Mosspits Lane, Wavertree, Liverpool L15 6UN
0151 722 1716
office@mosspits.com www.mosspits.com
**Headteacher Mrs. V. C Corbett**

Wednesday 10th May 2023

Dear Parents and Carers,

As you are aware, our school was inspected on 1st and 2nd March 2023 by Ofsted in a fully graded inspection. Today, I am pleased to be able to provide you with the report, which will be published on their website in the near future. The release of the report was a result of the local elections and Ofsted's requirements to enter into a period of silence as a non-ministerial department.

The Ofsted inspection itself was incredibly comprehensive and thoroughly evaluated every element of school life.

**Our school was judged to be good in all areas**, which we are thrilled with. However, the nature of inspection reports is that the information shared only reflects a very small part of the feedback we received verbally throughout the inspection.

This letter will hopefully provide you with more detail and an overview of the ways in which the school is working to address our areas for improvement.

Mrs. Owens and I were able to sit in on the inspectors' team meetings. The following points were discussed by the inspectors:

The school has **ambition for all**, including pupils with SEND. This was seen in '**Deep Dives' in Maths, Phonics/Reading, Art, PE and Geography.** Subjects are well-sequenced. In particular, the Geography curriculum extends way beyond the National Curriculum. Both Art and PE are both inclusive and this is a strength.

The **Curriculum is well designed** and developed to support pupils with SEND. The curriculum has strengths in pedagogy (methods of teaching), well-chosen to support curriculum delivery. Examples of this are activity choices, enabling environments (seen school-wide) and strong support for reading across the curriculum, seen everywhere.

In lessons seen, mathematics teaching has good physical resources. Geography lessons show good development of language and vocabulary and strong use of retrieval of information practice. In PE and Art, curriculum vocabulary is used well. Vocabulary is evident everywhere in all subjects and the curriculum is vocabulary-rich; the school is *steeped in vocabulary*. Retention of knowledge/skills is good as well as how pupils are taught to know and remember more.

**Phonics,** using **Read Write Inc**, is very positive. Leaders are clear on how it is taught and investment in training has worked well. **Reading:** In EYFS and Year 1, **early reading is a strength**. Year 5 and 6 pupils talked of the reading journey

they've been on across school and their exposure to a range of exciting texts that have been driver texts for a springboard into improving their writing. The school instils a **love of reading**. This is evident from the environment – book areas, range of texts available. Reading is further developed through the Geography curriculum. The Opening Worlds programme exposures pupils to a non-fiction text booklet every lesson. Reading is strong and the curriculum is very vocabulary-rich; this is planned for, taught and constantly reinforced. This was seen in Art and PE too.

**Assessment overall is a strength**. Assessment in Phonics is a strength, supporting pupils to make good progress. In mathematics, use of live marking (in the moment, alongside the children) is good, as well of effective use of Assessment for Learning and regular checking i.e. through quizzes.

**Teachers' subject knowledge is good**. Adaptive teaching is being developed and is an area that the school have identified they are working on, which will be consistent following further training and practice.

**How do pupils make progress through the curriculum?** In Art this is very clear; dramatic progress is evident in sketchbooks. In PE lessons, progress was seen even within lessons. The EYFS lesson taught was excellent. In Maths this is also evident. In Geography, the end of topic tasks allow pupils to show what they know and have achieved. Children are making enough progress across the curriculum. Pupils are well-prepared for the next stage of education, i.e. EYFS to Year 1 or upper-school as secondary-ready.

**Behaviour and attitudes**. The lead inspector noted that nothing but positives have been seen in behaviour. Staff are positive about *Restorative Practice* and in particular. Pupils talk positively about extra-curricular clubs, mostly in sports. Children are clear about good physical and mental health and on roles/responsibilities i.e. head girl/boy, school council, reading ambassadors. School values are evident and this is a strength. Stakeholder surveys are overwhelmingly positive and parents on the yard were positive too.

**Safeguarding** is good and effective across the school in every area.

**Curriculum** and **Subject leadership** are strong. A meeting with Science, History and Writing leads showed that they are passionate about their subject and ambitious for their curriculum areas. The curriculum is well-planned with a focus on small steps to access teaching. Retention of knowledge is a strength, particularly for older pupils. Governors had a good overview of the school's curriculum.

**Personal, Social and Health Education** provision shows high ambition. It is progressively sequenced and responsive to current events. It is designed so that all pupils can access it, with adaptations made where needed.

**Behaviour and Attitudes are good**

On the playground, pupils play collaboratively. Expectations for behaviour is high and consistent.

**Attendance** is given a high focus.

**Personal Development is good**

The curriculum for **Personal Development** and **Relationships and Sex Education** is well sequenced and progressive. Pupils are respectful citizens. There are a broad range of trips and enrichment activities with a huge focus on the local context as a rich resource. Social, Moral, Spiritual and Cultural learning is good. There is a *Starlight Room* for sensory needs which is a strength. British values are strong and evident with the pupils. Older pupils are particularly good at talking about world issues such as segregation/apartheid and the need for people to be treated equally and they talk about this learning through the Opening Worlds programme. Children spoke to inspectors about the Equality Act and the importance of people's protected characteristics.

