



Moseley Primary School

Inspection Report

Unique Reference Number 103697
LEA Coventry
Inspection number 276976
Inspection dates 27 March 2006 to 28 March 2006
Reporting inspector Lorna Brackstone AI

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

Type of school	Primary	School address	Moseley Avenue
School category	Community		Coundon
Age range of pupils	3 to 11		Coventry, West Midlands CV6 1AB
Gender of pupils	Mixed	Telephone number	024 76593572
Number on roll	397	Fax number	024 76593572
Appropriate authority	The governing body	Chair of governors	Mrs Janet Sutton
Date of previous inspection	27 May 2002	Headteacher	Miss Arlene Wood

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Moseley is a large primary school near the centre of Coventry, which serves a mixed population. During the past two decades there has been a change in the local community and the area has become one of significant social and economic deprivation. Two thirds of the pupils are White British. The majority of the other pupils are Pakistani and Indian and most speak English as a second language. A new school building is being constructed on an adjacent site for occupation in September 2006.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

Moseley Primary provides its pupils with a satisfactory education. This judgement accords with the school's own view of itself. The school gives satisfactory value for money and parents are very happy with the education it provides. Although standards are below average at the end of Year 6, achievement is now satisfactory. Leadership and management are satisfactory. Under the secure guidance of the headteacher and her deputy, the new leadership team has perceptively identified the needs of the school. They have successfully introduced a range of initiatives that are improving standards. The quality of teaching is satisfactory overall and is good in Years 2 and 6. Pupils have positive attitudes to their work, enjoy learning and most behave well. They are provided with a satisfactory curriculum and the school is working hard to make stronger links between subjects to help pupils' learning. Personal development is good overall but the school recognises that the provision for pupils' personal, social, health and emotional development and spiritual awareness needs to be more consistent. Pupils are well cared for and guidance in their academic studies is good. The quality of provision and standards in the Foundation Stage (Nursery and Reception) are satisfactory. Links with the local secondary school are good and parents are fully involved in the life of the school. The school has made satisfactory improvement since its last inspection and has good capacity to improve further.

What the school should do to improve further

- Improve the consistency of teaching and learning to raise standards in English, mathematics and science further.
- Enhance the curriculum by making stronger links between subjects and providing more opportunities to develop pupils' spiritual awareness.
- Implement the new personal, social, health and emotional programme consistently throughout the school.

Achievement and standards

Grade: 3

Achievement is satisfactory overall. With skills and knowledge that are much lower than usually found when they enter the school, children achieve satisfactorily in the Foundation Stage. By the start of Year 1, attainment is just below the nationally expected goals for learning for this age group. By the end of Year 2 standards are average and achievement is good in relation to the pupils' starting points. This is because the quality of teaching and learning is particularly good in Year 2. In recent years pupils' achievement has been inconsistent because of instability in staffing in Years 3 to 6. This culminated in results that were below average in mathematics and science and exceptionally low in English in the Year 6 national tests in 2005. However, as a result of initiatives to widen teaching approaches and the introduction of systematic tracking and rigorous procedures for assessing pupils' work, standards are improving. This is noticeable in Year 6 where standards are just below the national average, although showing some improvement since the test results in 2005. Pupils

with learning difficulties, those who are gifted and talented and those for whom English is an additional language make satisfactory progress in relation to their starting points. The school has set itself challenging targets and, given the commitment of the staff, is on course to meet them.

Personal development and well-being

Grade: 2

The personal development and well-being of pupils are good. In the Foundation Stage children's personal and social skills develop well. Pupils enjoy coming to school and their satisfactory levels of attendance illustrate this. Most are enthusiastic about their work and concentrate well. Behaviour is generally good but a small number of pupils are boisterous during playtimes. Pupils understand the reasons for school rules and appreciate the systems of sanctions and rewards. Pupils' spiritual, moral, social and cultural development is good. Most pupils have a sense of right and wrong and respond well to each other and the adults within school. Pupils are well prepared for the diversity of living in multicultural Britain today. Whilst pupils develop their spiritual awareness during assembly times and quiet moments of reflection, these are not consistently planned for through the curriculum. Pupils have a satisfactory understanding of the need to stay safe and keep healthy because these are effectively promoted within the school. For example, many pupils take advantage of the 'fitness for sport' activities that are organised at lunchtime in the playground and are working hard to achieve a Healthy Schools Award. They demonstrate responsibility for their school community through an effective council and protect the rights of each other through 'playground pals'. Whilst pupils' basic skills of literacy and numeracy are still below average when they leave in Year 6, they have reached the expected levels in information and communication technology (ICT) and have a good understanding of work and life skills.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory. Well focused teaching in Year 2 and Year 6 has led to accelerated achievement in these year groups. The rate of learning is also improving in other year groups but remains inconsistent. Teachers are tracking pupils' progress well and working hard to close gaps in their learning. Marking and assessment are consistent. Most teachers make good use of the information gained from these activities to plan work and set targets for individual pupils in English and mathematics. They encourage and check pupils' own evaluations of their work and, through their insightful comments, leave pupils in no doubt as to what they need to do to reach their targets. However, this is not consistent across the school. At times, comments are too general and are less helpful in taking pupils' learning forward. This means that identified areas for development are not followed up rigorously enough. The school's records show that where this happens pupils do not make as much progress as they

