



**MOSELEY PRIMARY SCHOOL
SCHOOL SELF EVALUATION
2023-2024**

Updated: July 2023

Context

Moseley Primary School is a larger than average sized primary school situated in a residential area of Coventry, primarily featuring social housing and private rented accommodation. The school is very popular and the Reception classes are usually oversubscribed. The school has a higher than average number of children eligible for FSM. Both the percentage of pupils from minority ethnic groups and the percentage of pupils whose first language is believed not to be English is higher than average. The number of pupils with special educational needs who are supported by external agencies is higher than average. The school deprivation indicator is higher than average.

The school promotes positive attitudes and responsible behaviour, with an emphasis on values education. The school provides specialists for music, sport and MFL.

Our school percentage was 93.5% (National 94.1%). We acknowledge that attendance has not returned to pre-Covid levels and persistent absence is particularly poor with our youngest children. Our focus is to improve this, working in partnership with parents. There are 498 pupils on roll. The school is two form of entry and has a nursery. The school has responded to demand and opened a childcare centre for funded 2 year olds and provides additional funded sessions for three and four year olds.

There is a well-established Leadership Team. Both Assistant Heads are LA Moderators. We also have two other members of staff who are trained moderators and the Deputy Head is a facilitator for Coventry and Warwickshire teaching hub for the ECT programme. The school is a member of a Local Authority learning network. The Headteacher is a Network Leader. In addition, the school is a strategic partner for Coventry's Lion Alliance Teaching School.

In 2023-24 we have 4 ECTS in their second year of the programme. All have made satisfactory progress in their first year, with some making very good progress. We also have 4 ECTS in their first year. All are enrolled in the UCL ECT programme.

The School has been audited for Health & Safety practice and for Financial Management - the outcomes from both audits are excellent.

Progress against previous inspection

Areas to improve

Progress

Teachers challenge most-able pupils more consistently in class in order to improve the percentage of pupils exceeding age-related expectations at the end of key stages.

Writing and maths schemes have been revised to ensure more challenge and reinforce higher teacher expectations. End of KS2 outcomes demonstrate that these are having an impact (against 2022 National data). Lesson observations indicated that teachers' level of challenge was greater than had been previously.

A new reading scheme was introduced in April 2023 to improve reading outcomes further. This will be embedded this year and reviewed regularly.

Most recent published results show the school achieved greater % of children achieving the higher standard in Maths and writing than National. This was an upward trend.

<p>Rigorous tracking procedures and pupil meetings continue to diminish the difference in achievement between key groups of pupils.</p>	<p>Covid has caused interruption to learning and assessment since March 2020. The school has worked hard to enable pupils to catch up. Prior to this date, data showed few gaps between key groups of pupils. Prior to Covid SEN pupils had made significant progress. Updated testing and assessment processes since January 2021. NFER tests are used for reading, SPAG and maths. Power Maths tests are used at the end of each unit and at the end of each term. Catch up support is provided and PP children were identified for School based tutoring. PP children have been identified as our poorest attenders and will be a focus for this academic year. Target Tracker used to monitor individuals and groups of pupils and teachers use gap analysis to plan future learning. A planned move to Sonar Pupil Progress Tracking will take place this year.</p>
<p>QUALITY OF EDUCATION - GOOD</p>	
<p>Strengths</p>	<ul style="list-style-type: none"> • Teaching is consistently good - the whole school community have high expectations. • During lesson observations it is evident that the majority of teaching challenges pupils to think through questions for themselves or by working collaboratively with peers. A breadth of subject knowledge, especially in maths and literacy has been used to inspire pupils and build their understanding. • We have a well-established assessment package and appropriate CPD to ensure that all staff are highly skilled at using assessment information to plan appropriate learning strategies. • Additional support is put in place when and where necessary e.g. intervention strategies (Catch Up), SEN support, PP, EAL support, counselling and mentoring. The impact of the provision is evaluated by Middle Leaders to ensure success and value for money. • The teaching of maths is strong following an intensive period of staff training. • Outcomes of Year 1 phonics assessment are consistently above National. • The Write Stuff has been implemented throughout school. All teachers an initial training session and all staff have access to on-going training materials. • The development of a school curriculum has provided opportunity for a wealth of further development and through observations we know that the quality of teaching has improved as the curriculum has embedded and become more child centred and relevant to the area that the children live in. Further revision of this in June 2023 has meant that the curriculum has increased in depth, breadth and relevance. • Through planning and classroom observations we know that lessons are well prepared and assessment for learning is used effectively to match the tasks that are set to the needs of the individuals within the class. • Subject leaders are quick to respond to data informed outcomes and implement support or training to ensure standards rise consistently. • There is a highly effective system of mentoring ECTs -following the UCL programme but also tailoring support to meet individual needs.
<p>Next steps and areas for development</p>	<ul style="list-style-type: none"> • Improve the quality and effectiveness of questioning, marking and feedback to ensure it has a direct impact on outcomes for pupils and reduces teachers' workload. • Ensure that standards in KS1 continue to meet or exceed the National average ARE. • Early Reading teaching is strong and processes are systematic and thorough. • Ensure that assessment is used effectively by all practitioners to ensure that learning is well sequenced and is matched to children's abilities.

