

The Mosley Academy

Main Road, Anslow, Burton-on-Trent, DE13 9QD

Inspection dates 20–21 May 2014

Overall effectiveness	Previous inspection:	Not previously inspected	
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Pupils of all ages make rapid and sustained progress. They leave Year 6 with high standards in reading, writing, mathematics and many other subjects.
- Pupils are exceptionally well prepared to become good citizens.
- Teachers and teaching assistants are adept at checking pupils' progress and moving them on to new work as soon as they are ready.
- Pupils respond to teachers' high expectations by working very hard throughout lessons.
- Pupils' behaviour is exemplary.
- Pupils very much enjoy the fun and interesting ways in which teachers present topics.
- Attendance is high and improving year on year.
- The school is going from strength to strength as a result of the headteacher's inspirational leadership. Teaching and the progress made by pupils are improving every year.
- There is a very strong team spirit where all staff strive to do their best for all pupils.
- The headteacher is supported by an outstanding team of staff who are responsible for managing aspects of the school's work.
- Governors have an excellent understanding of the school's performance that allows them to focus on even the smallest weaknesses and improve them
- The school has a very high level of active support from parents that is fundamental in helping pupils to excel.

Information about this inspection

- The inspector observed 10 lessons, including four that were jointly observed with the headteacher. In addition, the inspector listened to pupils reading and analysed the work in their books.
- Meetings were held with staff, pupils and members of the governing body.
- The inspector took account of the 37 responses to the online questionnaire, Parent View and spoke to parents informally during the inspection to gather their views.
- The inspector observed the school's work and looked at a number of documents, including: the school's own information on pupils' progress; the school's evaluation of its performance; records relating to attendance; and documents relating to safeguarding.

Inspection team

David Driscoll, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is much smaller than the average-sized primary school.
- Almost all pupils are White British.
- The proportion of disabled pupils and those who have special educational needs supported at school action plus or with a statement of special educational needs is below average. Very few pupils are supported through school action.
- Very few pupils are eligible for support through the pupil premium. This is additional funding for pupils who are looked after by the local authority or known to be eligible for free school meals.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The school converted to become an academy on 1 November 2012. When its predecessor school, Mosley Primary School, was last inspected by Ofsted, it was judged to be good.
- The headteacher and other staff provide support to three other primary schools in order to aid their improvement.

What does the school need to do to improve further?

- Deepen pupils' understanding of the power of information and communication technology and how it can be used as an everyday tool.

Inspection judgements

The achievement of pupils is outstanding

- Children usually join the Reception class with knowledge and skills that are typical for their age. They quickly learn to work and play with other children and settle into the school's routines.
- Children are given every opportunity to learn to read, write and use numbers, so by the time they start Year 1 their standards are already well above average. The least able children who are only learning to make their first marks with a pencil at the start of the year, for example, are writing legible stories that make good sense by the end of the year. The most able learn to use alliteration and punctuate well.
- Rapid progress continues as pupils move through the school, continually building on what they have done before. Standards are high by the end of Year 2. In mathematics, for example, pupils use terms such as 'vertices' to describe three-dimensional shapes and understand the need to measure accurately when making models of them. They check their models by looking for symmetry.
- The pupils who left Year 6 in 2013 joined the school with lower standards than in most other years. They made excellent progress and left with standards that were in the top 20% of schools nationally in writing and mathematics and the top 40% in reading. The standards of pupils currently in Year 6 are very high and their progress has been even better than in 2013.
- Pupils are avid readers. All have at least two books on the go at the same time; one in school and one at home. By Year 6 pupils read very widely. They have an exceptional knowledge of current affairs and the understanding required of a good citizen, such as how government works. They discuss dilemmas such as how to fund improvements to the health service without using excessive taxes, demonstrating their understanding of taxation bands and rates.
- All groups of pupils make outstanding progress. There is a very strong work ethic across the school as all pupils strive to 'be the best that they can be'. The most able are given very demanding tasks, such as working out $1/3$ divided by $4/5$. They pay close attention to the teachers' demonstrations and immediately get down to work as soon as they have grasped the method.
- Very few pupils with special educational needs are supported at school action because almost no pupils are making less than expected progress. The exceptions are pupils who have recently joined the school and have fallen behind in their previous schooling. Nevertheless, all pupils with special educational needs receive the same high quality support as others. Staff continually check how well they are doing in lessons and quickly move them on to more demanding work when they are ready or discuss where they are having difficulties.
- The pupil premium funds have been used well to make sure that eligible pupils make the same rapid progress as others. It is not possible to report on the attainment of these pupils specifically without identifying individuals.
- Standards are high in most subjects, and especially the arts, science, history and geography. In information and communication technology, pupils have a good understanding of how to use computers and mobile devices, but are less aware of the range of ways in which they can be used, for example to improve the quality of presentation or speed up ways of working.

