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1 April 2011

Mr R Peden  
Headteacher  
Moston Fields Primary School  
Brookside Road  
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Manchester  
M40 9GN

Dear Mr Peden,

### **Ofsted monitoring of Grade 3 schools: monitoring inspection of Moston Fields Primary School**

Thank you for the help which you and your staff gave when I inspected your school on 31 March 2011, for the time you gave to our phone discussions and for the information which you provided before and during the inspection. Please also pass on my thanks to the pupils, staff and the Chair of the Governing Body for meeting with me.

Since the previous inspection, there have been staff changes. Two teachers left the school and were replaced in September 2010, when changes were made in staff deployment. The new Chair of the Governing Body was appointed in September 2010.

As a result of the inspection on 16 and 17 November 2009, the school was asked to address the most important areas for improvement which are set out in the annex to this letter. Having considered all the evidence I am of the opinion that at this time the school has made good progress in making improvements and good progress in demonstrating a better capacity for sustained improvement.

The school's 2010 Year 6 teacher assessments showed improvements in the proportions of pupils reaching the nationally expected Level 4 in English and mathematics. The school had successfully redressed these pupils' past underachievement so they had made satisfactory progress through the school to reach overall standards slightly below the national averages. Relative weaknesses remained, however, in the proportions of pupils reaching the higher Level 5 performance but this is now being tackled well. The school's improved assessment data show current Year 6 pupils making better progress and securely on track to reach average attainment. Throughout the school, accurate tracking shows most pupils are now making better than the expected levels of progress and attainment is rising.

Improvements are clearly seen in Key Stage 1, where stronger Year 2 assessments in 2010 arrested several years of decline. Attainment was broadly average in reading, writing and mathematics, although, as seen in Key Stage 2, proportions reaching the higher performance levels were somewhat weaker. Teaching in this key stage is being adapted well

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to pupils' rising attainment and the transition from Early Years Foundation Stage to National Curriculum work in Year 1 is well organised and effective.

Actions to improve all teaching have continued consistently and securely. Lessons are strengthened by the cooperative approach taken to planning, which ensures all staff are very clear of how they will promote learning. Lesson planning usually identifies a range of approaches for pupils of different abilities, although some opportunities are still missed to present really challenging tasks to meet the needs of higher-attaining pupils. Teachers make good use of agreed strategies, such as the use of learning objectives, identifying outcomes clearly so pupils understand what they need to do to succeed. Marking is regular and supportive; pupils understand the consistently used systems and this is improving their skills of self-assessment. Throughout the school, teachers use assessments of how effective earlier learning has been to amend and adapt lessons to pupils' developing needs.

School improvements have been effectively supported by the local authority and the School Improvement Partner. Good progress in developing capacity to improve is evident in the school's greater self-reliance. Accurate self-evaluation has been successfully strengthened by a widened management structure. Middle managers now make a more-substantial contribution through their greater involvement in monitoring pupils' outcomes. For example, they lead regular and rigorous evaluations of pupils' progress and the identification of any necessary interventions. Coupled with a greater role in observing teaching, they have a stronger picture of the effectiveness of the school's work and make an increasingly effective contribution to development planning. The governing body too, is more closely involved in the work of the school, actions being taken and the outcomes. Together, staff and the governing body have a shared vision for further improvement. Development plans are focused on the right issues to improve the school and often include measurable success criteria. Steps to improvement are securely set out, focussing primarily on the actions that the school and staff will take. There is still scope in these plans for clearer identification of the anticipated impact on the pupils' outcomes as an aid to evaluating success.

Very strong and detailed systems of assessment have been introduced in the Early Years Foundation Stage to establish an accurate baseline and to track children's development. These are now firmly established in both classes and the resulting data are used with growing confidence by all staff to plan activities and ensure progress. As a result of this effective teamwork, children are frequently making good progress from their often low starting points.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely,

Mr Tony Painter  
**Additional Inspector**

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## **Annex**

### **The areas for improvement identified during the inspection which took place on 16 and 17 November 2009**

- Raise standards in reading, writing and mathematics in Key Stage 1, so that pupils reach broadly average levels.
- Accelerate further rates of pupils' progress across the school by ensuring that:
  - improvements in the quality of teaching are built on so that all is consistently good or better
  - teachers consistently make good use of assessments to provide activities which challenge all pupils, particularly the more able, in their learning
  - the curriculum in Year 1 builds on the skills and abilities identified in the Early Years Foundation Stage.
- Strengthen further the capacity of the school to sustain further improvements by ensuring that:
  - all plans and actions make clear what are the expected outcomes for pupils
  - the monitoring of such plans and actions is always rigorous.
- Establish cohesive systems in the Early Years Foundation Stage which will:
  - set accurate baselines of what children are able to do on entry to the Nursery class
  - track the steps children are making in their learning and development in both the Nursery and Reception classes
  - enable adults to make use of the information gained to plan the next steps of learning and provision.