	<ul style="list-style-type: none"> • Develop teachers' skills and understanding of a greater depth curriculum to improve outcomes for more able children. • Deliver high quality ECT training enabling inexperienced staff to rapidly gain skills and knowledge they to be effective teachers. • Provide opportunities for parents to learn alongside their child and to better understand how to support their child at home. • Provide all teaching staff with at least one hour of high quality CPD per week. • Review the programme and resources to teach reading. • Monitor and review the use of vocabulary in classrooms. • Support new English leads in order to effectively support the leadership of reading across the school.
BEHAVIOUR AND ATTITUDES - GOOD	
Strengths	<ul style="list-style-type: none"> • The safety and welfare of learners and everyone else in our school is given the highest priority by the Headteacher, Leadership Team, Governing Body and all staff. • Regular health and safety checks are carried out which includes pupil representatives, records are kept and information discussed with the Governing Body. • Pupils have a positive attitude towards learning and display a keenness for knowledge and understanding. • This school is very successful in ensuring that pupils feel safe and that they have a good understanding of issues relating to safety. Pupils are aware of how to seek help should they need it, including online safety. • Moseley has a very effective policy and strategy for Child Protection which keeps children safe. All concerns are recorded on a secure electronic system. • Internet access and filtering procedures are in place to ensure that pupils and staff are safe. At Moseley we understand the responsibility to educate our pupils on e-safety issues: teaching them the appropriate behaviours and critical thinking skills to enable them to keep safe when using the internet and related technologies. This includes PSHE lessons (cyber-bullying), e-safety week and assemblies. All access to IT is filtered and monitored in line with KCSIE 2023. • Children have access to a Safeguarding Lead and other staff with whom they can share their worries. • Year 5 attend 'SafeSide'. • The school takes part in the annual 'Anti-Bullying week'. • The Head and Deputy also undertake regular Pupil Voice interviews to consider pupil's responses and understanding of a variety of topics e.g. safety and behaviour in school. • There is a 'Safer Cycling' course for Y6 pupils. The school encourages pupils to cycle, scoot or walk to school. • The children are encouraged to demonstrate high standards of behaviour by all staff. Outstanding relationships with pupils and excellent behaviour management strategies alongside a consistency of approach lead to high expectations of pupil behaviour. • The school has had very few fixed term exclusions in the last 5 years. There have been no permanent exclusions in this time. • All staff have received Level 1 safeguarding training. With 4 staff qualified as DSL. • High % of parents engage with the school and there is a positive home/school partnership. • Consistent use of the Behaviour Policy means standards of behaviour are at least good. • PSHE is well led and managed. Very few parents opt out of RSE.
Next steps and areas for development	<ul style="list-style-type: none"> • Ensure protective behaviours work is consistent across school, particularly with ECTs.

	<ul style="list-style-type: none"> • New Learning Mentor delivers effective sessions particularly for those children with social or emotional difficulties and supports those children with school anxiety. • Review Attendance Policy and procedures. • Work with Local Authority to ensure that parents of PA children are supported to improve attendance. • Develop role of Attendance Officer to have a greater impact with families.
PERSONAL DEVELOPMENT - GOOD	
Strengths	<ul style="list-style-type: none"> • The curriculum is ambitious and provides opportunities beyond academic skills so children are able to explore their talents and interests. • Children are well supported by a Safeguarding Lead, Primary Mental Health in Schools Team (MHST) and Animal Assisted Therapists. • We use the PSHE Kapow Scheme which aims to prepare children for life; this includes understanding healthy lifestyles and understanding healthy relationships. • All classes teach PSHE lessons which reference to British Values and helps develops children's self-awareness and high levels of self-esteem. • Kapow covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. This is shared with parents annually and parents are clear about their legal right to opt out of sex education. Very few parents opt out of RSE. • Through sessions with the Justice Centre we provide lessons to help children to understand democracy, rule of law, individual liberty, tolerance and respect. • Children are proud of their heritage and as a Moseley family they are keen to share, appreciate and celebrate their cultural and religious beliefs. • Our curriculum includes units specifically on the city of Coventry which we use to ensure children feel connected to where they live and proud of their city. • Children are respectful of each other; respect is one of our core values that underpins our work • For Year 5 & 6 children we offer a careers fair where a wide range of people come in to talk about their chosen career and the pathway they took to get there. This provides a valuable opportunity to challenge stereotypes. • Transition meetings take place with all secondary schools; this enables children to make a successful start in their next stage of their education. • The school has 2 children's Youth Mental Health First Aiders.
Next steps and areas for development	<ul style="list-style-type: none"> • Review new PSHE scheme. • Continue to develop the relationship with MHST • Enhance and support learning with a diverse range of school trips and visitors. • Develop a wider range of culturally diverse texts to use in school • Continue to develop relationships with receiving secondary schools and respond to feedback regarding past pupils • Challenge stereotypes though exploring a range of careers with children in Yr5 and Yr6

