School report

Inspection of Mosspits Lane Primary School

Mosspits Lane, Liverpool, Merseyside L15 6UN

Inspection dates: 1 and 2 March 2023

Overall effectiveness	**Good**
The quality of education	**Good**
Behaviour and attitudes	**Good**
Personal development	**Good**
Leadership and management	**Good**
Early years provision	**Good**
Previous inspection grade	Good

What is it like to attend this school?

Mosspits Lane Primary is a warm and welcoming school where pupils, and children in the early years, flourish. Pupils are proud to attend this school. They said that staff care for them well. Pupils are confident that staff will listen to them if they have any concerns or worries. This helps pupils to feel happy and safe.

Pupils rise to leaders' high expectations of their behaviour. They behave well and treat each other with respect. If bullying should happen, leaders and teachers sort it out swiftly.

Leaders expect pupils to succeed academically. Pupils benefit from a well-designed curriculum across the school. This helps them to achieve well. Children in the early years learn to be curious and independent. They are ready for the demands of key stage 1. Older pupils are well prepared for secondary school.

Pupils enjoy a vast array of opportunities to develop their character and interests. For example, pupils learn about the importance of treating people equally, irrespective of their differences. Pupils' conduct embodies the school's values.

Pupils excel in sporting activities. They appreciate the importance of being active and physically healthy.

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

Leaders have carefully designed a broad and balanced curriculum from the early years through to Year 6.

Leaders have thought carefully about the knowledge that pupils should learn in each subject. They have organised the curriculum well so that pupils can build their knowledge successfully over time. Teachers use their expert subject knowledge to deliver the curriculum effectively. Pupils secure a rich body of knowledge across the curriculum.

Teachers routinely check how well pupils have learned the curriculum. They use assessment information expertly to identify and address pupils' misconceptions quickly. As a result, most pupils learn without gaps in their understanding.

Children in the early years benefit from a curriculum that is highly ambitious for all, including those children with special educational needs and/or disabilities (SEND). Children enjoy listening and responding to familiar stories, rhymes and songs. They learn well across the curriculum. Teachers are adept at communicating with children. They maximise opportunities to develop children's vocabulary and language skills in readiness for Year 1.

Leaders have ensured that staff are suitably trained to deliver the phonics programme consistently well. The books that pupils read are matched to the sounds

that they know. Staff provide effective support for pupils who have gaps in their phonic knowledge so that these pupils can catch up quickly.

Leaders prioritise reading across the school. Staff select high-quality texts to enhance pupils' learning across the wider curriculum. Staff regularly share stories with their classes. Pupils enjoy listening to their teachers read. However, some older pupils do not read as fluently as they should. This is because these pupils do not read regularly enough. At times, these pupils struggle to access the wider curriculum.

Leaders have strengthened the systems for identifying the additional needs of pupils with SEND. They have furnished teachers with appropriate information to support these pupils to learn well. However, some teachers do not have the confidence to adapt the delivery of the curriculum for pupils with SEND effectively. On occasion, some pupils with SEND do not access the curriculum as well as they should.

Pupils, including children in the early years, behave well. Learning time is rarely disrupted. Pupils listen well and join in enthusiastically in lessons. They attend school regularly and on time.

Leaders prioritise pupils' physical and mental health. Pupils enjoy the responsibilities and leadership roles afforded to them, such as acting as reading ambassadors, sports leaders and prefects. Year 5 pupils spoke excitedly about recently planting wildflowers in the local community. The comprehensive personal, social and health education programme supports pupils to develop an understanding of the wider world and prepares them sufficiently well for life in modern Britain.

Leaders have taken positive steps to eliminate unnecessary workload for staff. Staff appreciate leaders' support for their well-being. Governors understand their statutory duties and exercise these well. They support and challenge leaders in equal measure to uphold the high aspirations for pupils' success.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure a strong culture of safeguarding. Staff are well trained to spot the signs that a pupil might be at risk of harm. They are vigilant and report any concerns that they have about a pupil's welfare quickly.

Leaders work well with external agencies to ensure that pupils and their families receive timely and appropriate support.

Pupils learn to keep themselves safe, both on and offline, including learning about healthy relationships and consent.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, some teachers do not adapt the delivery of the curriculum for pupils with SEND well enough. This prevents some pupils with SEND from learning as well as they should. Leaders should ensure that teachers across the curriculum are well equipped to support pupils with SEND to know and remember all that they should.
- Some older pupils do not read as fluently and accurately as they should. This hinders how well these pupils access the wider curriculum. Leaders should ensure that staff support these pupils to gain the knowledge that they need to read confidently and fluently.

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' 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	136810
Local authority	Liverpool
Inspection number	10256044
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	416
Appropriate authority	The governing body
Chair of governing body	Erini Cheliotis
Headteacher	Victoria Corbett
Website	www.mosspits.com
Date of previous inspection	14 November 2017, under section 8 of the Education Act 2005

Information about this school

- Leaders do not make use of alternative provision.
- Governors provide before- and after-school provision for all pupils.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors considered a range of documents shared by leaders, including the school development plan, minutes of governing body meetings and the school's self-evaluation document.
- Inspectors carried out deep dives in the following subjects: early reading, mathematics, art and design, geography and physical education. They discussed the curriculum with leaders and visited lessons. Inspectors reviewed pupils' work

in these subjects, as well as spoke with teachers and pupils.

- Inspectors spoke with the chair of governors and other members of the governing body. They met with the headteacher, other leaders and staff. An inspector also met a representative of the local authority.
- To evaluate the effectiveness of safeguarding, inspectors reviewed a range of documents, including safeguarding documentation, behaviour and attendance records and minutes from meetings of the governing body.
- Inspectors considered the responses to Ofsted Parent View, including the free-text responses. Inspectors spoke with some parents and carers to gather their views about the school. Inspectors also considered the responses to Ofsted's online surveys for staff and pupils.
- Inspectors spoke with pupils during breaktimes and observed pupils playing. They collected the views of different groups of pupils and talked with them about their learning. Inspectors listened to pupils read to a familiar adult.

Inspection team

Caroline Prince, lead inspector	Ofsted Inspector
Philip Barlow	Ofsted Inspector
Alex Farrow	Ofsted Inspector

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