

Mosscroft Primary School

Inspection report

Unique Reference Number	104439
Local Authority	Knowsley
Inspection number	355584
Inspection dates	12–13 October 2010
Reporting inspector	Denise Shields

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	159
Appropriate authority	The governing body
Chair	Cllr Ken Keith
Headteacher	Mrs Jillian Albertina
Date of previous school inspection	15 October 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors observed teaching and learning in 14 lessons or part lessons, and these included the observation of eight teachers. Meetings were held with staff, groups of pupils and governors. Inspectors observed the school's work and scrutinised a range of documentation, including pupils' past and present work, assessment and tracking information, monitoring and evaluation records, and additional evidence of the support for pupils whose circumstances make them vulnerable. Inspectors also looked at whether the school meets statutory requirements with regard to safeguarding. A representative sample of questionnaires returned by pupils and staff and 79 questionnaires returned by parents and carers were analyzed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following areas.

- Whether pupils' learning and progress in Key Stage 1 are improving strongly.
- The impact of the school's arrangements to monitor and improve levels of attendance.
- How effectively leaders and managers at all levels, monitor and evaluate the school's work in order to secure improvement.

Information about the school

This is a smaller than average-sized primary school. Almost all pupils are of White British heritage. Over half of all pupils are known to be eligible for free school meals, this is much higher than average. One third of pupils are assessed as having special educational needs and/or disabilities, this is above average. The school has achieved the Activemark award.

Since the previous inspection, there have been considerable changes in staff across all areas of the school.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?**2****The school's capacity for sustained improvement****2**

Main findings

This is a good school. Outstanding care, guidance and support are at the heart of everything the school does. Those pupils whose circumstances make them the most vulnerable and those with special educational needs and/or disabilities receive superb help and encouragement, as do their families. Consequently, from the Nursery onwards all pupils feel safe, are happy and ready to learn. The school's extensive partnerships with an excellent range of organisations have a significant impact on pupils' well-being and all-round education, and help to broaden their horizons and lift their aspirations. As a result, pupils' confidence and self-esteem improve. Secure and friendly relationships exist throughout the school and pupils are confident there is an adult to turn to if required. Pupils' awareness of their school and immediate locality is developed well; however, they have few opportunities to develop an understanding of wider national and global communities. As a result, their understanding of cultural diversity within society is underdeveloped.

Pupils' achievement is good. Progress through Key Stage 1 is satisfactory rather than good because the quality of teaching is too variable and planned work is not always closely matched to pupils' needs and abilities. Outstanding practice was observed in this key stage, but not all teaching has the same high expectations of what pupils can achieve and so pupils' progress sometimes slows. In Key Stage 2, as a result of teaching that is consistently good and frequently outstanding, pupils' learning and progress accelerate rapidly. By the end of Year 6 pupils' attainment is above average in English, mathematics and science, including the proportion of pupils who attain higher levels.

The headteacher has managed the considerable changes in staff sensitively, and extremely well. With the support of the effective governing body, she has established a strong team of staff who share her commitment, enthusiasm and pursuit of excellence for the school. There is a clear, common vision for the future. Self-evaluation is thorough, honest and open and, as a consequence, the correct priorities for improvement are identified and rigorously pursued. The impact of actions taken to tackle key priorities is closely evaluated. For example, the school constantly reviews and adjusts its robust efforts to engage with parents and carers in order to improve their children's attendance. This has paid dividends: rates have steadily improved and are now average. Areas for improvement identified at the time of the previous inspection have been successfully addressed. As such, the school demonstrates a good capacity for sustained improvement.

What does the school need to do to improve further?

- By 31 December 2011, increase the rate of progress made by pupils in Key Stage 1 by ensuring that:

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- work is precisely tailored to pupils' needs and abilities
- teachers have consistently high expectations of what pupils can achieve
- Improve pupils' understanding of cultural diversity within society by ensuring that:
 - pupils have more opportunities to engage with groups from different ethnic and religious backgrounds, both nationally and globally.

