

Moston Fields Primary School

Brookside Road, Moston, Manchester, M40 9GN

Inspection dates 17–18 October 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Pupil's attainment in reading, writing and particularly mathematics is not consistently good in Key Stage 1 or Key Stage 2.
- Most-able pupils are insufficiently challenged by learning tasks they are expected to complete, particularly in mathematics.
- Learning tasks are not always matched closely to the abilities and skills of pupils, particularly boys in Year 1.
- Pupils, mainly lower ability boys, find it hard to work independently without adult support which slows down the rate at which they learn.
- Pupils are unable to confidently write longer pieces of text because their punctuation, grammar and particularly spelling are weak.
- The school's systems for checking pupils' attainment and improving the quality of teaching are insufficiently systematic or rigorous to support sustained improvements.

The school has the following strengths

- School leaders and governors are ambitious for all pupils to do their best. They have taken effective action to improve pupils' attendance and the teaching of the sounds that letters make. The school continues to improve.
- The headteacher and deputy headteacher have managed the many recent changes to teaching staff effectively, as a result the capacity to further improve teaching and learning has been strengthened.
- Children make good progress in all aspects of their learning and development in the Early Years Foundation Stage.
- Pupils are happy at school and feel safe. They are proud to be pupils of Moston Fields Primary.
- Pupils behave well as a result of how well their behaviour is managed which encourages them to be thoughtful, kind and responsible.
- Pupil's progress is good in Year 3 and there is now outstanding progress in Year 6 mathematics and writing.
- Pupils supported by the pupil premium make good progress in Key Stage 2.

Information about this inspection

- Inspectors observed 20 lessons or part lessons, including one joint observation with a key stage leader. In addition, the inspectors observed a number of teaching assistants working with pupils both in and out of lessons. Inspectors observed children’s behaviour at lunch time and playtime and listened to a sample of Year 1 and Year 2 pupils read.
- Discussions were held with groups of pupils from Key Stage 1 and Key Stage 2, members of the governing body, a representative of the local authority, the headteacher and deputy headteacher, members of staff and a number of parents.
- Inspectors took account of the results of 18 staff questionnaires, the most recent survey of parents conducted by the school and 14 responses to the online questionnaire (Parent View).
- Inspectors observed the school at work. They scrutinised the school development plan and self evaluation undertaken by school leaders. Inspectors reviewed the standards pupils achieved over time and those predicted for this year, as well as documents relating to safeguarding, behaviour and attendance.
- Further documentary evidence examined included the school’s records of pupil’s progress, reports from the local authority and external moderators of assessment, documents relating to how well the performance of teachers is managed, special educational needs and the minutes of the governing body.
- The school is moving to new premises in January 2014.

Inspection team

Fiona Dixon, Lead inspector	Additional Inspector
Jennifer Platt	Additional Inspector
Juliet Demster	Additional Inspector

Full report

Information about this school

- This school is larger than the average-sized primary school.
- The proportion of pupils who are known to be eligible for support from the pupil premium is well above average. The pupil premium is additional funding allocated to the school for pupils known to be eligible for free school meals; those looked after by the local authority or the children of service families.
- The proportion of pupils supported by school action, school action plus or with a statement of special educational needs is slightly below average.
- The school has a broadly average number of pupils who come from a range of minority ethnic groups.
- A growing number of pupils join the school at times other than in the Early Years Foundation Stage.
- The number of girls in the school is higher than the number of boys.
- The school has five recently qualified teachers and there have been many changes in staffing owing to a number of maternity leaves.
- The school holds Healthy School status.
- The school meets the current government floor standards which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Rapidly improve the quality of teaching to consistently good or better so that achievement in reading, writing and particularly mathematics is raised, especially for boys, by:
 - focusing clearly on the development of skills in punctuation, grammar and spelling
 - providing consistent challenge for the most-able pupils
 - very closely matching tasks to the ability and skills of pupils, especially boys, particularly in Year 1
 - making sure teaching assistants create more opportunities for pupils to work independently
 - extending opportunities for teachers to observe and share existing exemplary practise in the classroom.
- To improve the quality of leadership and management so the school improves rapidly by:
 - enabling middle leaders to play a greater role in improving the quality of teaching and learning in the areas they are responsible for
 - ensuring all lesson observations carried out by school leaders focus specifically on the impact of teaching on learning and provide teachers with clear steps for improvement
 - developing the skills of all leaders in using the systems for tracking pupils' progress effectively so individual pupils and groups of pupils are provided with timely targeted extra support to accelerate their progress to good.

