

Moseley Primary School

Inspection report - amended

Unique Reference Number	103697
Local Authority	Coventry
Inspection number	323881
Inspection dates	14–15 May 2009
Reporting inspector	Jenny Batelen

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	5–11
Gender of pupils	Mixed
Number on roll	
School (total)	349
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Irene Pitham
Headteacher	Arlene Wood / Nikki Evans
Date of previous school inspection	1 March 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Moseley Avenue Coundon Coventry CV6 1AB
Telephone number	024 7659 3572
Fax number	024 7660 1853

Age group	5–11
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Amended Report Addendum

Report updated to resolve formatting inconsistency

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Introduction

The inspection was carried out by three additional inspectors.

Description of the school

Moseley Primary School is an average size primary school. Provision for the Early Years Foundation Stage consists of two Reception classes and a Nursery. A higher-than-average number of pupils come from minority ethnic groups, with a higher-than-average percentage of pupils with English as an additional language. About one fifth of the pupils have learning disabilities and/or difficulties, which is higher than that found nationally. The school is in a period of transition as the experienced headteacher retires this term. The newly appointed headteacher has worked alongside her in a shared headship for two years.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Moseley Primary is a good school with many outstanding features. The pastoral care and personal development of the pupils are excellent and underpinned by the strong pastoral care and support provided by all staff. One parent, representative of many, commented, 'Staff are aware of the many children within the school... all are made to feel like a member of a loving family and valued for who they are.'

The current strong leadership team work closely together and the recently appointed subject leaders are being well supported in plans for further developments in their subjects. However, during this period of transition, some previously well-established procedures have not been used as effectively as in the past. As a result, the inconsistencies in some teaching have not been identified.

Good induction procedures ensure that children make a confident start to school and parents make many comments regarding the support for themselves and their children as they start on their learning journey. Children enter the Nursery class with lower than expected skill levels but go on to make good progress throughout the school because of overall good teaching so that, by the time they leave in Year 6, they are achieving average standards. This good achievement is because teachers use a comprehensive range of assessments that support their planning. Activities consequently meet most pupils' learning needs well and this ensures that pupils of all abilities, including those new to learning English, make good progress. In some lessons, however, there is not sufficient difference in the tasks set to ensure appropriate challenge and support for all pupils, and this slows their progress. Staff and governors are committed to raising the pupils' standards and ensuring that the provision is highly appropriate for the needs of all pupils, but they are not yet sufficiently focused on how this can be achieved. Effective teaching skills are not sufficiently analysed and shared in order to eliminate the inconsistencies in teaching so pupils effectively progress in all their lessons.

The strength of pupils' personal development is their outstanding spiritual, moral, social and cultural development. Pupils confidently talk of their opportunities to think about things, and how they are helped to understand each other's beliefs, cultures and emotions. The school community is very strong and embraces the local community. Pupils are also gaining a growing awareness and understanding of the global community and their responsibilities to it. The curriculum stimulates pupils' interest and uses their literacy and numeracy skills effectively to promote good learning. Pupils enjoy their experiences at school and list many good things about it, including how the 'teachers build confidence in you'.

The school's very thorough tracking system enables leadership at all levels to identify groups and individuals who are not making good enough progress, and all staff are responsible for ensuring that plans are in place to support these pupils to achieve their expected levels. This is eliminating underachievement and raising standards, particularly for pupils with English as an additional language and those with learning difficulties and/or disabilities. As a result of the strong leadership and the close teamwork, the school has a good capacity to improve.