Outcomes for individuals and groups of pupils

2

The large majority of pupils say they like school, that their lessons are fun and they enjoy learning. Most pupils, particularly in Key Stage 2, are well motivated and concentrate on their tasks well. When given the opportunity, pupils work enthusiastically with a partner or in groups and this is helping them to become confident and mature learners. Behaviour is good and, when teaching is inspiring, pupils' behaviour is exemplary. Most pupils, even the very youngest, are keen to help and support each other. This has a positive impact on their learning and progress in lessons. When activities are challenging or practical, and closely tailored to their ability, pupils' attention is captured, they become engrossed in learning and their progress is outstanding. In Key Stage 1, however, learning and progress is patchy, but satisfactory overall. This is because sometimes work is too hard for those who find learning more difficult and too easy for those who learn more quickly.

Typically, children enter the Nursery with skills that are at levels well below those expected for their age. Pupils' attainment is below average on entry to Year 1, with strengths in their personal and social skills. In Key Stage 1, achievement for all groups is satisfactory, including for pupils with special educational needs and/or disabilities. In Key Stage 2, pupils' learning and progress accelerates dramatically. In this key stage, achievement is outstanding for all groups, including for pupils with special educational needs and/or disabilities.

Pupils' spiritual, moral and social development is good. This has a positive impact on their behaviour and the relationships they form with each other and adults. Pupils' cultural awareness and their understanding of diversity in British society and wider global issues are underdeveloped. Pupils make a good contribution to the local and school community. They willingly take on responsibilities, such as play leaders and organising charitable fund-raising events. The vast majority of pupils have a good knowledge of how to live healthy and safe lifestyles. By the time they leave at the end of Year 6, their above-average basic skills prepare them well for their next stage of learning.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

In almost all lessons praise is used well to build pupils' confidence and esteem and they are not afraid to ask for help if they should need it. In the most successful lessons, particularly in Key Stage 2, teachers use very well chosen resources and carefully tailored questioning which engage pupils' interest and extends their knowledge and skills. The pace is lively, humour is used to good effect and expectations of what pupils can achieve are high. Teachers' planning makes effective use of good quality assessment information to ensure that the needs and abilities of all groups of pupils are met. The ends of the lessons are used extremely well to check what pupils have learnt and to reinforce pupils' basic skills. In Key Stage 1, these features are present in the very best teaching. However, on occasions, the pace is slow, teachers talk for too long, tasks lack clarity and so pupils do not fully understand what is expected of them. In both key stages, in many instances, marking is helpful and provides constructive comments to help pupils improve. For the most part, pupils say that their learning targets, particularly in writing, help them to understand how well they are doing and how to improve their work.

The revised curriculum provides pupils with good opportunities to practise their literacy and numeracy skills. Opportunities that accelerate their skills in information and communication technology are increasing. Careful adjustments are made to meet the requirements of pupils with special educational needs and/or disabilities. Some pupils make huge leaps in their learning due to the good range of well-targeted 'catch-up' and

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support programmes, for example, those to improve pupils' engagement and progress in reading, writing and mathematics. Good provision is made for the personal, social, emotional and health education of pupils. Pupils enjoy the very wide range of activities beyond lessons.

Exceptionally high levels of care, guidance and support are present throughout the school. Special emphasis is placed on knowing all pupils individually. The very many positive views expressed by parents and carers confirm this. There is exceptionally good help for individuals, including for those whose circumstances make them vulnerable and for those with special educational needs and/or disabilities. This has led to impressive improvements in their attendance, learning, behaviour and self-esteem. The school works exceptionally hard to improve attendance and this rigorous focus has brought about steady improvements. Some parents and carers have really supported the school's drive to improve attendance, but despite the school's strenuous efforts, a small minority do not ensure that their children attend school regularly. Arrangements to help pupils move from year group to year group and then onto secondary school are good.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher and the deputy headteacher work extremely well together and bring different but valuable strengths to the leadership and management of the school. They are supported well by the effective team of senior and middle leaders. Teamwork is strong and staff indicate they feel that they are valued members of the school community. A robust system to monitor and evaluate the work of the school is well established and used effectively to set challenging targets and drive improvements so that the high expectations set are achieved. Management systems to track the progress made by pupils over time are robust and easy to access and interpret. Very careful attention is given to monitoring the progress made by the different pupil groups. Consequently, leaders are able to identify potential underachievement in order to target improvement strategies quickly. The effective governing body is not afraid to ask challenging questions. They monitor the quality of provision well. The school complies with statutory requirements for safeguarding, health and safety, and child protection, and all staff understand what is expected of them. Any concerns are swiftly acted upon and very well-targeted support and guidance put in place for individuals.

