

Inspection of Moseley Church of England Primary School

Oxford Road, Moseley, Birmingham, West Midlands B13 9EH

Inspection dates:	3 and 4 December 2024
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding for overall effectiveness at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since December 2013. Since September 2024, schools have not been awarded an overall effectiveness grade.

What is it like to attend this school?

Moseley Primary is a school where pupils thrive. They engage well in lessons and are keen to learn because lessons are exciting and activities support learning. This includes the youngest children, who settle without delay. Expectations for all pupils are ambitious and unwavering. This includes pupils with special educational needs and/or disabilities (SEND). Pupils respond to these high expectations impressively, and they truly do 'flourish together'.

Staff provide an exceptional level of care and support. Strong and meaningful relationships mean pupils know adults will listen to them and respond to their concerns. Respect permeates the school. Staff model this, and pupils routinely follow their example. Pupils behave very well. They are respectful, kind and polite. This makes a significant contribution to pupils' well-being. They feel happy and safe in school.

The school's ambition for pupils is not limited to the classroom. Pupils undertake a wide range of leadership responsibilities. This includes arranging and leading lunchtime clubs. Younger pupils relish the opportunity to attend these and do so regularly. They contribute positively to their school experience. Pupils grow in confidence and understand the difference they can make. They recognise the value of others and talk about this with maturity.

What does the school do well and what does it need to do better?

Pupils achieve well at this high-performing school. Staff are committed to building on its previous success. They work as one with drive and determination to support all pupils to reach their full potential. The school has recently overhauled the curriculum by introducing new plans in all subjects. Pupils make meaningful links both in and across subjects because of this. The very high standards pupils achieve in reading, writing and mathematics are now evident in other curriculum subjects.

Reading is at the heart of the curriculum. Staff are expert teachers of phonics. The school makes sure staff receive the training and support to ensure this is the case. The school places a high priority on identifying any gaps pupils might have in phonics. It then addresses these without delay. Pupils become fluent and confident readers because of this focus.

Pupils with SEND are well supported. Staff identify their needs without delay. They adapt the curriculum to enable pupils to succeed because they understand their needs well. The school liaises closely with families and external agencies. This ensures everyone works together in the pupils' best interests. Consequently, most pupils with SEND make sound progress through the curriculum. However, a small number of pupils miss vital learning when receiving support to manage their emotions and behaviour. These pupils do not always get the opportunity to catch up at a later date. This leads to further gaps in knowledge.

Children in the early years get off to a wonderful start. Staff make every effort to get to know the children and their families. This supports them to settle in their new environment without delay. The indoor classroom invites curiosity and independence. Children collaborate well, but adults intervene when needed. Their support is highly effective. Children learn to become problem solvers and critical thinkers. Children are very well prepared for the demands of key stage 1 and beyond.

Pupils' behaviour is a strength. They understand the expectations placed on them and rise to them impressively. A small number of pupils require extra support to manage their behaviour. The school supports these pupils with sensitivity and compassion.

The school's approach to developing and enhancing the character of its pupils is inspirational. Pupils experience a wide range of opportunities outside of the classroom. These help them to develop their understanding of the wider world in which they live. Pupils are given many opportunities to shine and share their talents. They particularly enjoy playing instruments while other pupils arrive for assemblies. Older pupils support younger pupils during social times with sensitivity and care. Their understanding of respect for all people starts in school but spreads much more widely than this. Pupils recognise that some people face difficulties. They are keen to help by raising money for charities and raising awareness of these struggles. Pupils talk with pride, for example, about supporting a local food bank.

After a period of turbulence, the school is now in a much more stable position. Governors have been instrumental in ensuring this. Determined and resolute leadership, supported by committed and skilful staff, means the school is well placed to continually build on its previous achievements. Staff are proud to work at this happy and successful school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school does not always provide opportunities for a small number of pupils who miss out on vital learning when they are receiving additional support to catch up on missed learning. This leads to further gaps in their knowledge and understanding. The school should ensure there are clear expectations that pupils catch up on any missed learning so gaps in learning do not widen.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	103398
Local authority	Birmingham
Inspection number	10343740
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	210
Appropriate authority	The governing body
Chair of governing body	Sarah Wisdom
Headteacher	Karen Young
Website	www.moseleyce.bham.sch.uk
Date of previous inspection	4 December 2013, under section 5 of the Education Act 2005.

Information about this school

- The school offers before- and after-school wraparound provision.
- The school does not make use of any alternative provision.
- The new headteacher has been in the role since September 2023.
- This Church of England school is part of the diocese of Birmingham. The last section 48 inspection took place in April 2019. The next section 48 inspection is due to take place in the academic year 2024/25.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education

provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher, senior leaders and subject leaders.
- Inspectors also met with the members of the governing body, including the chair.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, geography and computing. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also looked at a sample of pupils' work in a range of subjects.
- Inspectors listened to a sample of pupils read to a familiar adult.
- To evaluate the effectiveness of safeguarding, inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors talked with pupils and staff to gather information about school life. In addition, they also took account of the responses to Ofsted's surveys for staff, pupils and parents.

Inspection team

Keri Baylis, lead inspector

His Majesty's Inspector

Elaine Williams

Ofsted Inspector

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