

Inspection of Mossley Church of England Primary School

Boundary Lane, Congleton, Cheshire CW12 3JA

Inspection dates: 17–18 September 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this school?

Pupils are happy at Mossley Church of England Primary School. They respect each other and the staff. They embrace the school's Christian ethos. Pupils told us that they always feel safe and that they love coming to school. They know that staff care about them. Pupils feel able to confide in adults if they have the slightest of concerns.

Behaviour, including in early years, is exemplary. Pupils told us that they like to find out new things. They enjoy art and carrying out investigations in science. They thrive on challenges and said that work in class is always interesting and usually makes them think hard.

Pupils who spoke with us were adamant that bullying never happens. They said that this is because, 'we all get on and look after each other.' Pupils are excellent ambassadors for the school. They demonstrate their good citizenship as play leaders, worship and safeguarding group members, and school captains.

Pupils enjoy expressing their creativity in guitar, piano, violin and singing clubs. They are passionate about sports. Pupils excel in swimming, cross-country, football, rugby and hockey. They have won numerous awards and trophies for these sports.

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

Leaders, governors and teachers have improved the quality of education since the previous inspection. Most notably, they have improved pupils' achievement in reading, writing and mathematics. Pupils also do well in subjects such as science, geography and history. Leaders have worked closely with subject specialists to ensure that an ambitious and effective curriculum is in place for all pupils.

Leaders have designed the curriculum well to ensure that pupils make strong progress in their learning. Visits to museums, zoos and historic towns, such as Chester and York, ignite pupils' interests and bring the curriculum to life. Leaders train staff well so that they have a secure knowledge of the subjects that they teach. Teachers understand how the curriculum is shaped and they understand what all pupils should know and be able to do by the end of each topic.

In art, leaders have a clear plan that shows what pupils need to learn and when. For example, in key stage 1, pupils use different brushes and create artwork using various textures and materials. However, leaders have only recently revised the art curriculum. They are in the process of providing training for all staff so that they can ensure that pupils gain a strong knowledge of this subject.

Leaders give a high priority to reading. There are daily phonics lessons in the Reception classes and across key stage 1. All pupils read every day. Most pupils read fluently and with good diction. Older pupils are familiar with the work of a wide range of authors and some poets. They enjoy reading science fiction, and adventure and factual books.

Pupils with special educational needs and/or disabilities (SEND) get the support

they need in a timely way. Teachers and teaching assistants check how well pupils are doing. They work closely with the special educational needs coordinator to make sure that pupils with SEND engage in learning and achieve their best.

The quality of early years provision is good. Staff use stimulating indoor and outdoor learning areas to develop children's skills and knowledge. Many opportunities are available for children to engage in creative activities such as music and art. They enjoy exploring the world around them, role play and using technology. Children have strong bonds with staff and are looked after well.

Children follow rules closely and are cooperative and curious. They benefit from an interesting and engaging curriculum, which helps them to acquire the knowledge they need. Teaching enables children to learn well. This is especially true in early reading, writing and mathematics, as well as phonics. Children enjoy rhyming and counting games, for example, which help to consolidate their learning.

Pupils' behaviour is exemplary. Pupils have consistently positive attitudes to their education. They have high levels of self-control. Pupils are respectful towards staff and their peers. Older pupils are excellent role models for their younger peers in key stage 1.

Leaders' work to develop pupils' personal and social skills is excellent. Pupils have highly positive attitudes to learning. Staff give pupils leadership opportunities, such as organising fund-raising activities for worthy causes. Pupils are considerate and thoughtful. They are very appreciative of the culturally diverse nature of British society.

Staff morale is high. Staff work effectively to make sure that pupils achieve well. They are of the view that the school has improved since the previous inspection. They enjoy working at the school and told inspectors that leaders are considerate of their well-being.

Safeguarding

The arrangements for safeguarding are effective.

All staff understand the risks that pupils may face. Staff are vigilant and well trained. They know how to recognise the possible signs of abuse or neglect.

Leaders teach pupils about how to stay safe. They use a range of subjects in the curriculum to do this. For instance, pupils find out about how to use the internet safely. They also learn about the dangers of radicalisation, extremism and exploitation.

Designated safeguarding leads are highly trained for their roles. They work closely with various agencies to ensure that pupils who need support receive it promptly.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Since the previous inspection, leaders have ensured that almost all curriculum plans carefully detail what pupils should know and understand as they progress from Reception Year to Year 6. However, they have only recently put a new curriculum plan in place for art. Teachers are not fully familiar with the revised expectations for this subject. Leaders need to see to it that, in art, all teachers have a strong understanding of what pupils need to know and when. This is in order to ensure that pupils know more and remember more in this subject.

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 Ofsted Parent View information 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.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

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

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	141152
Local authority	Cheshire East
Inspection number	10110913
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	417
Appropriate authority	The trust board
Chair of governors	Andy Mitchell
Headteacher	Sue Aston (Whitfield)
Website	www.mossleyce.cheshire.sch.uk
Date of previous inspection	3–4 May 2017

Information about this school

- Since the last inspection, the school office and reception areas have been refurbished. Additional meeting rooms have been created and teaching areas have been improved.
- This is a Church of England primary school. It was last inspected under section 48 of the Education Act 2005 in July 2015.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We met with five governors, including the chair of the governing body. A telephone conversation was held with the school's improvement partner.
- We also met with various school leaders, including those responsible for reading, mathematics, geography, art and science. In addition, meetings were held with leaders responsible for early years provision, disadvantaged pupils and provision for pupils with SEND.
- We took account of 97 responses to Ofsted's online survey, Parent View, and 96 free-text comments submitted during the inspection. We considered the school's own surveys of parents' and pupils' views and responses to the inspection

questionnaire completed by 17 members of staff.

- We focused deeply on reading, mathematics, geography, science and art during the inspection. In each subject, we met with subject leaders and teachers, visited lessons, scrutinised pupils' work and talked with pupils about their learning.
- We scrutinised the school's safeguarding policy and related policies. We talked with leaders and governors about training and development linked to keeping children safe and checked the school's records of the suitability of staff to work with children. We met with pupils, teachers and other staff, holding focused discussions on safety, safeguarding and behaviour. We also talked with parents about safeguarding and safety matters.

Inspection team

Lenford White, lead inspector	Ofsted Inspector
Joan Williamson	Ofsted Inspector
Christine Howard	Ofsted Inspector

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