Inspection judgements

The achievement of pupils requires improvement

- Pupils' attainment at the end of Key Stage 1 and 2 in reading, writing and mathematics has varied over the past four years from broadly in-line with the national average to being below average.
- Pupils in Year 6 in 2013 who attended the school since the Early Years Foundation Stage made at least expected progress and over half made good progress in reading, writing and mathematics. Over a quarter of Year 6 pupils joined the school at times other than Reception and even with additional support, many left with attainment well below that of other pupils.
- Overall, pupils make expected progress in reading, writing and mathematics. Many pupils in Year 6 make outstanding progress in mathematics and writing and good progress in reading. Pupils also make good progress in reading in Year 1 and reading and mathematics in Year 3.
- Children start school in the Early Years Foundation Stage with knowledge and skills that are below those typically expected for their age. Girls make good progress and start Year 1 with broadly average skills for their age. Boys make good progress in many areas, especially physical and personal development. A large proportion of boys begin Year 1 with skills in reading, writing and number that are below those typically expected for their age.
- In Key Stage 1 the majority of pupils make expected progress from their individual starting points. Girls make more progress than boys in reading and mathematics. At the end of Key Stage 1 in 2013 there was an increase in the number of pupils' attaining expected national standards in mathematics and writing, even so, pupils, especially boys, are not attaining as well as boys across the country. The school has recognised this and has plans to improve this within the school development plan.
- The most-able pupils in Key Stage 1 make good progress in writing and standards are rising because they are being given challenging learning tasks. Most-able pupils in Year 2 were observed adding more difficult dialogue and paragraphing their writing well when describing 'Cottonwool Ellie'.
- Overall attainment in Key Stage 2 increased in 2012 to broadly average in English but was below average in mathematics. Standards attained are similar in 2013. The school is actively working to improve standards in mathematics through daily sessions in mental maths to improve pupils' agility and confidence in number work. These sessions are challenging and rewarding as pupils work hard to reach their targets.
- Most -able pupils in Key Stage 2 are not always given work that challenges them to do their best, especially in mathematics and reading. In a Year 6 class the most-able were challenged to write a biography of Martin Luther King which included the use of logical language to connect sentences. Pupils were able to assess the effectiveness of this in the biography. Standards for the most-able are rising in writing.
- Pupils known to be eligible for free school meals do not attain as well as they could in Key Stage 1 but their progress accelerates in Key Stage 2. They leave school with achievement equivalent to just one term behind those of other pupils within the school.
- Disabled pupils and those who have special education needs make the progress expected from their individual starting points in reading, writing and mathematics.
- Pupils from a wide range of minority ethnic backgrounds make good progress and achieve well by the end of Key Stage 2.
- Pupils are encouraged to read both fiction and non-fiction books related to topics and writing is developed through the good use of information and communication technology (ICT) for presentation of work. Pupils take part in national events such as World Book Day and World Maths Day which enthuse and motivate pupils and their families in the development of both literacy and numeracy skills.

The quality of teaching requires improvement

- Although teaching is improving it is judged to require improvement because it is not consistently good or better in all year groups.
- The quality of teaching and learning in the Early Years Foundation Stage is good. Children participate in a wide range of learning activities and enjoy concentrating on their chosen activities for extended periods of time. A group of children were observed thoughtfully selecting resources and moving them from one area to another to enhance their creative play.
- In the Nursery and Reception there is a good balance between adult-led and child-initiated activities. Topics are carefully planned and reflect the interests of the children.
- Challenge for most-able children in the Early Years Foundation Stage is good though a small minority of children lack self-confidence to complete tasks they are capable of and so progress is slowed.
- The outdoor learning environments are used to their best effect given their physical restrictions, especially for Reception pupils. School leaders have plans for new premises to offer exciting and stimulating outdoor learning opportunities.
- School leaders have focused well on the development of pupil's ability to link letters and the sounds they make. Teaching of this has improved with pupils regularly taught in small groups where tasks are closely matched to their ability. There has been a significant rise in the number of pupils who reached the expected standard in the recent check of pupils' skills at the end of Year 1.
- Teaching in Key Stage 1 and Key Stage 2 is inconsistently strong to ensure that all pupil's make good progress. A minority of teachers spend too long talking and explaining when tasks are not appropriately matched to the abilities of pupils which slows pupil's rate of learning. For example, some pupils in Year 1 mathematics could not take part in a learning task as it had too many steps to follow.
- When teaching is good it is stimulating and fully involves pupils' in their learning. Lessons move at a fast rate and excellent resources captivate pupils' interest as when pupils learning how to divide did so by preparing magic beans to feed the pirate captain's animals.
- Teaching of pupils in groups according to their abilities for literacy and numeracy in Key Stage 2 supports improvement in attainment as it helps pupils to learn more effectively.
- The teaching skills of newly qualified teachers have been improved through opportunities to watch and work with exemplary teachers and pupils who are benefitting from increasingly stronger teaching.
- Teaching assistants insufficiently encourage pupils to learn independently. The use of pair and group work is a strength and pupils make good use of opportunities to use talk to support learning.
- Scrutiny of pupils' books show work is neatly presented, regularly marked and pupils know how well they have done well. Pupils' in Key Stage 2 regularly reflect on their work and improve it to ensure that they have achieved their learning objective. Longer pieces of writing show punctuation, grammar and particularly spelling are weak. Progress can be seen in work yet there is too little challenge for the most-able in mathematics in some classes.
- Support sessions, led by teaching assistants in mathematics and reading are improving the progress of pupils, including those supported by the pupil premium.
- The introduction of the nurture class in Year 5 and 6 last year had a positive impact on the well being and achievement of disabled pupils and those with special educational needs and the school has now extended this provision in to Year 3 and 4.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Most pupils are keen to learn and get on with their work well.
- The school behaviour policy is consistently applied, even in Early Years Foundation Stage, and

succeeds in encouraging pupils to behave well.

