tongue, are making consistently good progress in their learning and, from a low base, they are making substantial gains in their learning over time. Improvements in the quality of the teaching and in the planning for all subjects are helping the pupils to plug the gaps in their general knowledge and to consolidate their literacy and numeracy skills.

The pupils' attitudes, values and personal development

21. The pupils' attitudes to learning are good and often very good. There has been a significant improvement in the amount and presentation of the pupils' work over the last year. In lessons, they listen carefully to their teachers and do as they are asked quickly and without fuss. Pupils enjoy their lessons because they are interesting and challenging and this is helping them to apply themselves diligently to their work. They are keen to learn and are capable of working for suitable periods of time without direct adult supervision.

22. Pupils are polite to each other and to adults, and this creates a pleasant and productive atmosphere in the school. Their behaviour is good in lessons, in assemblies, in the dining room and when moving around the school. The pupils work co-operatively in class and play sensibly outside.

23. Attendance figures are well below the average for primary schools and the proportion of authorised absences is much higher than normal. This is a cause for concern as these absences cause pupils to fall further behind in their schoolwork. A considerable number of pupils were late arriving to school during the inspection. A few pupils are persistently late for school and this disrupts not only their learning but also the learning of the other pupils in their class.

24. The provision for the pupils' moral and social development is good and that for their spiritual and cultural development is sound. The pupils understand the need for rules and they say that their teachers are fair. They know the difference between right and wrong and they generally follow the school rules without prompting. The pupils take part in a range of community events. At the local sports centre, some of the pupils share activities with pupils from a local school for children with severe physical disabilities. Steel drum tuition for adults and pupils is provided by a local group. The school has taken part in a carol concert with the members of the local church and, shortly, will work with other primary schools in a metropolitan city music event. The school constantly seeks ways to develop the expressive arts and to acknowledge and celebrate the diversity of cultures, faiths and talents among the pupils and the staff. The pupils have visited art galleries and have worked with a local artist; the whole school, including the teachers, has taken part in a television challenge show. After-school activities include art, martial arts training and rugby, run by Coventry Rugby Football Club. An assembly on the Chinese New Year, taken by the headteacher, effectively supported the pupils' spiritual and cultural development. One class chose the song, which was sung well, and pupils from another class others acted out the story confidently, showing great trust in the headteacher. The teachers participated with good will and everyone enjoyed the occasion greatly. This assembly, during which certificates for sports, academic and social achievements were also awarded, epitomised the school's commitment to including the community. Over 50 parents and grandparents attended and many remained afterwards to chat and enjoy a drink.

The quality of education

25. The quality of teaching has improved significantly since the inspection in March 2003. It was satisfactory or better in all lessons and in 15 of the 18 lessons it was good or very good. The leading skills teachers provide a most effective role model for their colleagues. Teaching in the Foundation Stage and in Key Stage 1 was consistently good. In Key Stage 2, although the teaching was more variable, a third of the lessons were very good. This proportion of consistently good and very good teaching is a significant factor in the rapid progress that the pupils are making in their learning. The classroom assistants made an effective contribution to the pupils' learning. They were aware of the purpose of the different parts of the lessons and many of them intervened meaningfully during the introductory elements of the lessons, as well as during the group or independent sessions.

26. Changes to staffing and appropriate training have contributed to improvements in the quality of teaching and to the high expectations evident in the majority of lessons. The well-developed planning formats prompt teachers to consider such aspects as inclusion, cross-curricular themes, key vocabulary and focused questioning, the use of additional adults, class or year group targets, and assessment opportunities. Two of the teachers are leading teachers in mathematics and literacy and their practical skills and knowledge are a strength of the school's provision. The majority of the teachers are secure in their grasp of the demands of the national initiatives. They are also adept at using a suitable range of strategies to engage the pupils' interest. New teachers, and longer serving members of staff who were insecure in some aspects of subject knowledge, have benefited from the support of their more skilled colleagues in setting clearer learning objectives and using sharper questioning.

27. The curriculum has been improved and the national programmes of study are followed throughout the school. Shared planning in year groups has not ensured complete parity of provision for pupils of the same age and there remain inconsistencies in the amount of time given to the foundation subjects in the timetables of two classes in the same year. The teachers are skilled at ensuring that there is a good match between the pupils' learning needs and the work that they are given. Good use is made of the teachers' strengths in the group sessions for English and mathematics in Key Stage 2 and in the whole-stage sessions in the nursery and reception classes.

28. The school has suitable systems for assessing the pupils' attainment and for checking their progress. Teachers have set challenging targets in the core subjects for cohorts and for individuals. A thorough analysis of the 2003 attainment data has given the school an accurate view of the strengths and weaknesses in the pupils' attainment and this has been used to set clear priorities in the action plan. The school targets for 2004 have been revised upwards and those set for 2005 and 2006 are very challenging. Pupils who are working just below national expectations have been identified and they are receiving well-focused additional support in class lessons and in smaller group sessions. Some additional support, in lessons other than literacy, is available for pupils for whom English is not their first language. This is helping the pupils to make better progress in, for example, science than was previously the case. The teachers marking is effective; the pupils receive regular feedback on how well they are doing and are given written and oral advice on how to improve their work.

