

PROTECT-INSPECTION

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Mr R Peden
Headteacher
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Dear Mr Peden

Special measures: monitoring inspection of Moston Fields Primary School

Following my visit with Ron Bulman and Naila Zaffar, Additional Inspectors, to your school on 4 and 5 February 2009, I write on behalf of Her Majesty's Chief Inspector to confirm the inspection findings.

The visit was the third monitoring inspection since the school became subject to special measures in November 2007. The monitoring inspection report is attached and the main judgements are set out below.

Progress since being subject to special measures – satisfactory

Progress since previous monitoring inspection – good

Newly qualified teachers may be appointed on the condition that they are provided with a high quality programme of induction and support.

I am copying this letter and the monitoring inspection report to the Secretary of State, the chair of governors and the Director of Education for Manchester.

Yours sincerely

Mark Williams
Her Majesty's Inspector



Special measures: monitoring of Moston Fields Primary School

Report from the third monitoring inspection on 4 and 5 February 2009

Evidence

Inspectors investigated the school's work by observing twenty lessons and scrutinising documents. Meetings were held with the headteacher and deputy headteacher, subject leaders, the Early Years Foundation Stage (EYFS) leader, and groups of pupils, parents and governors. Inspectors also met with a representative from the local authority (LA) and the school improvement partner (SIP).

Context

Three teachers new to the school took up their posts in January 2009. Of these, two are working in the EYFS.

Achievement and standards

Since September 2008 assessments throughout the school have been secure and leaders have had a clear and accurate baseline from which to measure rates of pupil progress. These assessments and work in pupils' books show that such rates have improved since September and have done so at an accelerated pace for targeted pupils. The best rates of progress have been in writing owing to the strong emphasis in this area over the last year. Overall, progress is approaching satisfactory levels but it is not there yet. This is because some unevenness remains, not least in reading and in Year 3. Nonetheless, leaders are aware of this and actions to overcome the legacy of underachievement are already in place.

Progress since the last visit on the areas for improvement:

- Raise standards in English, mathematics and science in Key Stage 2 and in reading, writing and mathematics in Key Stage 1, and increase the rates of progress for all pupils – satisfactory

Personal development and well-being

Pupils are orderly around school and cordial in conversation with each other and adults. Good behaviour continues to be the norm as demonstrated by the significant reduction in exclusions and sanctions. Pupils report how much they enjoy the rewards the school provides. Attendance continues to improve and is broadly average.

Increasingly positive attributes demonstrated by pupils include: their contribution to the school, local and wider communities, as seen in their charitable fundraising; older pupils acting as play buddies; and a growing appreciation of different cultures.

This was particularly evident during this monitoring visit with pupils enthusiastically finding out about Chinese New Year celebrations following challenges set by the deputy headteacher in assembly. The school council continues to articulate the views of pupils well.

Quality of provision

Staff have a good understanding of the needs of children in the EYFS based on good, regular observations. Work planned for the children covers all required areas although more could be made of the outdoor learning environment. In addition, children have too few opportunities to work independently rather than completing the same tasks. More able children have been identified but, as yet, they are not moved on swiftly enough in their learning.

It is testament to the determination of leaders, staff, governors and LA support that no teaching is inadequate. As a result of training and support in this area the quality of teaching is much improved and, during this monitoring visit, 70% was good or better. Three lessons were judged to be outstanding. Where teaching is satisfactory good elements were observed in nearly all instances. The school is not resting on its laurels. For example, despite improvements in the way work is matched to pupils' different abilities, it appreciates there is not always enough challenge for the more able pupils. Nonetheless, this good overall improvement, coupled with the good use of teaching assistants has impacted positively on rates of pupil progress.

Assessments are secure. Marking is consistent, with pupils rewarded by merits and positive comments. Teachers link their marking to the goals of the lesson well. Leaders know the next step is to ensure marking, where appropriate, identifies to pupils the next steps in their learning and how they can improve. Overall, teachers are increasingly adept at planning work that is appropriate to need and using the wider curriculum to reinforce work in literacy and numeracy.

Progress since the last visit on the areas for improvement:

- Improve the quality of teaching across the school to increase the proportion of good and better teaching – good
- Improve teachers' knowledge and skills in assessing pupils and using this information to plan lessons better matched to pupils' abilities – good

Leadership and management

There have been good improvements in this area since the last visit as evidenced by better rates of pupil progress, accurate assessments and the increased proportion of good and better teaching, including the elimination of that which was unsatisfactory. Support for newly qualified teachers (NQTs) is good. These improvements are the result of the headteacher's good leadership and the strong, clear direction provided by him and his deputy. The role of core subject leaders in English, mathematics and science has developed further and they have now built up a strong evidence base to



accurately identify strengths and areas for improvement in their areas. Governance continues to improve at a good pace and governors are carrying out their expected duties and functions more effectively. A positive feature of their work is their meetings with core subject leaders, the level of questions they pose and the increasingly clear way their findings are reported to the governing body. In addition, governors have, in conjunction with the SIP, set appropriate and challenging targets for the headteacher

There is much to celebrate in the progress the school has made since the last visit. However, governors and leaders at all levels are aware that recent improvements need to be sustained and built on in order to accelerate pupils' progress further and raise standards.

Progress since the last visit on the areas for improvement:

- Improve governance so that governors are able to hold the school to account for the standards it achieves and the rates of pupils' progress – good
- Improve leadership and management at all levels so that the action taken is more effective and consistent in improving pupils' learning - good

External support

The LA through its school effectiveness officer and SIP continue to provide good support and challenge to the school. The integrated support plan is clear and coordinated well. In conjunction with the school, NQTs have been supported well.