Effectiveness of the Early Years Foundation Stage

Grade: 2

The Early Years Foundation Stage provides all children with a secure and enjoyable start to school. The phase is well led and managed, teamwork is encouraged and the input of all staff

is valued. Children enter Nursery with skill levels below those expected for their age, particularly in language. Regular and accurate assessment of children's progress informs planning of activities that addresses each child's needs, so that by the end of the Early Years Foundation Stage children have made good progress in all areas of the curriculum. They often reach levels above those expected for their age in some aspects of learning, but language development remains the weakest area. There is a positive emphasis on developing these skills, but standards remain below average when children enter Key Stage 1. Support for children with English as an additional language is individually focused and targeted on developing their spoken language and their understanding. Teaching is good and children are excited by the range of activities they are engaged in. They respond well to the skilled and challenging questioning from all adults. The outdoor learning environment is currently satisfactory but is not sufficiently well developed to provide good opportunities for learning across the whole curriculum. Children are given plenty of opportunities to develop their personal and social skills and, as a result, work and play well together. The welfare of the children is well promoted. The relationship with parents is very strong and particularly well promoted through the initial meetings and the 'Share' group that meets weekly.

What the school should do to improve further

- Ensure that tasks set, in all subjects, challenge all pupils appropriately.
- Further raise the standard of teaching through more effective identification and sharing of strengths and weaknesses.

Achievement and standards

Grade: 2

Pupils make good progress from their entry to school and, by the end of Year 6, achieve average standards. Although progress is good, it is not always consistent. The overall trend at Key Stage 1 is improving, but there are variations related to specific cohorts and standards in reading that reflect the slower progress of pupils with English as an additional language in developing a good understanding of what they read. There are detailed and focused support plans for these pupils to help improve their skills so that, by the end of Key Stage 2, their progress matches that of their peers. Standards in mathematics and science in Key Stage 2 show a rising trend and are in line with national standards. English standards reflect the lower starting point in language and reading skills. The school provides appropriate challenge for high attaining pupils, as shown by them reaching the higher levels, and very challenging targets are set for individual pupils and for cohorts. These targets are clearly understood by pupils and parents and the tracking indicates that the school is on target to reach the projected targets in Year 6. Pupils with learning difficulties and/or disabilities are identified early and helped to make very good progress through action plans and targeted support.

Personal development and well-being

Grade: 1

Pupils respond to the many opportunities for reflection about themselves, their relationships with others and the world they live in. They speak with great enthusiasm of collective worship in which 'no-one is left out', and the use of the 'Labyrinth', where thought ribbons encourage reflection on the current theme. The behaviour of the pupils is excellent and they support and are respectful of each other and of the staff. This has a positive impact on their learning and the harmonious ethos of the school. Parents comment on the good behaviour in and outside

of school. Pupils are helped to lead healthy lives and understand the need to keep healthy through making appropriate food choices and keeping active. Complete involvement in the 'Take Ten' routine in Key Stage 1 helps pupils to understand how exercise can help them concentrate better. Pupils feel safe and have confidence in the adults in school to help them if there are problems. There is an excellent understanding of internet safety and pupils have been involved in undertaking risk assessments. Pupils make many positive contributions to improving the life of the school. Older pupils are equipped to be play leaders. The democratically elected school council has influence over various aspects of school life, including a learning walk looking at the behaviour in classrooms and a presentation to staff with suggestions for improvements. The pupils' good progress and personal skills prepare them well for their next steps in learning.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good and based on good subject knowledge. Lively teaching engages all pupils and enables them to concentrate for long periods of time. However, teachers do not always ensure that activities address all pupils' needs, particularly within the sets for English and mathematics, with the effect that some pupils find the work too easy. Relationships between adults and pupils are excellent and pupils from across the age range display a conscientious approach to all their learning. Lessons are usually well planned and teachers clearly identify the objectives for pupils' learning, which are evaluated effectively as part of the ongoing assessments. Pupils are also given opportunities to assess their own work, which helps them to identify their own targets for improvement. Teaching assistants and other helpers make a significant contribution to pupils' progress, supporting small groups and individual pupils.