## Mosspits Lane School Values:

**Respect Passion Teamwork Self- Belief Honesty Eco-Friendly Determination**

**Sporting achievement** is a strength. The school holds the *Gold Award* for *School Games.* The school's networking is strong and children access much through the local community such as the Wildflower Project in the local Mystery park. Pupils are really proud to come to the school and this came across strongly in pupil voice. Character education is clearly evident in the roles and responsibilities that they undertake and children are prepared well for later life. Aspiration for future careers is also evident; pupils talk of wanting to do jobs such as barristers and marine biologists. They show a good grasp of relationships education and health, detailing understanding of puberty and online safety.

**Early Years Foundation Stage provision is good**

The planned curriculum is ambitious and well-designed and prepares pupils well for Year 1. It shows ambition for all, including pupils with SEND and EYFS staff show good knowledge of the EYFS curriculum. Activities seen promote questioning and a high level of vocabulary, with misconceptions quickly addressed. A range of opportunities are given to recalling and revisiting learning and good use of assessment to inform planning. Assessment is used well and staff know their children well.

Very strong links are evident between the EYFS curriculum and the National Curriculum for the rest of the school. Subject curriculum maps start in EYFS with strong links in all areas. Class Dojo is used well to log the learning journey and enable parents to contribute. Children in EYFS love to read and they love the Reading Area. Inspectors watched a good example of story-time which showed strong pupil comprehension. Pupils' skills are well developed across the EYFS curriculum with a big focus on vocabulary, particularly in provision related to Maths, Communication and Language and Science. Children said they loved singing. Routines are well-established and pupils' independence is strong including in dressing themselves and accessing their snacks. Relationships with adults are strong and children are confident.

**Leadership and Management is good**

**Leaders** have high expectations for all and engagement with parents is good.

**Governance** is a strength.

**Curriculum leaders** are passionate about their subjects and are highly ambitious for these. They have strong subject knowledge and support staff well. Training and continuing professional development is strong.

**Safeguarding** is led well. Governors have a strong overview of their statutory duties and have a good understanding of areas such as Prevent, the Equality Act and local issues.

**Areas for Development – Plans for the Future**

Throughout the inspection process we were very honest and open with the inspectors and they worked with us to identify the areas for development that we would find the most helpful to continue to enhance our school's provision.

**SEND -** The level of need within our school community has changed in recent years and this has posed challenge at the same time as the level of school funding has decreased. We spoke to the inspectors about the whole staff being on a journey of learning regarding how best we can support additional needs, including social and emotional mental health needs through adapting teaching, even though we may not be able to provide a large number of additional staff.

We have accessed professional development in a wide range of ways and have a plan for this to continue over the next few years, as we continually assess and self-evaluate the impact that this has on children's social and academic abilities

## Mosspits Lane School Values:

**Respect Passion Teamwork Self- Belief Honesty Eco-Friendly Determination**

and progress.

Since January, Miss. Ainsworth has been out of class as much as possible as our SENDCO to ensure that provision for children with additional needs is of the highest quality and that the communication between parents and carers and staff is enhanced as far as possible. This has had a positive impact on our identification of needs and the ways in which children are supported. We have identified training for a wide range of needs, which have been planned for teams or whole staff sessions.

We have also been working with the Virtual School in Liverpool on a Trauma and Attachment Aware project, which helps practitioners reframe pupils' behaviour; understanding that behaviour is communication is becoming a strength of our staff and their approach to this will be explained at parent sessions led by Miss McGing on 16th May (9-10am) and 18th May (2:15-3:15pm).

**Reading in KS2** – the school has invested in Oxford Reading Buddy, to provide more opportunities for children to access reading books from Y3 to Y6. As a school that does not have a huge amount of money to invest in actual copies of texts, we identified that this was a more cost effective way to have access to the full range of texts available immediately. This new way of working may be taking time to get used to, so our plan is to provide further help and encouragement to children to be able to access these.

Please look out for opportunities to find out more about Oxford Reading Buddy in the near future.

Link between reading and mental health and wellbeing/sport – Our PE team and Literacy team are working together to consider how we can further promote a love of reading through sport and reading connections. We have also scheduled a 'booknic' at the end of the health and wellbeing week for all families to take part in, as many of our children tell us how much they love reading for being able to enter an imaginary world in their minds.

We have joined up with a local English Hub, Childer Thornton (Wirral), for a reading fluency project, which Mr. Harbottle is leading at the moment. This involves children developing reading fluency in an intervention session that is in addition to their quality class reading lesson and their English lessons.

We would like to thank you for your continued support to the school and your positivity before, during and after the inspection. Our staff work incredibly hard because we want to make a significant difference to your children and their future lives. We are pleased that the inspectors recognised this and look forward to going from strength to strength in the future.

Kind regards,

Mrs. Vicky Corbett

Headteacher

**Mosspits Lane School Values:**

**Respect Passion Teamwork Self- Belief Honesty Eco-Friendly Determination**