LEADERSHIP AND MANAGEMENT - GOOD

Strengths	<ul style="list-style-type: none">• Through the performance management process there has been a rigorous focus on assessment resulting in a consistent whole school approach. Data is transparent is openly shared with governors and parents.• The school consistently identifies children at risk of not making rapid enough progress. Catch Up programmes provide tailored support to these children.• The curriculum provision has been reviewed again by staff and children to ensure that it is of suitable breadth, depth and relevance. This was reviewed June 2023 and the revised curriculum implemented in September 2021.• Safeguarding is thorough, systems are robust and all checks on staff and volunteers are completed. The school has 4 DSLs.• Annual safeguarding training is delivered to all members of staff.• Online safety training is provided for staff, children and parents.• All staff are aware of the designated leads for child protection and make referrals when required.• The leadership team and governing body are determined to develop and maintain the high standards in the school.• Self-evaluation is accurate.• Governing Board minutes clearly indicate that the governors provide challenge and holds senior leaders to account.• Governors play an effective strategic role and take a keen interest in the school. The governing board meets monthly and completes the work of a full governing body over the year. The school also has a Service Level Agreement for Governor Services. A clerk is employed to ensure awareness of statutory requirements. Governors monitor budget spending and have a clear view of spending priorities, including building improvements. They ensure staff are effectively deployed. Policies are reviewed regularly. The safety and welfare of learners and everyone else in our school is given the highest priority.• Continuous Professional Development ensures that the right staff attend the right courses, training or support linked to the existing SDP. Feedback is sought and cascaded to other relevant staff members in whole school or through team meetings. The impact of courses is also monitored and acted upon where necessary. Where relevant courses are not available externally, the CPD co-ordinator will work with external consultants to tailor training to our specific needs.• Three members of staff are trained LA moderators.• Four members of staff are SLEs.• The school is a strategic partner for The Lion Alliance Teaching School.• The school values its relationship with Parents and Carers and recognises that they have a vital role to play in their children's education. We appreciate parents and carers as the initial educators of their children and seek to strengthen ongoing links between all stakeholders as partners in the learning process.• British and core values are discussed with the children as a way to engage them in positive discussion about the diversity of our country and local community. 6 core values have been chosen by the school family.
Next Steps and areas for development	<ul style="list-style-type: none">• Induct and support new admin team• Ensure all CPD is high quality and impactful• Deliver a high quality ECT Induction programme• Ensure all members of staff are fully trained in Safeguarding• Explore using the Nolan principles with staff

QUALITY OF EDUCATION IN EARLY YEARS - GOOD

Strengths	<ul style="list-style-type: none"> • Relationships with parents are strong. • Curriculum is planned and sequenced well. • The teaching of phonics is effective and prepares children for Year 1 well. • Reading books match children's phonic ability. • The curriculum meets the needs of children who have additional needs. • Staff are knowledgeable and well skilled. • Assessment is used well and children's learning journeys are documented and shared with parents. • The Early Years setting is well resourced and staff use those resources creatively to support children's development. • All children in Early Years separate well from their trusted adult and are emotionally secure. • By the time children leave Reception they achieve well, often better than the National average.
Next steps and areas for development	<ul style="list-style-type: none"> • Continue to focus on progressive language development for 2 - 5 year olds. • Continue to embed the 2020 EYs curriculum and assessment. • Work with a range of partners to ensure that children with complex needs are able to access an appropriate curriculum. • Ensure first year ECTs in the Early Years are well supported.
OVERALL EFFECTIVENESS - GOOD	