The quality of teaching is outstanding

- There is a high degree of consistency in the quality of teaching across the school. Week after week, pupils in all classes make rapid gains in skills, knowledge and understanding as a result.
- Pupils enjoy the way teachers present topics and so throw themselves wholeheartedly into their work. Children in Reception measured 'beanstalks' to see how far Jack had to climb, for example, while pupils in Year 1 and 2 wrote beautifully descriptive pieces about their day at the 'seaside' which had been set up on the school field complete with sand, water and even donkey rides!
- Teachers and teaching assistants work as highly effective teams in the classroom. They know the pupils' capabilities very well and use this knowledge to great effect when checking their work. For example, in mathematics, pupils are simply told to 'do that one again' when they have made a silly mistake or are taken through the method when there is a gap in their understanding. Any still unsure at the end of the lesson are taken off for a 'master class' to make sure they are totally confident before the next lesson.
- Staff are continually checking pupils' progress in lessons. Although pupils may start a lesson in a small group, individuals are quickly moved on as soon as they have grasped a concept so all are soon working at their own optimum pace and making the best possible progress.
- The marking of pupils' work is equally as effective. Teachers are highly accurate in their identification of errors and pupils always do their corrections, so learn from their mistakes. Accuracy in the use of language is also encouraged from a young age, so pupils routinely use terms such as 'adverb' and 'indirect speech', for example, when discussing their writing.
- Pupils know they have to check their own work, using a calculator in mathematics, a dictionary when writing or against the simple 'top tips' list of success criteria their teachers provide. They do this assiduously so know when they are ready for more difficult tasks.
- Teachers have very high expectations of how much pupils will learn. The most able are made to think very hard. They analyse important political speeches by Obama, Kennedy and Martin Luther King, for example, to identify how language can be used to motivate and inform, and then use these methods when writing their own election speeches.
- Homework is used very effectively. Every pupil completes termly projects at home, which involve reading, writing, model-making and finally presenting their work in an exhibition for parents. Pupils find such an approach highly motivating and enjoyable.

The behaviour and safety of pupils are outstanding

- The behaviour of pupils is outstanding. In lessons, pupils demonstrate a total commitment to their work. The work in their books shows that such commitment is routine, with all responding to their teachers' comments and improving their work. Pupils listen intently to their teachers and respond immediately to instructions. Incidents of poor behaviour are exceedingly rare and bad language is unknown.
- Pupils come to school ready, and keen, to learn. Every day starts with the whole school warming up to music in the hall, under the instruction of a group of pupils. All, including staff and parents, throw themselves into the activities with gusto. It gets each day off to a great start and pupils get straight down to reading as soon as they reach their classroom.

