

Inspection of a school judged good for overall effectiveness before September 2024: Wrightington Mossy Lea Primary School

Mossy Lea Road, Wrightington, Wigan, Lancashire WN6 9RN

Inspection date: 14 January 2025

Outcome

Evidence gathered during this ungraded (section 8) inspection suggests that the school's work may have improved significantly across all areas since the previous inspection. The school's next inspection will be a graded inspection.

What is it like to attend this school?

Pupils are proud to belong to this incredibly nurturing and caring school. Warm relationships between staff and pupils are at the heart of the school's work. Pupils are exceedingly respectful of staff and each other.

Pupils love the individual attention they receive from staff. Pupils are confident, kind and highly articulate. Older pupils can speak with maturity and knowledge beyond their years about a range of topics. Pupils display extremely positive attitudes to learning. They respond well to the school's high ambitions for their academic success. They achieve well across a range of subjects. Pupils are fully prepared for the next stage of their education.

There is a tangible atmosphere of calm and happiness throughout the school. Pupils' conduct in lessons and around the school is impeccable. This means they are able to learn without distraction.

Pupils relish the wide range of exciting visits and visitors that enhance their learning. This includes the innovative use of virtual visitors. For example, Florence Nightingale and Mary Seacole 'visited' the school to regale younger pupils about their lives and achievements. Pupils also enjoy a host of extra-curricular opportunities, including yoga, film club and digital technology.

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

Pupils are extremely polite and well mannered towards each other, staff and visitors. They support each other remarkably well. Pupils live out their school values. They understand

how these values help them to aim high, to persevere and to stand together. Children in the early years and pupils in key stage 1 quickly develop the positive social skills demonstrated by older pupils. They learn and play together cooperatively.

The school's curriculum is broad, stimulating and ambitious. It identifies the subject content, and important vocabulary, pupils need to learn. This content is logically ordered so pupils can build on previous learning when presented with new ideas. Any pupils who need extra help, including those with special educational needs and/or disabilities (SEND), are identified swiftly. Staff ensure that learning activities are adapted appropriately so pupils with SEND access the same curriculum as their classmates. Careful thought has been given to take account of the different year groups in each class. Consequently, pupils, including those with SEND, progress through the curriculum with confidence. They gain a rich body of knowledge in many subjects, knowing more and remembering more over time.

Teachers receive expert guidance and helpful information about how to deliver the curriculum effectively in the mixed-age classes. They are incredibly adept at ensuring that each age group receives the appropriate curriculum knowledge. Teachers check pupils' understanding carefully. They skilfully spot and address any misconceptions.

Reading is at the heart of the curriculum. Staff foster pupils' enjoyment of reading. Teachers link books to engaging activities, helping pupils explore themes and ideas introduced in their lessons. From the beginning of the Reception Year, children follow a well-structured phonics programme daily. Pupils practise reading using books that contain the sounds they already know. Parents and carers receive helpful guidance on supporting pupils to read at home. When pupils find reading difficult, staff provide precise additional help. This enables pupils to develop into fluent readers in readiness for key stage 2.

Careful thought is given to pupils' personal development. Pupils, including those with SEND, have a deep understanding of difference and the importance of treating everyone with respect. They feel confident to share their views because they know they will be listened to and taken seriously. In weekly assemblies, pupils learn about events in the news. The school is keen to ensure pupils are outward-looking and aware of the world around them. This means they are well prepared for life in modern Britain.

Every pupil in the school holds a position of responsibility. Pupils make suggestions about what these jobs should be to benefit the school. They then apply for a role, explaining why they will be suitable. There is an expectation that pupils will commit to their role for at least a term. This promotes perseverance and resilience, in addition to making pupils feel valued members of the school community.

The school is resolute in its approach to securing pupils' regular attendance. The challenge and support provided for individual families has been effective in reducing the number of pupils who are absent from school too often. As a result, rates of attendance across the school are improving.

Governors bring many useful skills and experience to their roles. They understand their duties and carry them out exceptionally well. The school quickly and accurately identifies

the most important issues that need to be addressed to further improve the work of the school. Staff appreciate the school's consideration of their workload and well-being. For example, they value collaboration with a larger school to share subject leadership responsibilities. Staff are very proud to work at the school.

Safeguarding

The arrangements for safeguarding are effective.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good for overall effectiveness in May 2019.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and](#)

[protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	119225
Local authority	Lancashire
Inspection number	10348145
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	21
Appropriate authority	The governing body
Chair of governing body	Alan Gibson
Headteacher	Andy Purcell (Executive Headteacher) Antonella Greenhalgh (Head of School)
Website	www.mossylea.lancs.sch.uk
Dates of previous inspection	30 April and 1 May 2019, under section 5 of the Education Act 2005

Information about this school

- The school is part of a formal collaboration with another local primary school. Both schools are led by the same headteacher. Since the last inspection, a new head of school has been appointed to the leadership team at this school.
- The school runs an on-site breakfast and after-school club.
- The school does not use any alternative provision for pupils.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors held meetings with the executive headteacher and the head of school. They also spoke with other leaders, staff and pupils.
- The lead inspector spoke with members of the governing body, including the chair of

governors. They also spoke with a representative from the local authority and with the school improvement partner.

- The lead inspector observed some pupils from Years 1 to 3 read to a familiar adult.
- The inspectors visited lessons and looked at samples of pupils' work. They spoke to some pupils about their learning and other aspects of school life.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors met with leaders who are responsible for attendance, behaviour and pupils' personal development. They observed pupils' behaviour during lessons and throughout the school day.
- The inspectors looked at a range of policies and documents relating to pupils' welfare and education, including SEND.
- The inspectors spoke with staff about their workload and well-being. They took account of the responses to Ofsted's online survey for staff. There were no responses to Ofsted's online survey for pupils.
- The inspectors spoke with some parents during the inspection. They also considered the responses to Ofsted Parent View, including parents' free-text comments.

Inspection team

Sharon Cowey, lead inspector

Ofsted Inspector

Wendy Tracey

Ofsted Inspector

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