- The school has successfully worked to improve pupils' attendance and punctuality. Attendance is broadly in line with that of other schools and persistent absence has been reduced. The recent appointment of a Family Support Officer has improved attendance and supports families in understanding the positive benefits of regular attendance and excellent punctuality.
- Pupils enthusiastically spoke to inspectors and said how proud they were to be pupils of Moston Fields Primary School. Pupils were very welcoming and exceptionally polite, regularly offering to show inspectors the way around school and holding doors open.
- Pupils feel safe and say that bullying is rare. When bullying occurs it is swiftly and effectively dealt with. Anti-bullying is regularly taught throughout the school and pupils are aware of the different forms of bullying. School newsletters often remind parents and pupils of the dangers of cyber bullying.
- Effective teaching of social and emotional skills, reinforced through assemblies, enables most pupils to effectively and confidently manage their own learning and relationships. Pupils enjoy gaining the title of being an 'Always child', who is a child that always exemplifies the skills and attributes of a well behaved, self motivated and caring individual.
- Pupils behave well at playtime and the zoned areas allow pupils to enjoy energetic activities or just to sit and chat to their friends. Play buddies enhance lunchtime play with a wide range of games and resources. Pupils enjoy helping and taking responsibility. Adults supervise behaviour and support play, especially for the youngest pupils.

The leadership and management

requires improvement

- School leaders know what to do to improve the school yet improvements in standards of pupils have not yet been secured fully. They are ambitious for all pupils to reach their potential and leaders are capable of continuing to make improvements.
- There is insufficient rigour in the school's systems for checking pupils' attainment to ensure that good progress is being made by individual pupils and all groups of pupils.
- Monitoring the quality of teaching has not got a sharp focus on the pupils' learning or rates of progress and does not give the teachers clear steps for improvement.
- New teachers, including newly qualified staff, have been successfully introduced into the school's procedures. They are developing their skills and beginning to improve their teaching.
- Middle leaders play a small role in improving the quality of teaching and learning in their areas of responsibility. Currently they do not effectively share exemplary practice and are not actively using school systems to monitor the progress of pupils, including disabled pupils and those with special educational needs or evaluating the support sessions that are offered to raise attainment.
- Performance management of teachers is effective. Challenging targets for teachers are linked to the quality of teaching, pupil progress and management responsibilities. Clear professional support is identified and all targets are evaluated for success.
- School leaders have improved the provision in the Early Years Foundation Stage so that more children are ready for learning in Key Stage 1 and have improved the teaching of the sounds which letters make to good, as demonstrated by the most recent check in Year 1.
- The school development plan is thorough but a few targets are insufficiently measurable so it is difficult for school leaders to check how successful they are in improving the school.
- Equality of opportunity is well promoted. This is demonstrated well through the provision of a breakfast club and a wide range of extracurricular activities and trips. School leaders are aware there is still more to do to ensure all pupils leave school with attainment which enables them to be well prepared for the next stage in their education.
- The school council is very active. Pupils have influenced the improved choice of food at lunchtime, more positive pupil behaviour in the toilets and in corridors and the activities they complete within topic work.
- Pupils benefit from a better curriculum which meets their different needs, helping them to

develop their individual skills and begins to prepare them to live in a diverse society.

- Spiritual, moral, social and cultural aspects of learning are well planned and are effective examples are seen around school.
- School leaders actively encourage parents to join in with their children's learning. They are invited into share special assemblies as well as workshops to help their children with learning to read.
- Arrangements for safeguarding meet requirements and children are safe in school.
- School leaders have clear plans for primary school sport funding. They intend to develop skills of all staff in the teaching of physical education, offer a wider range of extracurricular activities to promote healthy lifestyles and to develop coaching skills so that the most talented pupils may reach their potential in their chosen sport.
- **The governance of the school:**
 - Governors have a clear view of how successful the school can be. They are knowledgeable about the school and are proactive in improving it. Governors regularly challenge school leaders about the quality of teaching and ensured there was sufficient support for the recently appointed newly qualified teachers. Governors were concerned when attendance figures began to fall and supported the appointment of the Family Support Worker to ensure the prompt reversal of this trend. Governors are well trained and regularly check their skills to ensure they are improving school well. Most governors regularly visit the school to carry out their specific roles as link governors. They contribute well to the school development plan and are fully involved in the rigorous performance management of the headteacher. Financial management and safeguarding is secure. Governors are aware of the use and impact of the pupil premium and are working with the school to develop appropriate expenditure for physical education funding. The governing body is an asset to the school.

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	105427
Local authority	Manchester
Inspection number	426085

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	321
Appropriate authority	The governing body
Chair	Janet Chapman
Headteacher	Ron Peden
Date of previous school inspection	30 January 2012
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