should. Pupils with specific learning needs receive good support from teaching assistants.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory in all age groups, including the Foundation Stage. The school is developing ways of promoting literacy and numeracy skills more effectively across the curriculum and is devising new consistent programmes of work throughout Years 1 to 6. The school is also working hard to make stronger links between subjects and has successfully used the construction of the new school to provide interesting projects, which are based around the building works. A satisfactory range of activities, visits and visitors enrich the curriculum. These contribute well to the pupils' learning and personal development. The provision for pupils with learning difficulties and those for whom English is an additional language is good. A new programme for personal, social and health education has been recently introduced but is not consistently applied through the school.

Care, guidance and support

Grade: 2

The quality of care, guidance and support for pupils is good. The school is welcoming and has a calm atmosphere. Staff liaise closely with a range of outside agencies to ensure that all pupils receive good care and guidance. A systematic approach ensures that pupils with learning difficulties, the gifted and talented and those for whom English is an additional language are identified at an early stage. Well understood health and safety routines, clear child protection procedures and up-to-date training ensure that the pupils are well protected. The pupils themselves feel safe in school and most know who to talk to if they want to discuss a personal problem. The school has clear systems for rewarding good behaviour. Pupils are increasingly involved in setting their learning targets. They confidently discuss the standard of their work and know what they need to do to improve. Older pupils speak highly of how their learning has improved this year because they know the steps they need to take to reach higher levels in their work. The younger pupils' good understanding was evident when a Year 2 pupil proudly explained why he had drawn a smiley face and written the comment 'I understand' on his work. Many of the teachers successfully encourage pupils to realise they can meet their literacy and numeracy targets in other subjects and good examples of this were noted in Year 6 history books. However, this is not consistently applied across the school.

Leadership and management

Grade: 3

Leadership and management are satisfactory. After a disruptive period of staff instability that affected standards, the headteacher has successfully created a new leadership team that has created a common sense of purpose throughout the school.

They have a satisfactory understanding of the school's strengths and weaknesses and take account of the views of parents, governors and pupils. The headteacher and her new leadership team know that the decline in standards last year was unacceptable and have implemented a good range of strategies which have already started to have a positive influence on pupils' achievement in Year 6. The personal development and well-being of all the pupils in school are important to the leadership team and they effectively ensure that everyone is kept safe and fully involved in all aspects of school life. Many governors are new but are developing a satisfactory understanding of their role in challenging the school. They use their own professional expertise to support the school. The school runs satisfactorily on a day-to-day basis and resources are used well to support the pupils in their learning. Links with the local secondary school are good and this enables effective transfer arrangements and specialist support for gifted and talented pupils. The school receives good support from the local authority and the parents are very happy with the quality of education it provides. The school has made satisfactory progress since its last inspection and with a more stable staff has good capacity to improve further.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	3	NA
The extent to which learners adopt healthy lifestyles	3	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Dear Children Thank you for the part you played in the inspection of your school. We very much enjoyed meeting you and getting to know your school. These are the things that are good about your school • You enjoy coming to school and are interested in your lessons. • You are looked after well and like your teachers. • Most of you know how to improve your work and reach higher standards. • Those of you who have particular learning needs are given good support. • Your parents are very happy with the school. These are the things we have asked the school to do to make it even better • Help you all to reach higher standards by making sure the teachers share best practice. • Make stronger links between subjects to help you learn and give you more time to think more deeply about different ideas. • Make sure that the new personal, social, health and emotional programme of study is taught throughout the school. Thank you again for helping us find out more about your school and best wishes for the future. Yours sincerely Mrs Lorna Brackstone (on behalf of the team)