Leadership and management

29. This is a rapidly improving school with many good features. The headteacher provides very good leadership and management. Her strong and effective leadership and strategic management skills provide a clear steer for the work of the school and this has resulted in significant gains in many areas of the school's life. She has succeeded in inspiring the staff in the drive to raise standards. She has a realistic view of the pace of change and developments are coherently planned to ensure the school addresses its weaknesses. In this she is ably assisted by the deputy headteacher and the senior managers. The senior management team is firmly focused on improving standards. Appropriate training is improving their management skills. The staff team is strong and all of its members work effectively together. The school's plan for improvement is good and it is supported by appropriate action plans for different subjects.

30. The core subject co-ordinators have provided a strong lead in their subjects and their example has been effective in bringing about rapid improvements in teaching and learning. All of the co-ordinators share the management team's determination that the school will continue to improve. However, some are less experienced than their senior colleagues and have not had sufficient time in post to develop their roles as effectively as the core subject leaders. There are appropriate plans to develop the skills of the subject managers in monitoring and evaluation skills, so that they can make a more effective contribution to school self-evaluation.

31. There have been a significant number of changes in the composition of the governing body over the last year. The chair of governors, who was elected in September, is developing a good working relationship with the headteacher. Members of the governing body are supportive of the school and are keen to develop their skills and knowledge. The governing body has been strengthened by the additional, experienced governors provided by the LEA. The governing body has been appropriately involved in drawing up and monitoring the action plan and is fulfilling its role more effectively than at the time of the last inspection. It is beginning to hold the school to account suitably through its committee structures. However, further development is required to secure these improvements.

32. Low numbers in the current nursery class and surplus places elsewhere in the school will affect the school's budget in the coming year. The governors have discussed suitable strategies for overcoming possible shortfalls in the budget for 2004-5.

33. The LEA has worked with the school most effectively, finding a suitable acting headteacher and providing a wide range of appropriate support for the teachers and the governors. Subject co-ordinators have benefited from well-planned support and good advice from the LEA personnel.

Implementation of the action plan

34. The inspection of March 2003 required the school to address four key issues. These related to raising standards, improving the teaching, improving the leadership and management, and providing a balanced curriculum. The school has made good progress on all four key issues.

35. Standards are rising across the curriculum but there is still room for development. The range of strategies used by the school to improve the quality of education is having a positive effect on the attainment of the pupils throughout the school in English, mathematics and science and standards are improving rapidly in these subjects.

36. The teachers have suitable and, often high, expectations of what the pupils can achieve in lessons and over time. Regular monitoring of lessons and of the pupils' work, by the senior management team and by the LEA, is ensuring that the work given to the pupils is sufficiently challenging. Additional adult support in class is helping those pupils who find work difficult.

37. The strategic management of the school has improved significantly since April. The draft school improvement plan gives a clear steer to the development of wider and more appropriate curricular provision and has a secure focus on driving up standards. Delegation has improved and members of the senior management team have been trained to lead performance-management reviews. Communications are good, with daily briefings to update all staff. There is a clear commitment to consistency of practice and to improving the quality of educational provision.

38. The school has revised its curriculum to provide a better balance between work in the core and foundation subjects, and timetables are being reviewed to achieve parity of provision across all of the classes. The planned teaching time in both key stages now meets the recommended minimum.

Appendix – Information about the inspection

The school was inspected in May 2002 under section 10 of the School Inspections Act 1996 by a Registered Inspector and a team of inspectors and was judged to have serious weaknesses. In March 2003, two Additional Inspectors inspected the school for two days. The inspection was carried out under section 3 of the School Inspections Act 1996, which gives Her Majesty's Chief Inspector of Schools the authority to cause any school to be inspected. The inspection was also deemed a section 10 inspection under the same Act. The inspection was critical of many aspects of the work of the school and the school was made subject to special measures because it was failing to give its pupils an acceptable standard of education.

The school was visited by HMI in September 2003 to assess the progress it was making to implement its action plan and address the key issues in the inspection report of March 2003.

In January 2004, two HMI returned to inspect the school for two days. The inspection was carried out under section 3 of the School Inspections Act 1996, and was also deemed a section 10 inspection under the same Act.

Eighteen lessons or parts of lessons, two assemblies and four registration sessions were inspected. The pupils were observed at break and lunch times and samples of their work were inspected. Meetings were held with the headteacher, senior staff, three governors, including the chair of the governing body, a group of parents, and a representative from the LEA. Informal discussions were held with other staff and pupils. A wide range of the school's documentation was scrutinised. Account was also taken of the evidence from the previous monitoring inspection.

The inspection assessed the quality of education provided and the progress the school has made, in particular in relation to the main findings and key issues in the inspection report of March 2003 and the action plan prepared by the governing body to address those key issues.

Notes

