

Inspection of a good school: Moseley Primary School

Moseley Avenue, Coundon, Coventry, West Midlands CV6 1AB

Inspection dates:

19 to 20 September 2023

Outcome

Moseley Primary School continues to be a good school.

What is it like to attend this school?

The motto 'enjoyment, discovery, growth' embodies the high expectations for every child at this school. Care, nurture and respect are at the heart of everything that happens. Adults routinely go above and beyond for every pupil. Pupils repay this with excellent behaviour and hard work. Meaningful relationships between pupils and adults are a hallmark here. Staff and pupils refer to the school as the 'Moseley family'.

The school has high ambitions for every pupil, including disadvantaged pupils and those with special educational needs and/or disabilities (SEND). Most pupils join the school with some gaps in their learning. All staff work hard to ensure pupils overcome these. As a result, pupils achieve well and flourish.

Pupils are polite, friendly and welcoming. Routines and behaviour expectations are well established and understood by all. Pupils readily adhere to them. The school is a calm and orderly environment. Pupils are safe and happy.

The school ensures that pupils are well prepared for life in modern Britain. They do this through a very well-developed curriculum. This curriculum is underpinned effectively by extensive opportunities for pupils to take part in clubs, trips and visits. Pupils value these opportunities and speak passionately about them.

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

The school's curriculum is ambitious and broad for all pupils, including disadvantaged pupils and pupils with SEND. This curriculum ensures that pupils achieve strong outcomes. Leaders have carefully thought about what they want pupils to learn and when. For example, in mathematics, pupils learn content step by step. Over time, they develop confidence in problem-solving, as well as developing a strong knowledge of number facts. In a very small number of foundation subjects, the precise knowledge that pupils must remember is not clear. This means that learning does not always build in a logical order. Consequently, for some pupils, gaps in knowledge emerge, making it harder for them to learn new things in these few subjects.

Leaders ably support any colleagues who need additional training or coaching. Staff value this. Consequently, staff, including additional adults, have sound subject knowledge. Teachers plan learning tasks and activities to engage pupils. They use effective resources to help pupils access their learning. Pupils enjoy learning collaboratively with one another. Positive working relationships are evident in every classroom.

Teachers use assessment very well to check on what pupils have learned. They quickly spot if a pupil has fallen behind or needs extra support. Teachers adapt their teaching effectively to address any gaps. Additional adults also provide targeted support if needed. As a result, pupils learn well.

Pupils with SEND are exceptionally well supported. They receive support at every level. Pupils who may have additional needs are swiftly identified. Staff are well trained to understand pupils' educational needs. Pupils receive prompt, individualised help when needed. As a result, pupils with SEND overcome many of their learning barriers, flourish and do well.

Reading is a priority. Effective teaching of phonics ensures that pupils become fluent readers. Pupils enjoy reading and do so daily. Pupils who fall behind are quickly identified and receive targeted support. As a result, they become better readers. Pupils relish daily story time and being read to by adults.

Pupils' behaviour is very positive. Everyone understands leaders' high expectations of conduct. Pupils are polite and well mannered towards one another and staff. Lessons are free from disruptions. Pupils play well together, and interactions are positive throughout the day.

Children settle quickly into the early years. Strong care and nurture ensure that children quickly learn the routines and structures of daily school life. Adults work well with children to help them improve their communication skills and enhance their personal development. Children start learning about phonics and numbers as soon as they arrive. Warm and nurturing relationships ensure that children are safe and happy.

The school's work to promote pupils' personal development is strong. The personal, social and health curriculum is effective in ensuring that pupils gain the knowledge they need in later life. Pupils eagerly talk about values such as respect, tolerance and kindness. Leaders offer all pupils a great range of trips, visits and after-school clubs as well as leadership roles. Pupils value these opportunities and frequently take part.

Leaders and governors are unwavering in their drive for excellence. They know their school very well. They swiftly identify any issues that fall short of their high expectations and address them. All staff are proud to work at the school. They feel valued and cared for. Staff say that leaders are always considerate of their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a very small number of foundation subjects, the precise learning and skills that pupils need to know are not clear. When this happens, pupils do not always learn new content well. This slows their learning. The school should ensure that the knowledge and skills pupils are expected to know are clear to all staff.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in February 2014.

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	103697
Local authority	Coventry
Inspection number	10294494
Type of school	Primary
School category	Maintained
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	480
Appropriate authority	The governing body
Chair of governing body	Caroline Elliott
Headteacher	Nikki Evans
Website	www.moseleyprimaryschool.co.uk
Date(s) of previous inspection	5 November 2020, under section 8 of the Education Act 2005

Information about this school

- The school is a larger-than-average-size primary school.
- The school has a provision for two-year-olds on the premises.
- The school runs a daily breakfast club and after-school provision for its pupils.
- The school does not use any alternative provision for its pupils.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in the evaluation of the school.
- The inspector met with the headteacher, the deputy headteacher and other senior leaders. The inspector held a meeting with the chair of the governing body and six other governors. She also met with a representative from the local authority. Meetings were held with curriculum leaders, early career teachers and the special educational needs coordinator.

- The inspector carried out deep dives in these subjects: reading, mathematics and music. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work. The inspector visited the early years for each of the deep dives.
- The inspector listened to pupils read to a familiar adult.
- The inspector observed pupils' behaviour and interactions during lessons and at breaktimes and lunchtimes and spoke to many pupils during the inspection.
- To evaluate the effectiveness of safeguarding, the inspector: 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 considered responses to the online survey, Ofsted Parent View. This included free-text comments. Inspectors also looked at responses to Ofsted's online staff survey and responses to Ofsted's pupil survey.

Inspection team

Bianka Zemke, lead inspector

His Majesty's Inspector

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