- Pupils are polite, sensible, calm and mature for their age. They show a great interest in the lives of others and the world around them. They are friendly and respectful towards staff and other adults. Pupils are very proud of their school and their achievements.
- The school council is a highly effective body that takes its role very seriously. The members meet weekly with other pupils in their year to collect opinions and then raise them with staff at weekly meetings. They discuss matters that are important to the pupils and that make a difference to their lives at school, such as the size of dinner portions and allocation of space in the playground.
- Attendance is in the top 20% of schools nationally and is improving. No pupil has been late to school this year.
- The school's work to keep pupils safe and secure is outstanding. Parents and pupils all report that bullying of any form does not take place because teachers are so quick to deal with any falling out between pupils. Security is tight and the pupils are very impressed with the strength of the school railings.
- Pupils feel very safe in school and are quick to look out for any who are unhappy. Some Year 6 boys saw a much younger pupil on their own at break, for example, and immediately changed their game to include them.
- Pupils have an excellent knowledge of how to keep themselves safe, especially on the roads and when using the internet.

The leadership and management are outstanding

- The highly experienced headteacher leads by example. She demonstrates a quiet but dogged determination to improve. She has forged the staff into a strong team, all of whom do their best to support the school's aim of making pupils of all abilities and from all backgrounds to succeed.
- Checks on teaching are frequent and accurate. The headteacher has successfully promoted a culture where teachers want to be observed so they can improve on even the smallest weaknesses. This approach has proved to be very successful in promoting continuous improvement and led to pupils making more and more progress.
- Weaker teaching is tackled unflinchingly. Procedures for linking pay to the quality of teachers' performance are used well to reward outstanding teaching, retain the best teachers and deal with any rare underperformance. As a result no weak teaching is evident in the school.
- Staff who are responsible for leading subjects and aspects such as special educational needs are highly effective. They accurately check the quality of teaching in their subjects and closely monitor the progress of the pupils. The Reception leader analyses assessments of children's progress in great detail to ensure that standards continue to rise year on year.
- The headteacher and other staff are supporting three other schools, either to support new headteachers or to aid their journey from 'requires improvement' to 'good'.
- Improvements in information and communication technology have not been as good as in other subjects. The leader has been absent and other staff do not have the same level of expertise.

Nevertheless, the leader has now returned to school and has immediately started to implement a plan to address any relative shortcomings.

- The topics taught are highly successful in promoting good attitudes to learning and preparing pupils for life beyond school. Pupils learn much about how others from different backgrounds live and learn to look beyond stereotypical views. Pupils studied the film *101 Dalmatians* for example, and questioned whether or not Cruella Deville was truly evil, and if she was a villain, what could have happened to cause her to be one. This innovative approach is being filmed by the BBC.
- The school has an exceptional partnership with parents, who are fulsome in their praise for the school's work. A very large number come in to school each morning to listen to pupils read, which means that each child is heard reading very frequently. Parents have also responded exceptionally well to the school's encouragement to promote reading at home, and achievements have risen rapidly as a result.
- The school has used the extra primary school sports funding to employ specialist coaches and increase the number of activities and clubs available to pupils. This has been successful in raising standards of sporting achievement and increasing the number of pupils participating in sport.
- **The governance of the school:**
 - Governors have a deep understanding of the school's performance. They analyse data on pupils' progress for themselves, so are able to ask detailed questions of the headteacher. Their analysis is such that they focus on individual pupils and ensure that staff are doing all they can to make sure that all pupils reach their potential.
 - Governors know exactly how teachers' performance is being managed and have an excellent understanding of the quality of teaching. They visit lessons to assess its strengths and weaknesses, talk to pupils and meet with staff in order to gain a wide range of views. Governors have provided strong support for the headteacher when the need has arisen.
 - The move to academy status has been very well managed. Financial control is particularly strong as governors keep a tight rein on the budget.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	138899
Local authority	Staffordshire
Inspection number	427106

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

Type of school	Primary
School category	Academy converter
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	124
Appropriate authority	The governing body
Chair	Karen Hickman
Headteacher	Anne James
Date of previous school inspection	Not previously inspected
Telephone number	01283 239240
Fax number	01283 239240
Email address	office@mosley.staffs.sch.uk

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