Relationships with the large majority of parents and carers are good. Many parents and carers are active partners in their children's learning and in the life of the school. Good arrangements promote equal opportunity and help the school to tackle any discrimination.

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As a result, the school is a happy, harmonious community in which to work and learn. The numerous very positive views expressed by pupils, staff, and parents and carers confirm this. The school promotes community cohesion well within its own community and the immediate local area, but pupils have limited opportunity to develop an understanding of the wider national and global communities. Excellent partnerships, particularly with external agencies and other schools, help to raise the quality of pupils' learning and support their well-being. These arrangements have a significant impact on developing pupils' confidence and self-esteem, and add richness to their learning.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

As a result of good teaching and learning, children make good progress. By the time they enter Year 1, the majority of children are working below the expected levels for their age, with a minority working securely within. Close liaison with parents ensures that children soon settle to school routines. The strong emphasis on developing personal and social skills ensures that children quickly grow in confidence and self-esteem and behave well. The learning areas are bright, attractive and exciting places to learn. Consequently, children are eager to join in activities and play and learn happily together. The activities planned for the indoor and outdoor areas have a good balance between those children can choose for themselves and those led by an adult. This enables children to become more independent learners. Children are safe and extremely well cared for and all welfare procedures are in place. A notable strength is the regular and accurate assessments of children's achievements. These are carefully recorded and used very well to plan the next steps in children's learning. The leadership and management of the Early Years Foundation Stage are good. All adults work together enthusiastically and effectively as a team. Leaders have an accurate view of what to do next, including providing more

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opportunities for children to learn about different people's cultures and traditions. This informs clear plans to develop the phase further.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Inspectors received questionnaire responses from almost half of parents and carers. This return is above average. The overwhelming majority of parents and carers indicate a positive view about all aspects of the school's work. Inspection findings support these positive views. An extremely small minority of parents and carers consider the school does not inform them about their children's progress or take their suggestions and concerns into account. Inspectors looked at the school's records and held discussions with staff. They found the school regularly seeks parents' and carers' views and there are plentiful opportunities for parents and carers to discuss their children's progress.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Mosscroft Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 79 completed questionnaires by the end of the on-site inspection. In total, there are 159 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	57	72	22	28	0	0	0	0
The school keeps my child safe	60	76	18	23	0	0	0	0
My school informs me about my child's progress	40	51	37	47	1	1	0	0
My child is making enough progress at this school	46	58	31	39	0	0	0	0
The teaching is good at this school	55	70	23	29	0	0	0	0
The school helps me to support my child's learning	48	61	30	38	0	0	0	0
The school helps my child to have a healthy lifestyle	46	58	32	41	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	46	58	30	38	0	0	0	0
The school meets my child's particular needs	49	62	29	37	0	0	0	0
The school deals effectively with unacceptable behaviour	52	66	26	33	0	0	0	0
The school takes account of my suggestions and concerns	48	61	29	37	1	1	0	0
The school is led and managed effectively	54	68	24	30	0	0	0	0
Overall, I am happy with my child's experience at this school	58	73	20	25	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be. ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



14 October 2010

Dear Pupils

Inspection of Mosscroft Primary School, Liverpool L36 1XH

I am writing to thank you for the friendly welcome you gave the inspection team when we came to inspect your school. Mosscroft is a good school and some aspects are outstanding. These are some of the things we found out.

- Adults take exceptionally good care of you and help you to stay safe and healthy. We were pleased that you enjoy the jobs you do within school, such as play leaders. Your behaviour is good and you all get along with each other.
- Children get a good start to their education in the Nursery and Reception classes.
- You told us that most of your lessons are great fun and you enjoy learning new things, we agree.
- In Key Stage 2 you all make rapid progress and attain standards that are above average by the time you leave school.
- In Key Stage 1 your progress is uneven. We have asked your school to make sure teaching is always at least good and to ensure work is always just at the right level to help you learn more quickly. You can help too by always concentrating and trying your very best.
- You told us a little about different people's cultures and traditions. We have asked your school to find ways to help you learn much more about the different ways people live, and their different beliefs, in other parts of the United Kingdom and the wider world.
- The headteacher and all other staff work closely with the governing body to carefully plan what needs to be improved. They have worked very hard to successfully improve your levels of attendance. Please continue to make a real effort to come to school each day.

Thank you for helping with the inspection.

Yours sincerely

Mrs Denise Shields

Lead inspector

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