Curriculum and other activities

Grade: 2

The curriculum is good and meets pupils' personal and learning needs well. The two-year programme is planned well to ensure there are meaningful links between the subjects so that activities stimulate pupils' interest. Literacy and information and communication technology are used effectively across the range of subjects to further develop the skills needed for their future lives. There is not always sufficient attention paid to the needs of all pupils in planning tasks in the foundation subjects but the curriculum is under constant review to ensure it is appropriate to the particular needs of the school. There is a very good range of visitors who enhance and support the curriculum. The strength of the personal and social education and links with the local community helps pupils to learn respect for each other. Themed days such as the religious education (RE) days and 'Take Over' days run by the school council are spoken of enthusiastically by pupils, who appreciate the opportunities to learn in different ways. The teaching of Spanish is popular and is supported by the commitment of staff to improving their own skills. There is also a wide range of extra-curricular activities, which are well supported.

Care, guidance and support

Grade: 1

The school gives outstanding pastoral care. There are excellent partnerships with parents and carers and with many external agencies to support the pupils and their families. Pupils'

attendance is broadly average despite the school's active strategies to improve it further. The special educational needs coordinator and the family support worker give an invaluable contribution to the care and support of pupils. The work of the teaching assistants in providing well-targeted support for groups ensures good progress for all pupils. The progress of pupils with learning difficulties and/or disabilities is well documented and teachers are supported in their planning to ensure these pupils are able to succeed well. Targets for pupils' future learning are challenging, known by pupils and shared with parents. Marking relates to progress being made towards achieving these targets and so pupils understand how well they are doing and what to do to improve. Pupils feel very safe and are confident to talk to an adult if troubled. The school has many strategies in place to improve attendance, including first-day calling, 100% attendance certificates and support for families from the family support worker and the educational welfare officer. There are excellent links with outside agencies that further support the good progress of all pupils.

Leadership and management

Grade: 2

The school currently has a shared headship which is highly effective. There is strong communication across the senior leadership team, giving the school clear direction and a focus on raising standards. This is having a positive impact because of the challenging targets, based on rigorous assessment, and the effective tracking systems which are used to evaluate and monitor pupils' progress. Subject leadership is effective and subject leaders use various positive strategies to raise standards, but skills of evaluating teaching have yet to be developed across the leadership team. The governors support and challenge the school. They understand issues that are raised and work collaboratively with staff in the development of the school. Self-evaluation is accurate on the whole, and takes account of all stakeholders. The new, environmentally friendly building, an expert business manager and well-used resources ensure the school is able to provide good value for money. There is equality of opportunity for all and there are no instances of racial discrimination. The school is active in creating a cohesive community and reaches out successfully to a wide range of religious and ethnic groups.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

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

Personal development and well-being

How good are the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

18 May 2009

Dear Pupils

Inspection of Moseley Primary School, Coventry, CV6 1AB

Thank you very much for making us so welcome when we visited your school. We enjoyed talking to you and taking part in your lessons, class assemblies and 'Take Ten' in Key Stage 1. We agree with you and your parents that this is a good school.

These are some of the good things we found out about your school.

- The school is well led. Your headteachers and all the adults in the school care a lot about you and work hard to make sure you enjoy school and learn well.
- You try hard and make good progress to reach standards expected of you.
- You think that everyone is friendly and that your teachers 'build confidence in you'.
- You behave very well and look after each other.
- You have plenty of opportunities to think about things and enjoy your RE days and the 'Labyrinth'.
- All the adults work hard to keep you safe and make sure you understand how to keep yourselves safe.
- Teaching is good and your teachers understand how you are doing and work with you to set targets so that you can do even better.
- The school council is good at finding out about things and reporting back to the teachers so the school improves.

We have asked your teachers to do two things that, with your help, will assist in making your school even better.

- Make sure, in all your lessons, that activities help everyone to always make good progress.
- Share the teachers' best teaching skills so all lessons are good and you make even better progress than you do already.

My best wishes to you all.

Yours sincerely

Jenny Batelen

Lead inspector